

General Education Assessment 2017-18 Results for Human Creativity

Executive Summary

In May 2018, faculty assessed 125 written artifacts to determine the extent to which students were achieving the specified outcomes for general education in lower division human creativity courses. The outcome that received the highest ratings was students' *ability to use historical and contemporary example of creative expression and use terminology in the chosen discipline*. The lowest rated outcome was students' *ability to write about aesthetic experiences while utilizing terminology appropriate to the chosen discipline*. Students struggled to provide support for their appreciation or critique of work. Faculty raters recommended that faculty be encouraged to design or redesign their assignments to ask students to better demonstrate the human creativity outcomes.

A description of the methodology, results and recommendations can be found in the full report below. Other information, such as the rubric, can be found on the Office of Institutional Effectiveness & Assessment's website: <https://tinyurl.com/geneduc>

Human Creativity Assessment Report

As part of Old Dominion University's general education requirement, students must complete the human creativity requirement at the lower division level. The lower division human creativity (HC) way of knowing are taught in the Art, Music, Theater, Dance and Film 100- or 200-level courses (ARTH 121A/122A COMM/THEA 270A, DANC 185A, MUSC 264A, and THEA 214A). The criteria approved by Faculty Senate for HC courses includes:

- a. Students will demonstrate an appreciation of aesthetic experiences in the chosen discipline.
- b. Students write and discuss these experiences with greater understanding, which necessitated critical analysis according to the norms of the discipline
- c. Student will critically assess the merits of their work and the work of others
- d. Student will critically assess the intellectual traditions reflected in a particular work
- e. Student will come to understand the value of common human needs and desires expressed through creative expression

Discussions with a committee of faculty teaching or coordinating HC courses revealed that the general education outcomes for HC needed slight modifications in order to clearly state what students actually do and are expected to learn. For instance, students do not create art and therefore cannot assess the merits of their work (outcome c). Faculty also adjusted outcomes to align with their expectations and assignments:

Table 1. Human Creativity outcome revisions

Original HC Outcomes	Revised HC Outcomes
a. Students will demonstrate an appreciation of aesthetic experiences in the chosen discipline.	Students will learn about historical and contemporary examples of creative expression and terminology in the chosen discipline.
b. Students write and discuss these experiences with greater understanding, which necessitates critical analysis according to the norms of the discipline.	Students will critically analyze aesthetic experiences according to the norms of the discipline.
c. Students will critically assess the merits of their work and the work of others.	Students will write these experiences utilizing terminology appropriate to the chosen discipline.
d. Students will critically assess the intellectual traditions reflected in a particular work.	Student will critically assess the aesthetic traditions reflected in a particular work outside of the classroom setting.
e. Students will come to understand the value of common human needs and desires expressed through creative expression.	Students will demonstrate an appreciation of aesthetic experiences in the chosen discipline and recognize their value and function in today's world.

Methodology

A rubric developed by faculty from four departments was used to assess HC: Communication & Theater Arts, Art, Music and Dance. In fall 2017 and spring 2018, faculty teaching general education courses in the areas of communication, art, theater, and dance were asked how and where students demonstrated the HC outcomes. Faculty members were able to identify an artifact or series of artifacts that aligned with the HC outcomes and embedded within the courses.

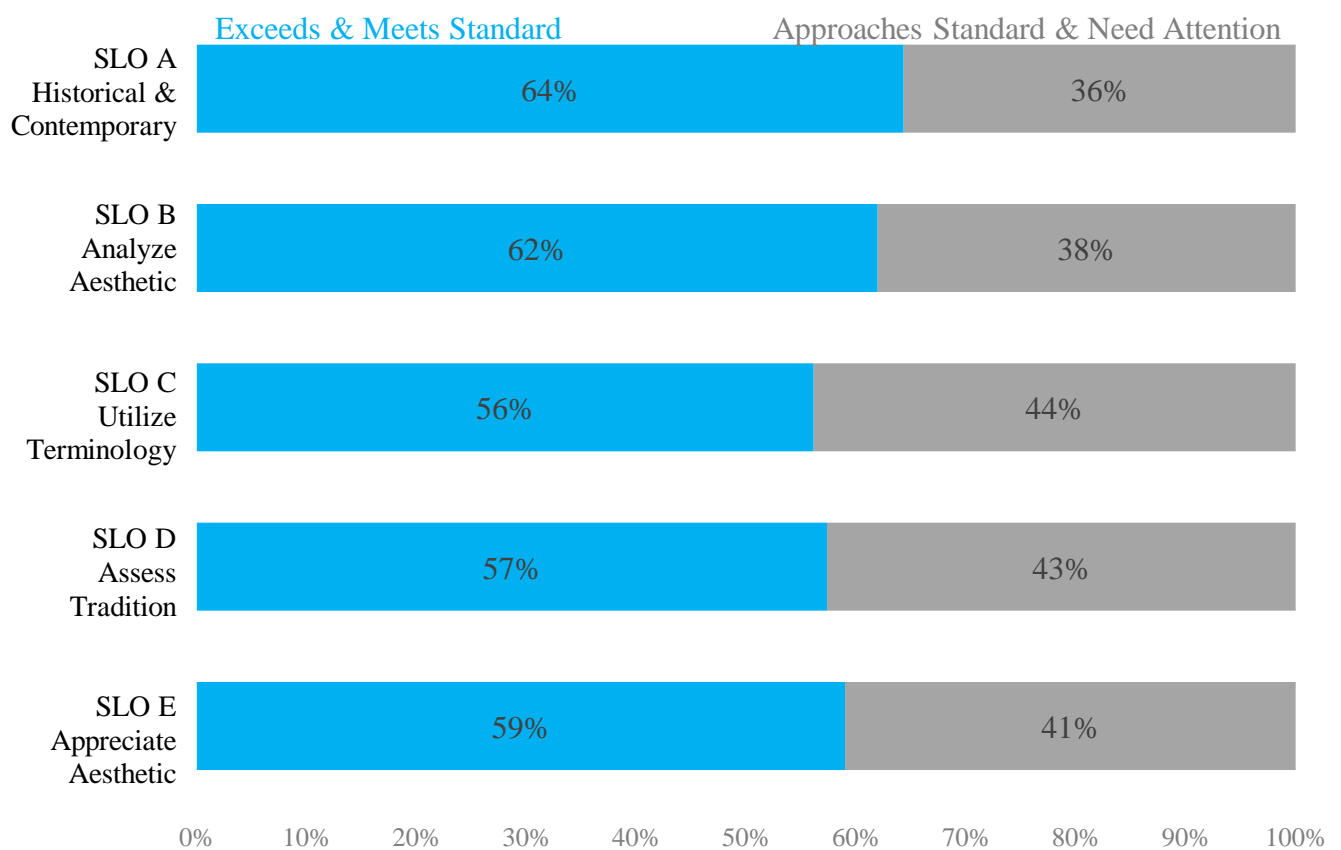
A two-day assessment summit was convened in May 2018, where five faculty read and rated a random sample of student artifacts from the courses. During the morning of the first day, a calibration session was conducted. First, faculty thoroughly reviewed and discussed the rubric and then independently applied the rubric to three sample artifacts. Raters shared their ratings and discussed any differences that arose after each “round” of rating. This discussion helped faculty come to a common understanding of what the student learning outcomes (SLO) meant and what to look for when rating the artifacts using the rubric’s scale: exceeds standard, meets standard, approaches standard, needs attention. Once individual ratings on a shared artifact did not differ by more than one point, raters were given a set of 50 artifacts to rate. The artifacts were read twice by faculty and scored using the rubric. If faculty ratings differed by more than 1 point on the majority of the outcomes, the artifact was sent to a third reader.

Six of the 125 artifacts reviewed required a third read due to discrepancies in ratings. A full description of the methodology, including inter-rater reliability data and the rubric can be found on the Office of Institutional Effectiveness & Assessment’s website: <https://tinyurl.com/geneduc>

Results

An overview of the findings by SLO is presented in Table 2. The HC outcome that received the highest ratings was *students will learn about historical and contemporary examples of creative expression and terminology in the chosen discipline* (SLO A: 64% exceeds and meets). The lowest rated outcome was *student will write these experiences utilizing terminology appropriate to the chosen discipline* (SLO C: 56% exceeds and meets).

Table 2. Human Creativity assessment results



Faculty Rater Discussion and Recommendations

Discussion

At the end of the second day, faculty were asked to reflect upon the strengths and weaknesses of students. Overall, faculty noted that students were able to *identify historical and contemporary examples of creative expression and use terminology in the chosen discipline* (SLO A) well. Students also showed strong performance in their ability to *critically analyze aesthetic*

experiences according to the norms of the discipline (SLO B). Student performance was weaker in the following areas: students will write aesthetic experiences utilizing terminology appropriate to the chosen discipline (SLO C) and critically assessing the aesthetic traditions reflected in a particular work outside of the classroom setting (SLO D). Faculty noted that students often mentioned that they liked or disliked a piece of work, such as a film, concert or piece of art work; however, they did not incorporate or support their assessment.

Recommendations

Faculty raters identified the following recommendations to improve Human Creativity:

- Faculty should review and revise the human creativity outcomes to clarify rubric language.
- Adopt the revised HC outcomes as the official general education outcomes of HC
- Faculty should focus on strengthening SLO C in current assignments and consider redesigning assignments to ensure that all outcomes, especially SLO D and E, are included.
- The department or program should consider designating a full-time faculty member to the human creativity general education competency to act as a mentor/coordinator for the rest of the instructors. This would leverage institutional memory and resources.

Plan to Improve Learning

- The departments of Communications and Theatre Arts, Music, and Art are developing a plan to improve based on the results and recommendations.

Faculty Senate Recommendations

- Faculty Senate Committee A reviewed the General Education Assessment results for Human Creativity during 2018-2019. Committee A accepted the report and provided no recommendations.