ARTS Gen Ed
2016-17 Assessment Results
(as of 2 June 2017)

Academic Overview Courses
Outcome 1A: Student will be able to identify structural components in studied works
Outcome 2A: Student will recall at least three important characteristics of a studied work
Outcome 2B: Student will place correctly into stylistic or historical categories a core group of art works or components of art works that have been studied.

Applied Courses
Outcome 1A: Student will demonstrate introductory mastery of basic components of the art form by producing a work of art.
Outcome 2A: Student will demonstrate basic ability to critically discuss work that s/he has created or performed.
Outcome 2B: Student will demonstrate basic ability to critically discuss work created or performed by another person.

1. 2016-17 Measures and Findings

ACADEMIC OVERVIEW COURSES: 2016-17 cycle
MEASURES and FINDINGS: DSGN121, DSGN121 Hybrid, MUS104, MUS108, THEA161, THEA161 online, VIAR120, VIAR 120 online, VIAR121, VIAR 122

2016-17: TARGET-70%		2015-16	2014-15
OVERALL AVERAGE	83.66% Met	81.12% Met	71.00
Outcome 1A	85.19% Met	78.21% Met	66.99
Outcome 2A	81.31% Met	83.36% Met	75.40
Outcome 2B	83.95% Met	82.86.% Met	71.9

APPLIED COURSES: 2016-17 cycle
MEASURES and FINDINGS: Courses, DANC101, DANC102, DANC113, DANCE114, THEA261

2016-17: TARGET-Overall Average of 3.5 (on a scale of 1-5)		2015-16	2014-15
OVERALL AVERAGE	3.73 Met	4.20 Met	4.06
Outcome 1A	3.79 Met	4.38 Met	4.42
Outcome 2A	3.68 Met	4.21 Met	3.90
Outcome 2B	3.71 Met	3.91 Met	3.85

2. 2016-17 Action Plans

Experimental 'unknown example' to test the rigor of our MEASURES:
After two cycles of very good assessment, the Arts Gen Ed faculty continue to discuss the benefits of either raising our Targets or increasing the rigor of the Measures. At this time, the faculty has decided to leave the Targets and Measures at their current state. In order to gather data on increasing the rigor of the Measures, both Music and Visual Arts will administer an '11th Question' that is not currently a Measure, but we are considering adopting. This experiment of using an **unknown example** for one additional question on the assessment to see what the feasibility of it is going forward. The idea is to see whether students can apply the knowledge they've gained from studied examples to pieces that they have never studied before. The results from this experiment will not be part of the official assessment results at this time.

2016-17 'Experimental Question' results:

Course	# responses	% correct	
VIAR120 FA16	233	92.27% correct	
VIAR 120 online FA16	28	82.14% correct	
VIAR 120 online SP17	25	84% correct	

MUSIC Increase response rate
Our main goal of this year's assessment cycle will be too increase the response rate to get 100% participation in the assessment from all sections of General Education music classes.

Variation of examples used in testing:
MUS: Individual instructors will be offered the option (after consulting with the resident musicologist, Dr. Kulp) to swap out one musical example for another in cases where the new example would serve the same purpose. The testing instrument will be otherwise unchanged. We hope that this flexibility will allow teachers to focus on the examples they're most comfortable with in their classroom teaching.

VIAR will keep the existing questions largely the same but will likely have to make a few images changes to match those reproduced in the new textbook.

VIAR Adoption of new textbook
First, both in fall and spring, we will slightly adjust our current questions for Survey 1 and Survey 2 to reflect the new textbook we are adopting this year for those two classes - Janson's art history.

Performing Arts
primary goals is to ensure that all faculty are coordinating and communicating for assessments, that the rubrics and assessment tools are still functional, and that we are finding balance between the work of assessment and faculty work loads.