Arts and Literature General Education Summer Working Group

Learning Outcomes and Assessment Plan

University of Mary Washington

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Arts and Literature

Learning Outcomes and Assessment Plan:

Rationale: Human societies have found a richer understanding of the human experience through arts, literature, and performance. They remain an integral element of the human experience today, especially as students encounter the ways that creativity evolves. As students face unprecedented access to creative output, the engagement with these processes--as well as the historical and contemporaneous context of art and literature--becomes all the more important. The creative problem-solving skills and ability to critically analyze works that these courses impart to students as a part of a liberal arts education better prepares them for cultural engagement, now and into the future. This category combines Arts, Literature, and Performance - Appreciation and Arts, Literature, and Performance - Process from the previous General Education program with a renewed focus on literature, visual arts, and performing arts and gives students the tools and language to discuss and understand the creative works of others. This category also provides students with an understanding of the techniques required to produce their own creative work and/or the tools of critical analysis via historical, analytical, theoretical, and/or aesthetic frameworks. Through these courses, students can develop methods required for engagement in the aesthetic, ethical, moral, material and content driven issues that works of art, literature and performance can raise.

Courses in Arts and Literature have been defined by the faculty as falling within the disciplines of: Art History, Classics, English, Music, Studio Art, Theatre, and courses from any discipline that include art (either visual art or performance-based art) and/or literature as core components of the course content.

Implementation/Plan to Populate Courses in Arts and Literature: Numerous challenging and exciting courses fell under the category of ALP-P or ALP-A in the previous General Education program, and many--if not most--of these courses will fit into the category of Arts and Literature in the new General Education program. Some existing courses, however, may need minor content changes to address the new Student Learning Outcomes. Nevertheless, it will not be challenging to populate this category with courses.

Assessment: There is little need to drastically alter the assessment method previously used for the ALP-P and ALP-A requirements in the General Education program. A basic rubric that is open and flexible enough to allow all courses in this category to use it is the best and most effective assessment method for this category. This is especially true since courses in this category are varied, with some having students create art and literature, some having students learn to analyze art and literature, and some having students to do both.

Student Learning Outcomes:

1. Students will demonstrate knowledge of the processes used to create and/or interpret creative works or performances.

2. Students will critically analyze and/or evaluate the aesthetic qualities of creative works or performances.

3. Students will communicate an understanding of diverse perspectives and contexts relating to works within an artistic medium or genre.

Suggested Assessment Method: The instructor will evaluate students either based on one project in the course during the semester or based on their overall performance in the course at the end of the term using the provided rubric. As in previous General Education assessment methods, faculty with courses that have enrollments higher than 30 students may elect not to assess all students but should randomly assess at least 50% of a course's students.

Not all courses in this category will be assessed each semester. However, if a course is selected for assessment, faculty should complete the rubric for this category and email the data to the Office of Institutional Analysis and Effectiveness at the end of each semester. If a department would like its assessment coordinator to collect the data and submit it to the Office of Institutional Analysis and Effectiveness, that may also be done. Departments, however, will not analyze the data. Because this method worked well in previous years, it should continue to be used.

Assessment Criteria: The instructor will assess whether each student exceeded, met, or failed to meet the expectations of each Students Learning Outcome using the provided rubric. The assessment method is the same for each SLO. Individual instructors will determine whether they would like to complete assessment based on one specific project or on a student's overall performance in the course.

Arts and Literature Assessment Rubric:

Directions: Please fill out an Excel spreadsheet with the information on the rubric below. Assess each of your students in your course (or at least a random 50% of your students if your course is 30 students or larger). Emil your assessment directly to the Office of Institutional Analysis and Effectiveness or to your Departmental assessment coordinator, who will collect the results and submit them to the Office of Institutional Analysis and Effectiveness. This must be completed by the end of the semester that your course is being assessed.

Student Learning Outcome	Student Exceeds Expectations	Student Meets Expectations	Student Does Not Meet Expectations
Students will demonstrate knowledge of the processes used to create and/or interpret creative works or performances.			
Students will critically analyze and/or evaluate the aesthetic qualities of creative works or performances.			
Students will communicate an understanding of diverse perspectives and contexts relating to works within an artistic medium or genre.			