# General Education Course Data Entry Worksheet

# *An aid for data submission by participating departments to the GEC*

# ARTS

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| **Program Goal** | **Course Prefix and number** | **Course Name** | **Academic Semester** |
| **A: ARTS** |  |  |  |
|  | **Is this an** **HONORS course?** | **Course section number(s)** | **Total number of students in the section(s) of the course** |
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| Please tell us**the assessment methods** you utilized in this course in order for students to demonstrate their competencies for each Student Learning Objective (SLO). We are not asking you for data for all of these methods, we would just like to know what kinds of assessments you assigned to students in this iteration of the course. (Please check all that apply.)If an objective was not assessed, choose 'none'. |

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|  | Exam or Quiz objective questions | Exam or Quiz essay questions | Project | Essay, Report, or Written Reflection | Other (describe below) | None (IF not assessed) |
| Descriptive Communication |[ ] [ ] [ ] [ ] [ ] [ ]
| Analysis and Context |[ ] [ ] [ ] [ ] [ ] [ ]
| Interpretation and Response |[ ] [ ] [ ] [ ] [ ] [ ]

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| Please tell us**the assessment tool method** that was used to collect data that you are reporting for each Student Learning Objective (SLO) for this course. If an objective was not assessed, choose 'none'. |

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| **Student Learning Objectives:** | Please give a **detailed description of the assessment method** for each **Student Learning Objective**. Please be specific.( e.g. Data were collected from student responses to an essay question as part of the final exam. OR, e.g. Data were collected from written selections that students submitted in response to the following prompt: \_\_\_\_\_\_) |
| **SLO 1: Descriptive Communication:** *the student communicates clearly and precisely, with sufficient observational detail about the work of art.* |  |
| **SLO 2: Analysis and Context:** *The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation.* |  |
| **SLO 3: Interpretation and Response** *The student provides interpretation that expresses an articulate, thoughtful, and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels (symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary).* |  |
| **YOUR SUMMARY OF DATA COLLECTED** |
| **Student Learning Objectives (SLOs)**  | **Levels of competency:****How many students demonstrated each level of competency on** **the assessment method used to collect data.**Levels of competency are not the same thing as the grade earned on the assignment. Please utilize the rubric on the following page to determine what constitutes “**unsatisfactory**,” “**emerging**,” “**developing**,” “**proficient**,” and “**mastery**” levels of student competency.**)** | Please **describe the Use of Results for each Student Learning Objective.** Please be specific. Several sentences are appropriate to give us a detailed look at **how** you plan to use this data to improve student learning in future iterations of the course. ***Please be prepared to submit one student artifact for each level of competency (unsatisfactory, emerging, developing, proficient, mastery) for each of the three SLOs.***  |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** | **None \*\*** |  |
| **SLO 1: *Descriptive Communication*** |   |  |   |   |  |  |  |
| **SLO 2:** ***Analysis & Context*** |  |  |  |  |  |  |  |
| **SLO 3:** ***Interpretation & Response*** |  |  |  |  |  |  |  |

\*\* students who were registered for the course but, for some reason, did not complete the assessment you are reporting data for, should be included in the “none” column. *e.g. 4 students did not answer that question on the essay exam, so 4 will go in that column.*

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully.

**ARTS CURRICULUM**

**RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES**

# Program goal: Guide and prompt students to describe, analyze, and respond to the scope

#  of works in the arts.

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| **Learning objectives** *Desired outcomes* |  **Levels of Competency** |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** |
| **Descriptive Communication***The student communicates clearly and precisely, with sufficient observational detail about the work of art.* | Fails to demonstrate an ability to describe the artistic work. | Begins to demonstrate an organized approach to communication, but the description is vague or subjective with an absence of concrete detail | Demonstrates consistent application of organization and uses some details to describe the work of art through choices concisely and mostly appropriate to the artistic discipline. | Demonstrates clear organization with appropriate and sufficient detail to objectively describe the work of art. | Demonstrates skillful use of communication style, organization, and disciplinary conventions that are accurate thoroughly, and objectively describe the work of art. |
| **Analysis and Context***The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation.* | Fails to identify the artistic elements of the work. | Employs some analytical tools to identify artistic elements; however, some aspects of the analysis or citations are incorrect, incomplete, or vague. | Employs some analytic tools to identify artistic elements, with clear and accurate use of disciplinary vocabulary and documentation of sources. | Employs analytical tools and source materials to successfully identify and prioritize artistic elements, as they provide accurate and discipline appropriate evaluation of the work’s structure and genesis. | Employs analytical tools and diverse sources to masterfully identify and prioritize artistic elements, as they provide accurate and original evaluation of the work, cited according to the highest standards of the academic discipline. |
| **Interpretation and Response***The student provides interpretation that expresses an articulate, thoughtful, and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels [symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary).* | Fails to provide interpretation or expression of meaning. | Begins to assign a personal response to the work, although the interpretive expression is vague, generalized, or cliched.  | Exhibits a clear and personal response to the work that conveys some meaning, or relevance of the work. | Demonstrates a consistently clear, personal, and confident response to the work while thoughtfully articulating the relevance of the work. | Demonstrates a personal response to the work that is thought provoking, perceptive, articulate, and provides evidence to validate existing interpretations or inferences about the work. |