



## Lander University: Unit/Program Review Report

<b>UNIT/PROGRAM NAME</b>	General Education Competency F: Acquire an understanding of aesthetic works
<b>OFFICE OF PRIMARY RESPONSIBILITY</b>	Office of Academic Affairs
<b>ASSESSMENT COORDINATOR</b>	General Education Committee
<b>SUBMISSION DATE OF THIS REPORT</b>	May 15, 2009

- I. **UNIT/PROGRAM GOAL:** Lander University desires its students have college-level knowledge associated with aesthetics. Specifically, students are expected to have an understanding of: 1) Techniques and discipline involved in the creation of the arts and literature, 2) How and why people use the arts and literature to express themselves and their societies, 3) Aesthetic sensibilities necessary to approach the arts and literature from both objective and subjective perspectives.

<b>Strategic Goal Supported</b>	1. Learning					
<b>Indicator of Success/ Student Learning Outcome</b>	Indicator/ Learning Outcome		AY 2007-2008	AY 2008-2009		
<b>AND Summary of Data</b>	1.	Competency F sub-score on the Lander Competency Assessment	Juniors: 51.1% Seniors: 51.0%	N/A		
	2.	Competency F subscore on the National Survey of Student Engagement (NSSE): "Attended an art exhibit, play, dance, music, theatre or other performance.:"	Lander: 2.46  Selected peers: 2.18  Carnegie Peers:	N/A		

			2.18 NSSE 2007: 2.19				
	3.	Competency F subscores (Items 18 and 19) on the Student Opinion Survey	N/A	Item 18: 54.9% Item 19: 63.0% Item 20: 71.9%			
	4.	IDEA Objective 7: Student perception of progress in gaining a broader understanding and appreciation of intellectual/cultural activity	4.24 (n = 119)	N/A			
	5.	English Department Aesthetic Works Rubric: Students can conceptualize art	N/A	N/A			
	6.	English Department Aesthetic Works Rubric: Students can analyze artistic methods and techniques	N/A	N/A			
	7.	English Department Aesthetic Works Rubric: Student can analyze artistic purposes and forms	N/A	N/A			
	8.	MUSI-101 student will be able to contextualize art, analyze artistic methods, techniques, purposes and forms	N/A	81% (written)  86% (listening)			
<b>Assessment Instrument(s) and Frequency of Assessment</b>	Instrument		Frequency				
	1.	Lander Competency Assessment (Competency F Sub-Test)	Each Spring Semester beginning Spring 2008				
	2.	National Survey of Student Engagement (NSSE)	Every three years (Spring 2007 and Spring 2010)				
	3.	Student Opinion Survey	Every second and third Spring Semester (Spring 2008 and Spring 2009)				
	4.	IDEA (student evaluation of instruction and courses) Objective 7	Each fall and spring semester				

	5.	English Department Aesthetic Works Rubric: Contextualize Art	Each fall and spring semester in ENGL-102, 202, 204, 205, 214, 221 and HUMA-285	
	6.	English Department Aesthetic Works Rubric: Analyze Artistic Methods and Techniques	Each fall and spring semester in ENGL-102, 202, 204, 205, 214, 221 and HUMA-285	
	7.	English Department Aesthetic Works Rubric: Analyze Artistic Purposes and Forms	Each fall and spring semester in ENGL-102, 202, 204, 205, 214, 221 and HUMA-285	
	8.	MUSI-101 Rubric	Each Term MUSI-101 is taught	
<b>Expected Outcome</b>		Met (3)	Partially Met (2)	Not Met (1)
	1.	The average scores of both Junior and Senior students are at least 50%	The average score of either the Junior or the Senior students is below 50%	The average score of both Junior and Senior students are below 50%
	2.	Benchmark comparison for Lander seniors is above all of the following - Selected Peers, Carnegie Peers and NSSE participants for the year	Benchmark comparison for Lander seniors is above only one or two of the following - Selected Peers, Carnegie Peers and NSSE participants for the year	Benchmark comparison for Lander seniors is above none of the following - Selected Peers, Carnegie Peers and NSSE participants for the year
	3.	Responses to all Items indicate that 70% or more of the students Strongly Agree or Agree	Responses to only two Items indicate that 70% or more of the students Strongly Agree or Agree	Responses to no more than one Item indicates that 70% or more of the students Strongly Agree or Agree
	4.	Institutional Summary Mean is 4.0 or above (substantial progress)	Institutional Summary Mean 3.0-3.9 (moderate progress)	Institutional Summary Mean below 3.0 (Slight or no apparent progress)
	5.	Average Rubric Score for this skill is between 3.0 and 2.5, inclusive	Average Rubric Score for this skill is between 2.4 and 1.6, inclusive	Average Rubric Score for this skill is less than or equal to 1.5
	6.	Average Rubric Score for this skill is between 3.0 and 2.5, inclusive	Average Rubric Score for this skill is between 2.4 and 1.6, inclusive	Average Rubric Score for this skill is less than or equal to 1.5
	7.	Average Rubric Score for this skill is between 3.0 and 2.5, inclusive	Average Rubric Score for this skill is between 2.4 and 1.6, inclusive	Average Rubric Score for this skill is less than or equal to 1.5
	8.	Written Exam: 85% - 100% AND Listening Exam: 85% - 100%	Written Exam: 65% - 84% AND Listening Exam: 65% - 84%	Written Exam: < 65% AND Listening Exam: < 65%
<b>Review of</b>	1.	2008: Scores were acceptable overall indicating students are demonstrating competency; however the General		

<b>Results and Actions Taken</b>		Education Committee charged faculty with 1) a review and possible revision of the sub-test items, and 2) the development of a common rubric to assess aesthetic works across the curriculum.
	2.	2008: Question 1: Expected Outcome Met; Question 2: Expected Outcome Met Continue use of NSSE. Lander's seniors report they attend significantly more events than those of all three comparison groups. This is likely attributable to Lander's Fine Arts and Lectureship Series (FALS) requirement.  This data supports the continuation of the FALS requirement and provides evidence that it contributes to students' attainment of the competency.
	3.	2008: It is disconcerting that such a large percentage of students (46%) perceive that this knowledge is not necessary for a complete college education. General Education Committee has charged faculty teaching courses that address this Competency to explore ways of making the content and skills meaningful to students. Recommend continuation of this measure.
	4.	2008: Art 101, Music 101, and Theatre 201: n=119 (for reporting purposes, data from these courses are combined; however course-level data was examined by the General Education Committee). Item 7 (Progress on gaining a broader understanding and appreciation of intellectual/cultural activity) = 4.24. Overall Expected Outcome Met. Student perceptions of progress made suggests that these courses provide students opportunities to develop an understanding of aesthetic works. No change recommended based on this data.
	5.	Beginning with the 2009-2010 academic year, the English Department will assess each of its general education courses. Near the end of each fall and spring term instructors teaching the listed courses will administer an essay exam containing questions that are mapped to this specific skill. A copy of all completed exams will be submitted to the English Department office, and a random selection of the exams will be evaluated by a committee of departmental faculty using a rubric.
	6.	Beginning with the 2009-2010 academic year, the English Department will assess each of its general education courses. Near the end of each fall and spring term instructors teaching the listed courses will administer an essay exam containing questions that are mapped to this specific skill. A copy of all completed exams will be submitted to the English Department office, and a random selection of the exams will be evaluated by a committee of departmental faculty using a rubric.
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	8.	The following data collected in Spring 2009 semester: * 81% of students tested met or exceeded the prescribed competency levels on the written exam. * 86% of students tested met or exceeded the prescribed competency levels on the listening exam.

		The Department of Music is satisfied with these results and sees no immediate need for improvement.	
	<b>Sum</b>		
<b>Outcomes</b>		Indicator of Success Evaluation	Indicator of Success Score
	1.	Not Evaluated	Not Scored
	2.	Not Evaluated	Not Scored
	3.	Not Met	1
	4.	Not Evaluated	Not Scored
	5.	Not Evaluated	Not Scored
	6.	Not Evaluated	Not Scored
	7.	Not Evaluated	Not Scored
	8.	Met	3
<b>Additional Resources Required to Achieve or Sustain Results</b>	\$0.00 Explanation		

**II. UNIT/PROGRAM SUMMARY**

Unit/Program Goal	Strategic Goal Supported	Unit/Program Goal Outcome		Additional Resources Required to Achieve or Sustain Results
		Score	Evaluation Met: 3.00 – 2.01 Partially Met: 2.00 – 1.01 Not Met: 1.00 – 0.01 Not Evaluated: 0.00	
1. Lander University desires its students have college-level knowledge associated with aesthetics. Specifically, students are expected to have an understanding of: 1) Techniques and discipline involved in	1. Learning	2.00	Met	\$0.00

<p>the creation of the arts and literature,  2) How and why people use the arts  and literature to express themselves  and their societies, 3) Aesthetic  sensibilities necessary to approach  the arts and literature from both  objective and subjective  perspectives.</p>				
<b>UNIT/PROGRAM TOTALS</b>	<b>2.00</b>	<b>Met</b>	<b>\$0.00</b>	