

Assessment Data: Art/Design and General Education Courses

Learning Outcome:

2b. Students will understand and appreciate diverse forms of artistic expression.

Outcome Measure:

The *Art Museum Critique* is required in four GE art courses in the Department of Art and Design: Art 100, Art 102, Art 200, and Art 201. The assignment follows a museum site visit and is assessed based on the student's ability to integrate four types of writing to critique a work of art: Description, Analysis, Interpretation, and Evaluation. Using a SLOs-based rubric (1-4 points: 4 being the highest), each critique is scored by two faculty members. The scores are computed to determine the levels at which the learning outcomes have been met by GE students.

Criteria for Success (if applicable): 80% of the students will score a 2.5 or higher on a 4 point scale.

Aligned with DQP Learning Areas (marked items):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percent Scoring 2.5 or Higher		
	2014-15	Fall 2015	Spring 2016
ART100	90%	79%	87%
ART102	100%	96%	94%
ART200	N/A	84%	N/A
ART201	70%	N/A	75%

*N/A means no data was gathered in that term.

Conclusions Drawn from Data: Students who received more instruction using the four levels of art criticism (Description, Analysis, Interpretation, and Evaluation) were able to write and achieve the GE Criteria for Success level (80%), at the higher levels than those who had not.

Changes to be Made Based on Data: More instruction on writing an *Art Museum Critique* based on the four levels of art criticism will be added to Art 100 and Art 200, 201.

Art Museum Critique Rubric Used:

Initial 1 pt.	Emerging 2 pts.	Developed 3 pts	Highly Developed 4 pts.
Student completed the assignment, but the critique only included descriptive language.	Student completed the assignment, but the critique only included descriptive and interpretive language.	Student completed the assignment, but the critique only included descriptive, interpretive, and evaluative language.	Student completed the assignment and integrated descriptive, analytic, interpretive, and evaluative language effectively into the critique.