

**Assessment Trend Report  
Student Learning Outcomes in Fine Arts Requirement**

November 10, 2009

The goal of this report is to evaluate the assessment of student learning outcomes in the Program of Fine Arts Requirement. The report addresses four key questions to evaluate the quality of our assessment processes.

**(1) How have we sustained the assessment effort over a multi-year period of time?**

How many years have you completed an annual assessment report?

\_\_\_\_\_ 2006    \_\_\_x\_ 2007    \_\_\_x\_ 2008    \_\_X\_\_ 2009

The Fine Arts Requirement, a non-sequential University Studies requirement, is fulfilled by an art class in Arts, Music, and Theater and Dance. The program has sustained assessment of three student learning goals over three years. It has collected data from courses fulfilling the requirement and assessed them with rubrics. It has submitted three annual assessment reports to Dean of Teaching and Learning.

**(2) How do we systematically and comprehensively collect and analyze data about student learning?**

To measure the following student learning goals, the program has collected data:

1. Students will demonstrate engagement in the creative process;
2. Students will demonstrate the ability to respond to and reflect on the aesthetic experience of the arts;
3. Students will demonstrate connections between aesthetic experience and the larger cultural context of creation.

The coordinator for Fine Arts Requirement collects data from 90 courses fulfilling the requirement. The data collected includes a FAR student survey administered online and sometimes in print format. The survey asks students five questions about whether they believe they have fulfilled the learning goals or not. The data is tabulated to assess whether students in the program have fulfilled the learning outcome goals. The data analysis is simply a tabulation of the survey scores. The coordinator writes the report and sends it to Dean of Teaching and Learning. The data collection and analysis is not comprehensive or systematic; therefore, it is not significant and meaningful for assessing student learning in the program.

The program notices its heavy reliance on indirect assessment with a survey as its primary data and plans to develop a website or other online format to collect student artifacts.

**(3) How do we use the analysis to improve curriculum and pedagogy and to inform decisions about budgets and strategic priorities?**

The past three annual assessment reports have no recommendations to improve curriculum and pedagogy; the analysis does not inform any decisions on budgets and strategic priorities. The annual assessment reports are not shared with faculty in the program; there has been little discussion among faculty on the significance of the assessment data and assessment results.

**(4) How do we evaluate, modify, and continue to improve the student learning assessment process in this program?**

In 2009 there was conversation between program coordinator and Focus Visit Leadership Team (including Dean of College of Arts) on revising the learning outcome goals to make them more assessable and on planning to collect student artifacts for assessment.

**Evaluation from Focus Visit Leadership Team (includes Academic Deans, Program Leaders, and Focus Visit Report Writers)**

**Rating: Yellow**

Academic program	Goal 1 (multi-year)	Goal 2 (data collection)	Goal 3 (Use assessment to improve)	Goal 4 (improve assessment)	Total
<b>Fine Arts Requirement</b>	3	1	1	2	7

Based on the four questions/criteria, the Focus Visit Leadership Team rates the Fine Arts Requirement Program as Red. It recommends that the program needs to get faculty involved in revising learning outcome goals, develop a system of collecting sufficient and direct student artifacts that measure each learning goal, and build a tradition of using data analysis to improve curriculum and pedagogy, and use a forum of sharing and dialoguing on assessment data analysis and recommendations. The Dean of Fine Arts agrees that we must revise both the learning goals and assessment measures.