

Art & Design
FELO Data: FA19-SP20

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 of students scoring 2.5 or higher on 4pt scale								
	S. 16	F. 16	S. 17	F. 17	S. 18	F. 18	S. 19	F.19	S.20
ART1000	87%	76%	89%	94%	89%	93%	92%	82%	96%
ART1002	94%	100%	90%	83%	81%	77%	N/A	N/A	N/A
ART2000	N/A	88%	N/A	80%	N/A	100%	N/A	95%	N/A
ART2001	75%	N/A	67%	N/A	90%	N/A	100%	N/A	100%

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

Conclusions Drawn from Data: Based on the results from Fall to Spring semester, there was an increase in scoring results from ART1000. A total of 60 students were measured in this data collecting with 3 instructors. For ART1002, we have not offered this course due to some changes with classrooms. We will continue with this change for the next school year of 20-21.

Changes to be Made Based on Data: There were some minor changes implemented into this years curriculum in ART1000 to offer individual adjuncts to teach to their strengths while at the same time keeping the course template and specific assignments the same. In addition, for Fall we implemented a hybrid option for several of our online sections and there was a positive response from students engaging in this format. This discovery has been noted as we look toward the 20-21 school year and are faced with preparing for a fall hybrid style teaching model in all TUG courses. Observations from ART2000 and 2001, indicate positive results as we have transitioned to having the same adjunct assigned to these courses which has helped create consistency in quality of formatting and delivery of content for students. This has been

especially beneficial for students within the department who take both courses. In conclusion, the minor changes that are being made to fine tune these courses appear to show neutral and or positive effects on scoring results. As we look to the next year, the chair will continue to work with all Adjuncts as we monitor and fine tune the content of these courses both for the f2f, Hybrid, and online experiences.

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.