

Assessment Report for the Creative Distribution AY 2014-2015

Assessment Plan

Student Learning Outcomes Assessed: Upon completion of the core curriculum, students will have demonstrated the ability to

- Demonstrate an understanding of the creative process.

Assessment Activities:

- Rubric Scoring, Random Sample of Student Work
- Discussion of Results
- Development of Action Plans

Rubrics:

- Core Curriculum SLO
 - **Creative Process:** Demonstrate an understanding of the creative process.
- Creative Thinking AAC&U VALUE Rubric
 - Competencies
 - Risks

Assessors:

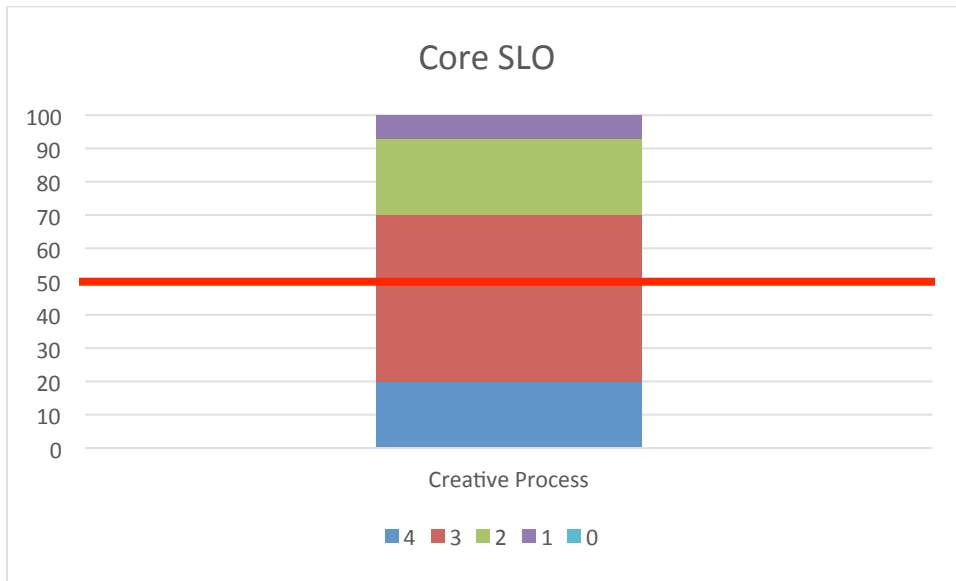
- Lippert, Art
- Erb, Music
- Rydberg, Theater

Assessment Results

Assessment Baseline:

50% of students assessed will score a 2 or higher on each assessed criterion.

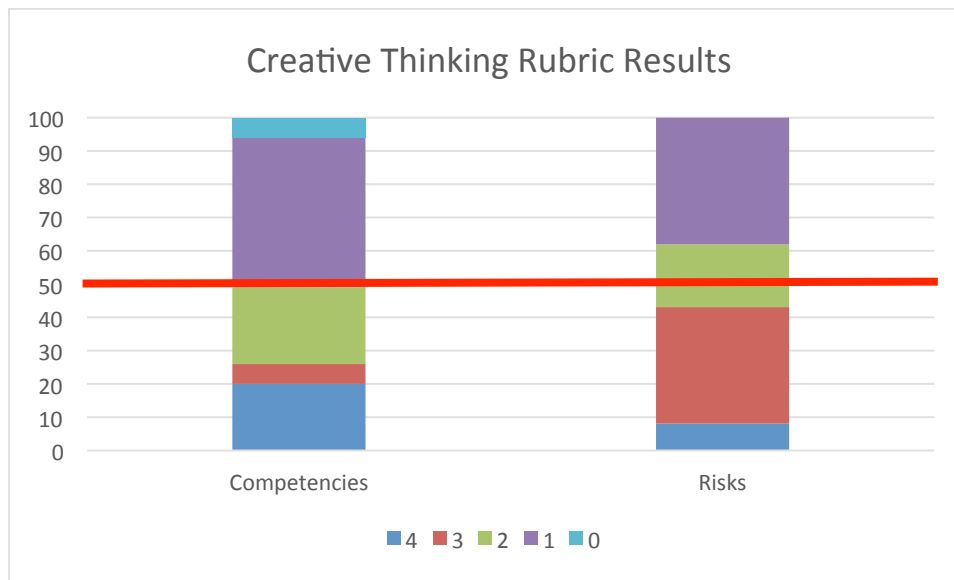
Assessment of Core Learning Outcome:



Core Learning Outcomes

- *Creative Process*: With 93% of the student samples scoring a 2 or higher, we **met** our assessment goal.

Assessment of Creative Thinking



Creative Thinking VALUE Rubric

- *Competencies*: With 49% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Risks*: With 52% of the student samples scoring a 2 or higher, we **met** our assessment goal.

Reflection

Creative Thinking VALUE Rubric

- *Competencies:*
 - We determined that this was not a failure to deliver the material but because the rubric lacked validity, i.e. what it measured was not what was provided in the assignment. The linear development assumed in the rubric was not logical. To this end we wrote a draft of our own rubric to be used for assessing the Creative Core

General Reflection

- keep the Creative Thinking Value rubric assessment at a baseline of 50%
- increase the core learning outcome assessment rubric to a baseline of 75%

Action Plan

Action Items for AY 2015-16

1. Rewrite the Creative Thinking rubric so that it more accurately measures developmental progression. The SLO Assessment Grid remains the same.
2. Increase collaboration between creative departments and across campus to increase/mandate student attendance/participation in campus cultural events. For example, require that each student attend one on campus cultural event per semester and implement a brief standardized on-site reflection assignment.

Long Term Action Item

1. Create a cultural events calendar every semester to be displayed prominently in high traffic areas.

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Acquiring Competencies	Individually or collaboratively creates, designs, or implements an artistic product, process or event evidencing strong application of previous benchmarks and comprehensive/thoughtful reflection. Creates new knowledge or idea/product that crosses boundaries, and/or articulates the value of the creative experience as a participant or patron of	Reformulates or applies a collection of available ideas, connects or synthesizes ideas or solutions in novel ways, applies previous benchmarks in conjunction with comprehensive analysis or creation of artistic endeavor	Recognizes, identifies, explains, emulates and/or reflects on foundational domain concepts, theories, figures, contradictions, etc.	Demonstrates basic knowledge of foundational domain concepts, participates in or attends creative performances, exhibits.

Proposed Creative Core Rubric

	cultural events using domain-appropriate criteria			
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