



CHAPMAN UNIVERSITY

GENERAL EDUCATION ASSESSMENT REPORT Spring 2019

General Information	
General Education Assessment Area	Artistic Inquiry
Department/ School	N/A
Number of students currently in the discipline	2794 (as of 7/9/19; Data retrieved from Panther Analytics)
Contact Person	
Name <i>(Person coordinating assessment effort)</i>	Nina Lenoir, Vice Provost for Undergraduate Education Paul Kang, Director of Accreditation and Assessment
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OVERVIEW/DESCRIPTION

GE Director and faculty need to complete this section.

Learning Outcome I. Process:	
Student Learning Outcome	Composes critical or creative works that embody or analyze conceptually an artistic form at a baccalaureate/pre-professional level.
Supports University Theme (<i>Some or all of the program's learning outcomes must support at least two of the university's strategic themes</i>) <ul style="list-style-type: none"> Themes: <i>Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing</i> Describe how the theme is supported by the learning outcome 	GE Director and faculty need to complete this section.
Supports WASC Core Competency, For Undergraduate Programs Only (Please indicate whether this outcome supports any of WASC's core competencies) <ul style="list-style-type: none"> Oral Communication Written communication Information Literacy Quantitative Reasoning Critical Thinking 	GE Director and faculty need to complete this section.
Where is the outcome published for students? <ul style="list-style-type: none"> Syllabi (If syllabi, list course numbers) Website Handbook 	The GE AI Learning Outcome is published on all courses that fulfill the GE AI requirement. The learning outcome also is published in the GE web page: https://www.chapman.edu/academics/learning-at-chapman/general-education-outcomes/index.aspx
Evidence of Learning <ul style="list-style-type: none"> capstone project presentation performance course-embedded exam assignment standardized test portfolio 	GE Artistic Inquiry (AI) instructors were instructed to choose an assignment from their courses that would address the AI Learning Outcome sufficiently (see assessment instructions below). Given the variety of courses in different programs that meet the GE AI requirement, it was not possible to assign a common assignment. This challenge and requirements for choosing an appropriate assignment were discussed and agreed to during the initial assessment meeting on 2/4/19 with the instructors. As such, there were a variety of assignments chosen for this assessment (see assignment prompts folder). <ul style="list-style-type: none"> GE AI Instructions for Instructors GE AI Assignment Prompts <p>When instructors decide to use the final exams to assess the AI Learning Outcome, it is not included in the assignment prompt folder in order to protect the exam from unauthorized distribution.</p>
Collecting and Analyzing the Data <ul style="list-style-type: none"> How did you select the sample? 	In spring 2018, Chapman University offered 103 GE AI courses (some with multiple sections) across 16 programs. These also include study abroad courses. There were a total of 2794 students enrolled in these courses.

- *What was your sample size (number of students)?*
- *Provide the percentage of the sample size as compared to the relevant population.*
- *How did you assess the student work/data collected?*
 - *Possible Tools: rubric, exam questions, portfolio samples*
 - *Attach all assessment tools*

- [GE AI Course List](#)

In order to get a representative sample across the programs, we employed a stratified sampling design. From each program, we randomly selected instructors and asked if they would be interested in participating in the GE assessment. Six instructors teaching 13 sections volunteered to participate in the GE assessment. The enrollment for these course sections are as follows:

Course	Sample
Dance 353	66
Doc Film 321	14
Film and Media 140	100
Film Studies 445	18
Music 101	34
Music 128	23
Music 203	32
Music 230	15

The overall sample size was 302 students (10.8% of students enrolled for GE AI).

Instructors assessed their chosen assignment (see an explanation for prompt #5 above) using the GE AI Learning Outcome Rubric (see below). They were instructed to choose an assignment toward the end of the course in order to appropriately assess their knowledge and skills in this GE area. The GE AI Learning Outcome Rubric has three assessment criteria: (a) Express informed viewpoint; (b) Interpret forms of creative expression; (c) Understand cultural contexts.

- [GE AI Rubric](#)

Expected Level of Achievement

- *What was your target(s) for student performance for this outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)*

For each of the three criteria, our target was to achieve a mean score of 2 (from score range of 1-3) or greater across all participants, indicating basic levels of proficiency.

II. Progress

1. How have previous years' findings been used to improve learning, courses and program in relation to this outcome? Specify.

- *Refer to previous years' assessment reports/responses for this section.*
- *How did this year's achievement level compare to past years?*
- *Show year-to-year progress, preferably in a data table.*

The previous GE AI assessment was conducted under different conditions and has issues relating to sample size, incomplete or inadequate submissions, and other logistical issues. Thus prior findings were not deemed sufficient for comparison with the current assessment strategy. Going forward, future assessments will be consistent with this year's process and more effective longitudinal comparisons may be drawn.

2. Based on your analysis and review, what improvements (if any)

GE Director and faculty need to complete this section.

will the program initiate in the coming academic year?	
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