# General Education Assessment and Review Form Expressive Arts 3/20

Please attach/ submit additional documents as needed to fully complete each section of the form.

## i. Course Information

Department: Course Number:   
  
Course Title:

Type of Request: New\* One-time Only Rene Change Revise w/Assessment Remove  
Course Offered: Fall Spring Intermittent Summer Winter Multiple sections Next Offered:  
\*If course does not exist in the catalog, an [e-curr](https://www.umt.edu/winapps/adminfin/eCurr) form is also required.

Justification for course level   
Normally, general education courses do not have more than one pre-requisite, are at least 3 credits, and numbered in the 100-300 levels. If the course does not meet these conditions, please provide an explanation. If the course is offered at the 400-level, please explain how it is foundational within the requested perspective.

addITIONAL INFORMATION (FOR oche DATABASE):

In which [MUS Core Category](https://mus.edu/Transfer/MUScore.asp), does this course fit?   
Does the course include content regarding cultural heritage of American Indians?

## ii. Endorsement / Approvals

|  |  |  |
| --- | --- | --- |
|  |  |  |

\* Instructor: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_  
 Phone / Email:   
Program Chair: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_  
Dean: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

\*Form must be completed by the instructor who will be teaching the course. If there are multiple sections or instructors, the form must be completed by the lead instructor or the department chair. It would be helpful for first-time faculty assigned to teach general education courses to be informed of the requirements.

## iii. Description and Purpose

General Education courses are expected to be introductory and foundational within the offering department or within the General Education Group. They emphasize breadth, context, and connectedness; and relate course content to students’ future lives: (See [Preamble](http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx))

## IV. Criteria

Briefly explain how this course meets the criteria for the group.

1. Courses guide students, whether in individual or group settings, *to* acquire foundational skills to engage in the creative process and/or in interpretive performance.
2. Through direct experience (for example, attendance and involvement with live performance, exhibitions, workshops, and readings), they will engage in critical assessment of their own work and the work of others.

## v. Student Learning Goals

Briefly explain how this course will meet the applicable learning goals.

1. Express themselves in the making of an original work or creative performance.
2. Understand the genres and/or forms that have shaped the medium.
3. Critique the quality of their own work and that of others.

## VI. Assessment

A. How are the learning goals for the General Education Group measured?

Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the **General Education** learning goals. (See [Example](http://www.umt.edu/facultysenate/committees/gened/GE_Review/Assessment%20report%20for%20PHL110.docx)) Please attach or provide a web link to relevant assessment materials.

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2. Understand the genres and/or forms that have shaped the medium.

3. Critique the quality of their own work and that of others.

**General Education Assessment Report (Items B-D)** If this information is not yet available, Items VI. B- D must be completed after the next offering (re-submit the entire form with these sections completed by the curriculum deadline). Your course will be granted provisional status until the report is received. Report not required for one-time-only general education offerings.

### b. Achievement Targets

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

### c. Assessment Findings

**What were the results/findings, and what is your interpretation/analysis of the data?** (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback may also be reported. Do NOT use course grades or overall scores on a test/essay. Be sure to use data that connects to the specific learning goals (do not rely on overall course grades.) The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

### D. Assessment Feedback

Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

## VII. Syllabus and Submission

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221, faculty.senate@mso.umt.edu. The learning goals for the Expressive Arts Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.