

Spring 2013 Millikin University Fine Arts Assessment Report
Student Learning in the Fine Arts Requirement (University Studies)

Addendum to Report of 13 June 2013

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After some discussion with outgoing University Studies Director Dr. Carmella Braniger it was determined that two brief addendums were necessary. Those addendums are below, labeled with the corresponding section of the report to which they are relevant.

(4) Assessment Methods

As individual departments within the College of Fine Arts continually assess the performance of their students through evaluations, conferences, and department-level assessment practices, it was determined that CFA majors were significantly more likely to be heavily grounded in the learning goals of the FAR requirement. Due to the high number of classes that CFA majors take within the College, we believed that assessment of courses with heavy enrollment of these students would reflect as much on their total curricular experience as on courses designed to serve as part of the non-sequential element of the Millikin Program of Student Learning (MPSL). Consequently, we chose to assess those courses with the highest number of *non-majors*, effectively raising the bar on this particular hurdle. By assessing courses with heavy (but not exclusive) representation of non-majors, we guarantee our accountability for the particular needs of these students as well as the mission and philosophy of the MPSL.

(6) Analysis of Assessment Results

There was no assessment report done during Academic Year 2011-2012, thus you will not find one in the FAR Assessment files. That also means that trend analysis must draw on data from two years ago, not last year. I was asked assume the position of FAR Assessment Coordinator in Fall 2012. The rest of that semester was spent reviewing the 2011 report and implementing changes to the assessment process, so that they could be introduced during the Spring 2013 semester. Because of the need to update the process, and because of starting that revision work mid-semester, we determined that the most effective assessment method would be to begin with the Spring 2013 semester. In future years we plan to compile annual assessment reports that incorporate data from both Fall and Spring semesters, but data from the fall was not available for this report.