

2018 – 2019/2019 – 2020 General Education Executive Summary

Department: Art Date: 5.8.19
Members involved with analysis of artifacts: Click or tap here to enter text.
General Education Assessment Plan: a) Learning Outcome; b) Background; c) Question(s); d) Methodology
Analysis of artifacts: 1). PERFORMANCE CRITERIA* - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> Rubric in body of summary results.
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Are students accurately summarizing content? Are they classifying the content into fact/opinion? Are they able to provide strengths and weaknesses of the content they classified? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> Scoring Rubric 0 – 2 points Effective academic writing requires the use of correct grammar, spelling, and punctuation. A lower scored rubric will result if the writer has any number of mistakes. 10 students scored 2 points02 students scored 1 point03 students scored 0 points0 – 3 points Summary of two articles: Summarize the content of two articles in your own words. Provide an overview of the article's content in terms of the ideas and philosophy presented. Clearly state the main points of the article and its conclusion. Do not include your own thoughts, or reactions to the articles in this summary section. In this part you are to clearly articulate the author's particular stances regarding the article you read. 11 students scored 3 points01 students scored 2 points03 students scored 1 points00 students scored 0 points0 – 8 pointsAnalysis of two articles: Provide evidence that you have critically examined the various facts and opinions presented in the summary and analyze them. 0 – 3 pointsAssess relationships among these ideas. Demonstrate that you have separated and classified, divided and arranged the particular positions and ideas regarding the issue of study. 06 students scored 3 points05 students scored 2 points03 students scored 1 points01 students scored 0 points0 – 3 pointsConsider the content of both articles. Analytical writing often compares and contrasts two opposing viewpoints as a way to flush out meaning. Are there similar ideas presented in both articles? Do you find any differences? Which ideas presented in the articles were based in fact or evidence? Looking over the articles, which ideas are the author's opinion, assumption or perspective about the topic? 05 students scored 3 points06 students scored 2 points04 students scored 1 points00 students scored 0 points0 – 2 pointsIntegrate information into meaningful interpretations and conclusions. What is your reaction to both articles? What questions do the articles bring to mind? Does your reaction find ideas from one article more favorable than the other? If so, why? Are the author's opinions valid? If so, how did you determine this? Does either article have major applications for your own life? If so, explain those connections? 07 students scored 2 points08 students scored 1 points00 students scored 0 points 3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> The data suggests that the 80% of students are able to write a paper using correct grammar, spelling and punctuation. 86% of the students (13/15 students) were able to summarize the articles accurately or with enough information to convince the interpreter that the student had read the material. 73% of the students scored 2-3 points out of 3 points under the category of Analysis: Examination of Evidence. 73% of the students scored 2–3 points out of 3 points under the category of Analysis: Compare and Contrast. 100% of the students were able to provide concluding remarks or an opinion about some portion of the author's viewpoints. Analysis on the whole is much more difficult. In addition, accuracy of the author's content within the category of Summary seems to be another factor that may impact the quality of Analysis. Too much emphasis within the artifacts on student opinion may also soften the logic supporting the student's content examination. In other words, decreasing the emphasis upon student's personal response may bolster the Analysis objective. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> Those students (20% of the students) who scored 1 point or lower and who did not proof read or failed to write using correct grammar etc. Because this was the first assignment of the semester, these students could be required to attend the writing center for tutoring. Perhaps focusing more on comparison and contrast as a key method of analysis might benefit all students. Rather than analyzing two papers, it might be more helpful earlier in the semester to require students to analyze one article using the comparison and contrast chart that is then written.
Sharing of Results: <i>When were results shared?</i> Date: 5.8.19 <i>How were the results shared? (i.e. met as a department)</i> Met as department <i>Who were results shared with? (List names):</i> Jim Bockelman, Seth Boggs, Justin Groth, Aaron Nix, Don Robson
Discussion of Results –Summarize your conclusions including: 1. ACTION* - <i>How will what the department learned from the assessment impact:</i> a. <i>Teaching:</i> NA b. <i>Assignment/course:</i> For this assignment, one reading will be required and the students will summarize the main points of view and then use comparison and contrast as the method to analyze the presented viewpoints within the article. c. <i>Program:</i> NA d. <i>Assessment:</i> Some students are weak in summarizing and/or reading comprehension. 2. IMPACT* - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> Click or tap here to enter text. 3. BUDGET IMPLICATIONS – <i>Indicate budget requirements necessary for the successful implementation of the ACTION* (i.e. an additional staff person, new equipment, additional sections of a course).</i> NA
<i>If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.</i>

What assessment questions related to the learning outcome would the program like to investigate in the future? Because 85% of students did not meet the goal of 85% or higher, the same learning outcome will be assessed with a simplification of the scoring rubric to reflect a focus on analysis through comparison and contrast.

Submitted by:Don Robson **Assessment Committee Reviewed:** 5/15/19

Department Chair notified – approval/additional action needed: Approved

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na