

GER 6 ASSESSMENT REPORT

Submitted by GER 6 Working Group members:

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The GER 6 Assessment Report includes the Definition and Elaboration of GER 6 Criteria, a description of methodologies used in the assessment, and the Working Group's report of GER 6 courses. As specified in the schedule for GER assessments, the GER 6 Report is submitted to the Educational Policy Committee and the Assessment Steering Committee. Each committee responds to the report, and the Educational Policy Committee presents results and recommendations to the faculty.

THE FOLLOWING INFORMATION IS EXTRACTED FROM THE EPC'S APPLICATION FOR GER 6 COURSES <http://www.wm.edu/FAS/EPC/>

GER 6 - Creative and Performing Arts

Definition and Elaboration of Criteria:

The purpose of GER 6 is to understand the artistic process. Accordingly, by actively involving students in exercises that require artistic choices, GER 6 courses aim for an experience-based understanding of how the artist communicates. A course that satisfies GER 6 would require a student to begin to understand an art at the foundation level through artistic activities involving each of the following:

- Developing their artistic skills; and
- Applying the principles of the art through projects and/or exercises.

Students may satisfy this requirement by:

- Successful completion of two credits in one of the creative or performing arts chosen from a list of departmental courses approved by the EPC.
- Exemption (without credit) based on prior experience as demonstrated at least by A) or B) below. These are minimum conditions. Higher exemption standards will be set where Creative/Performing departments demonstrate their appropriateness to the GER 6 Working Group and EPC.
 - A. demonstration of an appropriate level of achievement in a creative or performing art through placement recommendation or review of portfolio, performance, or audition.
 - B. documentation based on prior experience (Departments are requested to submit exemption procedures for Working Group and EPC review.)
- High school transcript evidence of successful completion of two years in academic courses in one of the creative/performing arts.
- Other documentation, provided by the student, confirming two years of participation in an organization or activity requiring an audition. Such organizations/activities may include:
 - A. music performance (solo, ensemble)
 - B. debate/forensics (district (National Forensic League) national-qualifying tournament in two separate years, two CFL national qualifying tournaments in two separate years)
 - C. accredited competition resulting in juried performance, exhibition, or publication (music performance, art, creative writing, dance, theater)

Questions from the GER 6 Application From:

1. What artistic skills are to be developed?
2. What fundamental artistic principles are to be learned?
3. What projects or exercises are to be employed?
4. How do the projects or skills develop the appropriate experienced-based understanding being considered?
5. How is the student to be evaluated?

DESCRIPTION OF SURVEY AND PORTFOLIO METHODOLOGIES

When the general education curriculum was adopted, the faculty voted to assess the GERs using course portfolios and surveys. Each methodology is described briefly below.

PORTFOLIO METHODOLOGY

Faculty members were asked to submit course portfolios for each GER 6 course they taught in Fall 1998 and Spring 1999. The portfolios are collections of material from the course or laboratory (e.g., syllabus, assignments, tests) that illustrate how the GER criteria are being met. Faculty members also were asked to include examples of student work in the portfolios.

During a pilot study of the methodologies, scoring rubrics for GER 6 courses were developed using the language of the GER criteria. GER 6 Working Group members updated the scoring rubrics from the pilot and used them to evaluate each course portfolio. When a faculty member was teaching multiple sections of the same course, a single portfolio was collected. In the case of GER 6 courses, 101 of 203 course sections taught in Fall 1998 and Spring 1999 were duplicate sections. Portfolios were submitted for 61 of the remaining 102 sections.

Course portfolios included in analysis 61 / 102 (60%)

SURVEY METHODOLOGY

The student survey included all students with valid contact information who were enrolled in GER 6 courses (including individual music instruction). Students were sent a questionnaire for each GER 6 course in which they were enrolled. Faculty members were sent a parallel questionnaire for each GER 6 course they taught. They were sent a single questionnaire for multiple sections of the same course.

Lecture courses		
Student responses:	Fall 1998:	993 / 1511 (66%)
	Spring 1999:	979 / 1554 (63%)
	Total:	1972 / 3065 (64%)
Faculty responses:	Total:	77 / 118 (65%)

COURSES / SECTIONS INCLUDED IN GER ASSESSMENT

Table 1 illustrates the number of GER 6 courses and course sections that were offered during Fall 1998 and Spring 1999, and the number of faculty members teaching GER 6 courses.¹

TABLE 1: 1998 – 1999 GER 6 Courses by Department			
	<u>Fall 1998, Spring 1999</u>	<u>Fall 1998, Spring 1999</u>	<u>Fall 1998, Spring 1999</u>
Departments:	Courses	Sections	Instructors
Art	2	20	7
English	3	15	6
Kinesiology	4	6	2
Music	50	114	40
Theatre, Speech, Dance	<u>16</u>	<u>48</u>	<u>18</u>
Total:	75	203	73
<u>MUSIC</u>			
<i>Courses</i>	2	4	3
<i>Ensembles</i>	18	34	15
<i>Group lessons</i>	3	8	3
<i>Individual lessons</i>	27	68	33
<u>THEATRE, SPEECH, DANCE</u>			
<i>Theatre</i>	11	26	12
<i>Speech</i>	1	10	3
<i>Dance</i>	4	12	3

In sum, five departments offered a total of 75 GER 6 courses with 203 sections in Fall 1998 and Spring 1999. Some instructors taught single sections of more than one course (portfolios were requested for each course), and some taught multiple sections of the same course (one portfolio was requested for multiple sections taught by the same instructor).

¹ The Office of Institutional Research provides the Office of Assessment with information about GER courses, course sections, faculty members, and enrolled students.

WORKING GROUP REPORT OF GER 6 COURSES

The Working Group was asked to address a series of questions about GER 6. The Group's report is based on tables and figures that summarize portfolio scores and survey results, and a review of student work and course materials. The questions, relevant tables and figures, and the Working Group report are presented below. Each question is in bold font and is followed by the Working Group response in italics. The supporting tables and figures are after each response.

ASSESSMENT QUESTIONS: GER 6

PORTFOLIO RESULTS: (Table 2, Figure 1)

1. Based on analysis of student work and other course portfolio materials, how well are the courses collectively meeting the GER 6 criteria?

A review of course portfolios indicates that GER 6 courses are meeting the GER 6 criteria. The overall score in Figure 1 was computed by adding scores for each criterion and dividing by 5. A comparison of the item scores and the overall score in Figure 1 shows that courses meet each criterion (the lowest score = 2 or higher). The figure also shows that courses rated 2 or "somewhat" on one criterion are rated 3 or "clearly" on other criteria which yields an overall lowest score of 2.5 or higher. This means that courses collectively evidence all criteria but emphasize each criterion to different degrees.

Note that for two items, about 10% of the portfolios could not be judged (#2: To what extent did this course promote imaginative and creative thinking?; #5: To what extent did this course help students make informed artistic and expressive choices?), and for one item, about 6% could not be judged (#3: To what extent did this course introduce formal ideas, organizational principles, and vocabulary that may be used to analyze and articulate concepts in the discipline?). These items indicate the need to (1) clearly define for faculty members the type of material at that will help Working Group members evaluate portfolios, and (2) develop a scoring rubric that defines the scores for each criterion.

a. What types of courses would clearly meet the criteria?

A course must engage students in artistic processes and must introduce students to fundamental artistic principles. Such a course fosters an understanding of how an artist communicates meaning and how the art work attains meaning. In sum, students should experience the artistic process within a context that examines how art is expressed and defined.

b. What types of courses would not meet the criteria?

Courses that provide hands-on experience without giving the art form a cultural context would not meet the GER 6 criteria. Courses that emphasize context without hands-on experience would not meet the GER 6 criteria.

TABLE 2: Distribution of GER 6 Course Portfolio Ratings

A course that satisfies GER 6 would require a student to begin to understand an art at the foundation level through artistic activities involving each of the following:

- Developing their artistic skills; and
- Applying the principles of the art through projects and/or exercises.

Extent to which GER criteria evidenced in portfolio:

SCALE: 3=clearly, 2=somewhat, 1=not at all
0=could not judge

Portfolio ratings*

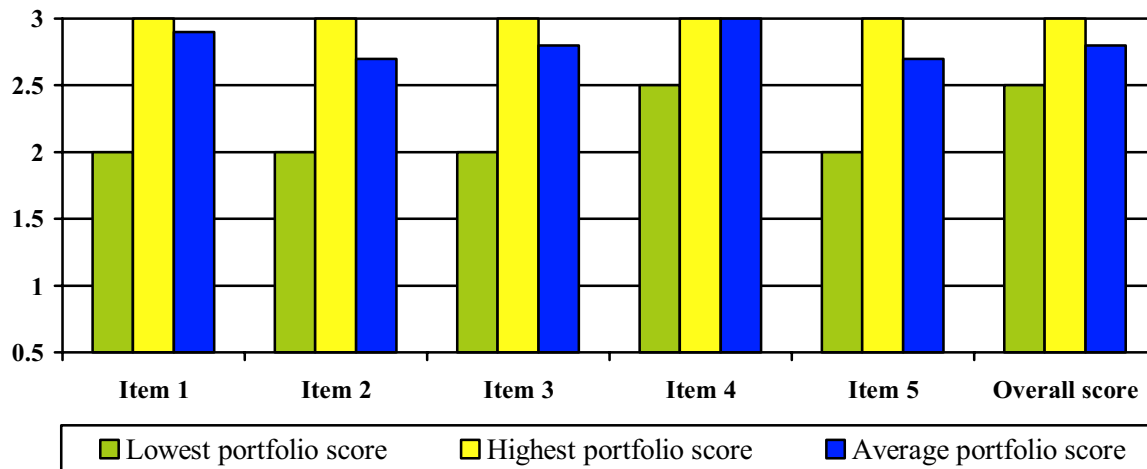
% of sections that were scored at least as high as the two ratings
(number of sections in a given category in parentheses).

Those that could not be scored are not included in percentages.

Item on scoring sheet ↓	portfolio score →	3	3&2	2	2&1	1	0
1. To what extent did this course help students understand and apply some of the fundamental artistic principles?		85% (51)	98% (8)	100% (1)	--	--	2
2. To what extent did this course promote imaginative and creative thinking?		55% (30)	84% (16)	100% (9)	--	--	7
3. To what extent did this course introduce formal ideas, organizational principles, and vocabulary that may be used to analyze and articulate concepts in the discipline?		66% (38)	90% (14)	100% (6)	--	--	4
4. To what extent did this course provide hands-on experience, techniques, and strategies, directed toward completed assignments and exercises?		97% (59)	100% (2)	--	--	--	1
5. To what extent did this course help students make informed artistic and expressive choices?		57% (32)	89% (18)	100% (6)	--	--	6

- at least one reviewer could not judge. For criterion 5, one of the 6 “could not judge” scores, reflect a score of one and three

Figure 1: Portfolio Scores: Overall Score* of Portfolio and Each Item



SURVEY RESULTS:

2. How do survey responses of students compare with portfolio analysis for GER 6 courses?

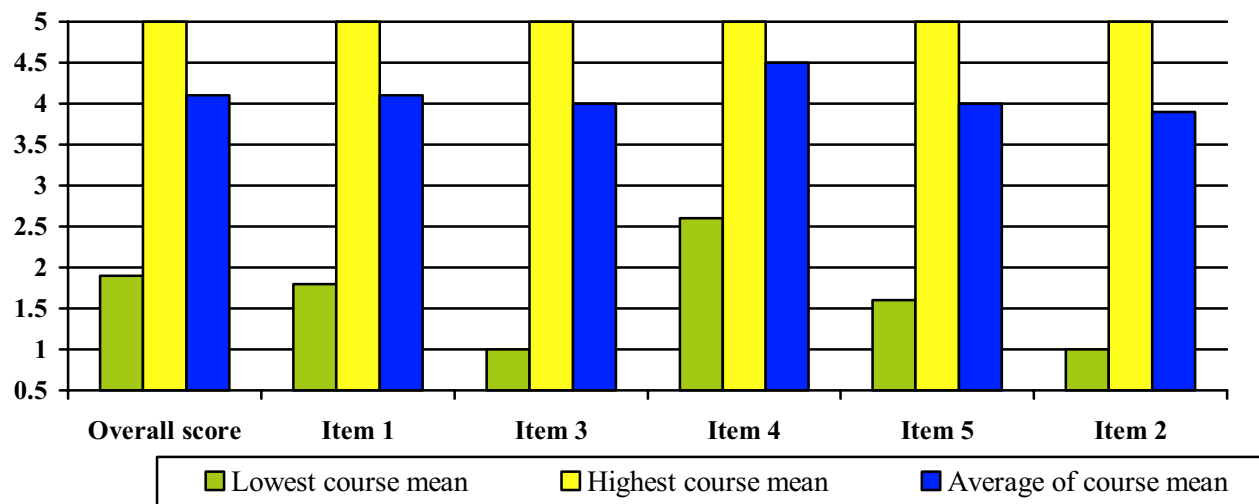
(Table 3, Figure 2)

The scales for portfolio analysis and survey responses are different. However, overall results of the portfolio analysis and student surveys suggest that most GER 6 courses are meeting the GER 6 criteria. The average of course means is at least a 4 on a 5 point-scale (5=great extent) for all items except #2 which had an average of 3.9. Table 3 and figure 2 show that students in nearly all GER 6 courses said that GER 6 criteria were being met: nearly all courses had an average response of three or higher for each criteria. In the overall survey ratings (average of the 5 items), only 5 of the 198 courses fell below the midpoint (3) on the 5-point scale. Portfolio items that were most difficult to score (#2, #5, and #3) also had the lowest course means and the lowest average of course means. This might reflect course content as well as problems with interpreting the items.

**TABLE 3: Student Survey Mean Course Ratings for Course Sections
(including sections of individual instruction)**

Survey Items To what extent did this course:		Mean of average scores for all GER 6 courses	Survey ratings*			
			4 & above	3 & above	2 & above	1 & above
MEETS THE OVERALL GER: Average of the five survey items		4.1	68% (134 courses)	98% (193 courses)	99% (197 courses)	100%
1. help you to understand and apply some of the fundamental artistic principles?	4.1	68% (134 courses)	98% (194 courses)	99% (197 courses)	100%	
2. promote imaginative and creative thinking?	3.9	55% (109 courses)	96% (189 courses)	99% (196 courses)	100%	
3. introduce formal ideas, organizational principles, and vocabulary that may be used to analyze and articulate concepts in the discipline?	4.0	58% (115 courses)	97% (192 courses)	98% (195 courses)	100%	
4. provide hands-on experience, techniques, and strategies directed toward completed assignments and exercises?	4.5	91% (180 courses)	99% (197 courses)	100%	100%	
5. help you make informed artistic and expressive choices	4.0	60% (119 courses)	98% (193 courses)	99% (197 courses)	100%	

**Figure 2: Survey Responses Aggregated by Course
Mean of Overall Course Scores* and Course Averages for Each Item**



*For each course: average of all five items

SURVEY RESULTS: COMPARISONS

The Working Group was asked to compare survey responses based on respondent and course characteristics. The characteristics include:

- a. Students and faculty
- b. Course levels
- c. Class sizes (1-5, 6-12, 13-22, 28-41, 54-77)
- d. Student class statuses (freshman, sophomore, junior, senior)
- e. Instructor ranks
- f. Departments and course types within departments

Each comparison is made below in a brief comment that interprets survey results. The survey results are presented in a table below the comment.

3a. Differences between students and faculty (Table 4)

Not surprisingly, faculty members indicate somewhat more extensive attention to each criterion than do students. However, the scores are consistent. The students and faculty members agree that GER 6 courses “provide hands-on experience, techniques, and strategies directed toward completed assignments and exercises” (#4). For items #2, #3 and #5, the ranges of course means and faculty responses suggest that in some courses a criterion is addressed minimally and in other courses it is emphasized to a great extent.

TABLE 4: Summary of GER 6 Course Surveys: Faculty & Students (including sections of individual instruction)			
Mean and range of survey ratings: Faculty and Student*			
SCALE: 1=Not at all; 5=Great extent			
Survey Items	Faculty members (N=76/100)	Students (N=1972/3065)	Average of course means* (N=198/203)
To what extent did this course:			
MEET THE OVERALL GER: Average of the 5 survey items	mean=4.6 range=2.8-5.0	mean=4.1 range=1 – 5	mean=4.6 range=1.9 - 5.0
1. help you to understand & apply some of the fundamental artistic principles?	mean=4.6 range=3 – 5	mean=4.1 range=1 – 5	mean=4.1 range=1.8 – 5.0
2. promote imaginative and creative thinking?	mean=4.4 range=2 – 5	mean=4.0 range=1 – 5	mean=3.9 range=1.0 – 5.0
3. introduce formal ideas, organizational principles, and vocabulary that may be used to analyze and articulate concepts in the discipline?	mean=4.6 range=2 – 5	mean=3.9 range=1 – 5	mean=4.0 range=1.0 – 5.0
4. provide hands-on experience, techniques, and strategies directed toward completed assignments and exercises?	mean=4.9 range=3 – 5	mean=4.5 range=1 – 5	mean=4.5 range=2.6 – 5.0
5. help you make informed artistic and expressive choices	mean=4.5 range=2 – 5	mean=4.1 range=1 – 5	mean=4.0 range=1.6 – 5.0

*In this report, most student survey responses are provided as means of students enrolled in courses. This strategy focuses the assessment at the course level so that small courses or individual instruction are not absorbed by courses with larger enrollments. Faculty and student comparisons are provided for all faculty responses, all student responses, and course means of student responses.

3b. Differences among course levels (Table 5)

There are modest differences by course level in the overall means and the means of each survey item. Without exception, the upper level courses have the highest mean ratings and in no case is the course mean in upper level courses below the midpoint of the scale. The most noticeable differences are in ranges of course means. The applied music (instruction and ensembles) courses have much broader ranges than do the lower and upper level courses. This might be a artifact of class size, but it does suggest that student experiences relative to GER 6 criteria are different in some of the music instruction and ensembles than they are in lower and upper level courses. Students suggest that their GER 6 lower and upper level courses at least touch on each GER 6 criteria. This is not the case in all of the music instruction and ensembles.

TABLE 5: Summary of GER 6 Course Surveys: Course Level			
Mean and range of survey ratings SCALE: 1=Not at all; 5=Great extent			
Survey Items To what extent did this course:	Music: instruction & ensembles (N=105)	Lower (100-200) (N=73)	Upper (300-400) (N=20)
MEET THE OVERALL GER: Average of the 5 survey items	mean: 4.1 range: 1.9 – 5.0	mean: 4.1 range: 3.0 – 4.9	mean: 4.4 range: 3.6 – 4.8
1. help you to understand & apply some of the fundamental artistic principles?	mean: 4.2 range: 1.8 – 5.0	mean: 4.0 range: 2.6 – 4.9	mean: 4.4 range: 3.3 – 5.0
2. promote imaginative and creative thinking?	mean: 3.7 range: 1.0 – 5.0	mean: 4.1 range: 2.8 – 5.0	mean: 4.5 range: 3.0 – 5.0
3. introduce formal ideas, organizational principles, and vocabulary that may be used to analyze and articulate concepts in the discipline?	mean: 3.9 range: 1.0 – 5.0	mean: 3.9 range: 2.8 – 4.8	mean: 4.2 range: 3.3 – 4.7
4. provide hands-on experience, techniques, and strategies directed toward completed assignments and exercises?	mean: 4.6 range: 2.6 – 5.0	mean: 4.5 range: 3.5 – 5.0	mean: 4.7 range: 3.9 – 5.0
5. help you make informed artistic and expressive choices	mean: 4.1 range: 1.6 – 5.0	mean: 3.9 range: 2.4 – 5.0	mean: 4.4 range: 3.5 – 5.0

3c. Differences among class sizes (1-5, 6-12, 13-22, 28-41, 54-77) (Table 6)

Overall means suggest few differences by class size. Looking at the ranges of course means, students in larger classes (with 28 to 77 students) indicated consistently that their courses were meeting each criterion. As class sizes get smaller, so does the consistency of the scores, as noted in the minimum and maximum class means. However, the full range of means in the smaller classes suggests that differences in what student survey responses are not simply a result of class size: it is possible to meet GER criteria in small (1-5 students) and large (77 students)

TABLE 6: Summary of GER 6 Course Surveys: Class Size less than 5, 6 to 12, 13 to 22, 28-41, 54-77					
Mean and range of survey ratings: Class Size SCALE: 1=Not at all; 5=Great extent					
Survey Items	1-5 (N=41)	6-12 (N=44)	13-22 (N=88)	28-41 (N=14)	54-77 (N=10)
To what extent did this course:					
MEET THE OVERALL GER: Average of the 5 survey items	mn: 4.6 rng: 2.4 – 5.0	mn: 4.1 rng: 1.9 – 4.8	mn: 4.1 rng: 3.0 – 4.9	mn: 4.2 rng: 3.6 – 4.5	mn: 4.0 rng: 3.5 – 4.5
1. help you to understand & apply some of the fundamental artistic principles?	mn: 4.1 rng: 2.0 – 5.0	mn: 4.2 rng: 1.8 – 5.0	mn: 4.1 rng: 2.6 – 4.9	mn: 4.1 rng: 3.4 – 4.6	mn: 4.2 rng: 3.3 – 4.6
2. promote imaginative and creative thinking?	mn: 3.7 rng: 1.0 – 5.0	mn: 3.8 rng: 1.6 – 4.9	mn: 4.1 rng: 2.8 – 5.0	mn: 4.1 rng: 3.4 – 4.7	mn: 3.7 rng: 3.3 – 4.2
3. introduce formal ideas, organizational principles, & vocab. that may be used to analyze & articulate concepts in the discipline?	mn: 3.9 rng: 1.0 – 5.0	mn: 3.9 rng: 1.8 – 5.0	mn: 4.0 rng: 2.8 – 4.8	mn: 4.0 rng: 3.4 – 4.6	mn: 3.8 rng: 3.2 – 4.5
4. provide hands-on experience, techniques, & strategies directed toward completed assignments & exercises?	mn: 4.5 rng: 3.0 – 5.0	mn: 4.6 rng: 2.6 – 5.0	mn: 4.5 rng: 3.5 – 5.0	mn: 4.6 rng: 3.6 – 4.9	mn: 4.5 rng: 4.0 – 4.8
5. help you make informed artistic & expressive choices	mn: 4.0 rng: 2.0 – 5.0	mn: 4.1 rng: 1.6 – 5.0	mn: 4.0 rng: 2.4 – 5.0	mn: 4.1 rng: 3.4 – 4.6	mn: 4.0 rng: 3.5 – 4.4

3d. Differences among student class statuses (freshman, sophomore, junior, senior) (Table 7)

Responses by student status are at the individual student level (i.e., course means cannot be calculated). As evidenced in table 7, there are no substantive differences among freshmen, sophomores, juniors, and seniors.

TABLE 7: Summary of GER 6 Course Surveys: Student Status				
Mean and range of survey ratings SCALE: 1=Not at all; 5=Great extent				
Survey Items	Freshmen (N=467/629)	Sophomores (N=708/1041)	Juniors (N=393/654)	Seniors (N=391/707)
To what extent did this course:				
MEET THE OVERALL GER: Average of the 5 survey items	mn: 4.0 rng: 1.0 – 5.0	mn: 4.1 rng: 1.0 – 5.0	mn: 4.2 rng: 1.0 – 5.0	mn: 4.2 rng: 1.6 – 5.0
1. help you to understand & apply some of the fundamental artistic principles?	mn: 4.0 rng: 1.0 – 5.0	mn: 4.1 rng: 1.0 – 5.0	mn: 4.2 rng: 1.0 – 5.0	mn: 4.3 rng: 1.0 – 5.0
2. promote imaginative and creative thinking?	mn: 3.9 rng: 1.0 – 5.0	mn: 4.0 rng: 1.0 – 5.0	mn: 4.0 rng: 1.0 – 5.0	mn: 4.0 rng: 1.0 – 5.0
3. introduce formal ideas, organizational principles, & vocab. that may be used to analyze & articulate concepts in the discipline?	mn: 3.8 rng: 1.0 – 5.0	mn: 3.9 rng: 1.0 – 5.0	mn: 4.0 rng: 1.0 – 5.0	mn: 4.1 rng: 1.0 – 5.0
4. provide hands-on experience, techniques, & strategies directed toward completed assignments & exercises?	mn: 4.4 rng: 1.0 – 5.0	mn: 4.5 rng: 1.0 – 5.0	mn: 4.6 rng: 1.0 – 5.0	mn: 4.7 rng: 2.0 – 5.0
5. help you make informed artistic & expressive choices	mn: 4.0 rng: 1.0 – 5.0	mn: 4.0 rng: 1.0 – 5.0	mn: 4.0 rng: 1.0 – 5.0	mn: 4.1 rng: 1.0 – 5.0

3e. Differences between instructor ranks (Table 8)

The mean survey ratings indicate few differences by instructor rank (not eligible for tenure, eligible for tenure or tenured). However, the ranges of mean scores suggest much more variation among courses taught by non-tenure track instructors than among courses taught by tenure eligible and tenured faculty members. This should be monitored and faculty members who are not tenured or tenure-eligible should be oriented to the GER curriculum generally, and the GER 6 criteria specifically.

TABLE 8: Summary of GER 6 Course Surveys: Faculty Rank (including sections of individual instruction)		
Mean and range of survey ratings: Not eligible for tenure/Eligible or tenured		
SCALE: 1=Not at all; 5=Great extent		
Survey Items To what extent did this course:	Not eligible (N=135/140)	Eligible/tenured (N=61/61)
MEET THE OVERALL GER: Average of the 5 survey items	mean: 4.1 range: 2.4 – 5.0	mean: 4.2 range: 3.0 – 4.9
1. help you to understand & apply some of the fundamental artistic principles?	mean: 4.1 range: 2.0 – 5.0	mean: 4.2 range: 2.6 – 5.0
2. promote imaginative and creative thinking?	mean: 3.9 range: 1.0 – 5.0	mean: 4.2 range: 2.8 – 5.0
3. introduce formal ideas, organizational principles, and vocabulary that may be used to analyze and articulate concepts in the discipline?	mean: 3.9 range: 1.0 – 5.0	mean: 4.1 range: 3.1 – 4.8
4. provide hands-on experience, techniques, and strategies directed toward completed assignments and exercises?	mean: 4.6 range: 3.0 – 5.0	mean: 4.5 range: 3.5 – 5.0
5. help you make informed artistic and expressive choices	mean: 4.0 range: 2.0 – 5.0	mean: 4.1 range: 2.4 – 5.0

3g. Differences among departments and course types within departments (Table 9)

Students in Art & Art History, Music (courses only), Theatre, and Dance suggest that GER criteria are evidenced in their courses. The course means for each criterion and for the overall measure (average of the five survey items) are at least a 3 on a 5-point scale. English dips below the midpoint to a 2.8 on one item (#3), and at least one speech course has a mean score under the midpoint on items #1, #2, and #5. Students in music ensembles and lessons suggest very mixed attention to GER 6 criteria. These differences need to be explored.

TABLE 9: Student Survey Mean Course Ratings by Departments & Course Type

Survey Items To what extent did this course:		Mean and range of survey ratings: Departments & Course Types within Departments Mean / Range							
		Art & Art History (N=20)	English (N=15)	Music (N=114)			Theatre, Speech, Dance (N=48)		
				Courses (N=4)	Ensembles (N=34)	Lessons (N=76)	Theatre (N=26)	Speech (N=10)	Dance (N=12)
MEET THE OVERALL GER: Average of the five survey items		4.1 3.7-4.7	3.9 3.4-4.7	4.1 3.9-4.4	4.2 1.9-5.0	4.1 2.4-5.0	4.3 3.5-4.9	4.1 3.0-4.6	4.3 3.8-4.5
1. help you to understand and apply some of the fundamental artistic principles?		4.2 3.6-4.7	3.8 3.3-4.6	4.3 3.9-4.5	4.3 1.8-5.0	4.1 2.0-4.4	4.2 3.0-5.0	3.7 2.6-4.4	4.1 3.6-4.5
2. promote imaginative and creative thinking?		4.0 3.3-5.0	4.2 3.4-4.7	3.7 3.0-4.2	4.0 1.6-5.0	3.6 1.0-5.0	4.4 3.5-5.0	4.0 2.8-4.7	4.3 3.6-4.7
3. introduce formal ideas, organizational principles, and vocabulary that may be used to analyze and articulate concepts in the discipline?		3.9 3.3-4.4	3.4 2.8-4.6	4.4 4.0-4.6	4.0 1.8-5.0	3.9 1.0-5.0	4.1 3.1-4.7	4.3 3.2-4.8	4.0 3.4-4.6
4. provide hands-on experience, techniques, and strategies directed toward completed assignments and exercises?		4.5 4.0-4.9	4.1 3.5-4.9	4.3 4.0-4.7	4.6 2.6-5.0	4.6 3.0-5.0	4.6 3.5-5.0	4.6 3.8-5.0	4.7 4.3-4.9
5. help you make informed artistic and expressive choices		3.9 3.2-4.6	4.0 3.3-4.6	3.8 3.4-4.1	4.2 1.6-5.0	4.0 2.0-5.0	4.2 3.0-5.0	3.7 2.4-4.3	4.1 3.4-4.6

4. To what extent are students exempt from the GER 6 requirement?
What exemption procedures have been used?

Most students fulfill the GER 6 requirement at William and Mary. The Office of Academic Advising indicated that in 2000, approximately 117 freshmen were exempt and in 2001, approximately 135 students were exempt. Most exemptions were granted based on the following criterion: High school transcript evidence of successful completion of two years in academic courses in one of the creative/performing arts.

GER 6: OVERALL ASSESSMENT

5. To what extent are GER 6 courses meeting the overall goals of the creative and performing arts requirement?
All GER 6 courses reviewed received scores above Average.
6. Based on the portfolio and/or the survey analysis, do you have additional comments about GER 6 courses?
No additional comments.
7. Did you have any difficulty interpreting the Definition and Elaboration of Criteria for GER 6 (see page 1 above)? If so, please explain. *No. We helped to write the definition.*
8. Are the questions on the GER 6 application form clear (see page 2 above)? If not, please explain. *Yes.*
9. Do the questions on the GER 6 application form address the GER 6 criteria? If not, please explain. *Yes.*
10. Based on GER 6 assessment results, do you have any suggestions for the EPC?
Allow Dance faculty to review all dance courses related to "artistic movement", including Folk Dance.
11. Were the expectations for this assessment clear? If not, please explain. *Yes.*
12. Was the assessment process clear? If not, please explain. *Yes.*
13. Did you have difficulty developing the portfolio scoring sheet and surveys? If so, please explain. *No. However, several items on the portfolio scoring sheet could not be scored given the material in the portfolios. This underscores the need to develop a rubric that defines what constitutes "evidence" that GER criteria are being met. Doing so would also address the differences between non-tenure eligible instructors and those who are tenured or tenure eligible. Rubrics should be shared with instructors and chairs/directors on a regular basis and updated as needed.*
14. Did you have difficulty scoring the portfolios? If so, please explain. *No difficulty, other than that mentioned above.*
15. Did you have difficulty interpreting results of the surveys (e.g., understanding tables/charts, determining appropriate standards)? If so, please explain. *The working group applauds the aesthetic principles governing the design of the summary charts and tables. However, it is important for Working Group members to analyze the charts and tables as a group and preferably with the person who developed the tables and charts. This should happen soon after the portfolios are scored to maintain continuity in the process.*
16. Do you have any suggestions about the assessment process? *Decrease frequency?*

Please include any additional comments or recommendations you have about the GER 6 assessment results and the GER 6 assessment process.