

**#2. Executive Summary: Undergraduate Program Assessment:**  
**Student Outcomes – Gen Ed**

**Department: Art Date: 5.12.17**

**Members involved with analysis of artifacts: Jim Bockelman, Seth Boggs, Justin Groth, Don Robson**

**See Undergraduate Program Outcome Assessment Plan: Student Outcomes – Gen Eds for: a) Learning Outcome; b) Background; c) Question(s); d) Methodology**

**Analysis of artifacts:**

1). **PERFORMANCE CRITERIA\*** - *How was data analyzed? (attach rubrics/scoring tools if used).*  
 Rubric (attached)

**Summary of RESULTS\*:**

1). *Restate the assessment question(s) (from the Assessment plan):*

The Department of Art aims to understand the degree in which art and non-art majors can effectively and objectively examine and analyze a work of art based on the four steps of art criticism.

2). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.*

Class average was 83%, but 100% of students did not score 83% or higher. 11 out of 21 students scored 83% or higher on 4 Steps of Art Criticism paper.

3). **INTERPRETATION\*** - *Discuss how the results answer the assessment question(s).*

Expectation of 100% of all students scoring 83% or higher on 4 Steps of Art Criticism paper was unrealistic. Some students did not follow all instructions, specifically submitting a color copy of work to be examined and analyzed.

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)* NA

**Sharing of Results:**

*When were results shared? Date:* 5.12.17

*How were the results shared? (i.e. met as a department)* Met as a department

*Who were results shared with? (List names):* Jim Bockelman, Seth Boggs, Justin Groth, Don Robson

**Discussion of Results – Summarize your conclusions including:**

1. **ACTION\*** - *How will what the department learned from the assessment impact the teaching process/course/program etc. in your department starting the next academic year?*

The 4 Steps of Art Criticism paper is turned in step-by-step, not all steps at once. 1. Not accept papers deficient of color reproduction. 2. Student must earn a 4 or above for the 1<sup>st</sup> Step - Description before moving on to the 2<sup>nd</sup> Step - Analysis as the Description and Analysis steps were the lowest scores in the four step process and establish the foundation for the 3<sup>rd</sup> Step - Interpretation and 4<sup>th</sup> Step - Judgment.

2. **IMPACT\*** - *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?*

Scores will improve on the 4 Steps of Art Criticism paper.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION\* (i.e. an additional staff person, new equipment, additional sections of a course).* NA

***If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.***

***What assessment questions related to the learning outcome would the program like to investigate in the future? Re-examine this question to ensure the standards are met with corrected measures.***

**Submitted by: Don Robson**  
**5/16/17**

**Reviewed by the Assessment Committee (date):**

**Department Chair notified/additional action needed: na**

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na**

**Approved & Posted to Assessment site: 5/16/17**