

## 2024 - 2025 General Education Executive Summary

<b>Department:</b> Art <b>Date:</b> 06/12/25
<b>Members involved with analysis of artifacts:</b> Boggs
<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> - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> Rubric is attached. Group presentations
<b>Summary of RESULTS*:</b> 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Students will consider the following issues and questions: <ul style="list-style-type: none"><li>• Is beauty purely subjective? Is there a universal beauty?</li><li>• Why do we disagree over what is beautiful?</li><li>• Can we legitimately judge art?</li><li>• What constitutes good art?</li><li>• How can we reflect God's image in our approach to art and beauty?</li><li>• What is Christian art?</li></ul> 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> The proposed assesment was adjusted slightly as the semester progressed to accommodate the number of students enrolled, it became a group presentation comparing and contrasting to pieces of contemporary art.  A Christian View of Beauty and Art Your responses must be thoughtful providing supporting statements and references if applicable. Simple "yes" or "no" answers are not acceptable. Does God care about beauty, and should we? Identify five scriptural references to support your answer.  Is beauty purely subjective? Is there a universal beauty? Why do we disagree over what is beautiful? Can we legitimately judge art? What constitutes good art? Support your answer based on the established aesthetic theory you most closely align with. Imitationalism – Realism (Mimetic) Expressivism – Romanticism (Expressionism) Modernism – (Formalism) Instrumentalism Contextualism – (Institutionalism) Open Theory  How can we reflect God's image in our approach to art and beauty? What is Christian art?  Provide an image of a notable work of art (including artist's name, title of work, medium, size, and date) that exemplifies your definition.  3). <b>INTERPRETATION*</b> - <i>Discuss how the results answer the assessment question(s).</i> The proposed assesment was adjusted slightly as the semester progressed to accommodate the number of students enrolled, it became a group presentation comparing and contrasting to pieces of contemporary art.  4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> The rubric was inadequate to fully assess the students' presentation. Suggestions to add a criteria for verbal and visual communication.
<b>Sharing of Results:</b> <i>When were results shared? Date:</i> April 30, 2025 <i>How were the results shared? (i.e. met as a department)</i> Department Meeting <i>Who were results shared with? (List names):</i> Bockelman, Boggs, Groth, and Robson
<b>Discussion of Results – Summarize your conclusions including:</b> 1. <b>ACTION*</b> - <i>How will what the department learned from the assessment impact:</i>

a. *Teaching*: We will have a different instructor leading the course next spring, so the project and rubric will likely be updated.

b. *Assignment/course*: CHRISTIAN ARTWORK AND ROLE OF ART BETWEEN CREATING GOD AND HUMANITY. Art 161 - Visual Studies

c. *Program*: ART / foundation

d. *Assessment*: 80% of students will present answers to the questions with valid reasoning. The majority of the questions can lead to a subjective answer. Those questions should not be pure opinion.

2. **IMPACT\***- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?* We anticipate better performance in the group presentation with clear concise communication.

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?*** Revisiting the assignment and adjusting the rubric to reflect the group presentation aspect, putting emphasis on professional level visual and oral communication.

**Submitted by:**Seth Boggs **Assessment Committee Reviewed:** 6/30/25

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

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** [Click or tap here to enter text.](#)