

## 2022 – 23 & 2023 - 24 General Education Executive Summary

<b>Department:</b> Art <b>Date:</b> 3.27.23
<b>Members involved with analysis of artifacts:</b> James Bockelman, Seth Boggs, Justin Groth, Aaron Nix, Don Robson
<b>See General Education Assessment Plan for:</b> a) Learning Outcome; b) Background; c) Question(s); d) Methodology
<b>Analysis of artifacts:</b> 1). <b>PERFORMANCE CRITERIA</b> * - How was data analyzed? (attach rubrics/scoring tools if used). Rubric
<b>Summary of RESULTS*:</b> 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> <i>Are gen ed students able to translate verbal narrative into a visual zine. Can gen ed students think in terms of visual sequence (beginning, middle, end). Are students able to visually organize their story into a comprehensive, well-crafted result?</i>  2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> <i>Out of 25 artifacts, 19 artifacts passed our threshold in the rubric, 76% of students. The rubric we used did not have points, therefore each faculty member assessed the artifacts differently.</i>  3). <b>INTERPRETATION</b> * - Discuss how the results answer the assessment question(s). <i>Trying to interpret five different ways that each of faculty scored this artifact was incredibly difficult. I would recommend re-assessing Communication with these documents one more time on the next go-around. But to apply a rubric with a point system AND a rubric that only addresses the Communication portion within the Zine project.</i>  4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low) The Zine project is a good project in that pulls together a number of important aspects of Art 101 from drawing to design to color relationship.</i>
<b>Sharing of Results:</b> When were results shared? Date: 3.28.23 How were the results shared? (i.e. met as a department) Email to faculty Who were results shared with? (List names): James Bockelman, Seth Boggs, Justin Groth, Aaron Nix, Don Robson
<b>Discussion of Results – Summarize your conclusions including:</b> 1. <b>ACTION</b> * - How will what the department learned from the assessment impact:  a. <i>Teaching: The Zine is not taught in all gen ed art courses.</i>  b. <i>Assignment/course: NA</i>  c. <i>Program: NA</i>  d. <i>Assessment: I would recommend re-assessing Communication with these documents one more time on the next go-around. But to apply a rubric with a point system AND a rubric that only addresses the Communication portion within the Zine project.</i>  2. <b>IMPACT</b> * - What is the anticipated impact of the <b>ACTION</b> * on student achievement of the learning outcome in the next academic year? <i>To receive a clearer assessment of the project.</i>  3. <b>BUDGET IMPLICATIONS</b> – Indicate budget requirements necessary for the successful implementation of the <b>ACTION</b> * (i.e. an additional staff person, new equipment, additional sections of a course). NA
<b>If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.</b>
<b>What assessment questions related to the learning outcome would the program like to investigate in the future?</b> We need to reassess before we can answer this question.
<b>Submitted by:</b> James Bockelman <b>Assessment Committee Reviewed:</b> 5/30/23

**Department Chair notified – approval/additional action needed:**Approved 5/30/23

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