

ANNUAL ASSESSMENT REPORT FOR 2009-10
Due October 1, 2010

Department/Program: JFCA Arts Administration

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Student Learning Outcome (SLO)	For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).				
	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
1. Recognize and understand essential aspects of what constitutes a nonprofit and how it functions.	Exam Rubric	Overall rating of 3.0 for I Overall rating of 4.0 for R	Simulation Rubric	Overall rating of 3.3 for I Overall rating of 4.3 for R	S08
2. Demonstrate critical thinking skills when analyzing organizational issues.	Simulation Rubric	Overall rating of 4.0 for I Overall rating of 4.2 for R	Interview Rubric	Overall Rating of 4.1 for I Overall rating of 4.3 for R	S09
3. Demonstrate knowledge of the history, complexity, purposes and values of the nonprofit arts sector.	Exam Rubric	Overall rating of 3.0 for I Overall rating of 4.0 for R	Interview Rubric	Overall rating of 3.0 for I Overall rating of 4.0 for R	S08
4. Apply classroom experiences and/or community-based experiential learning to set realistic goals and strategies.	Written questionnaire Rubric	Overall rating of 3.3 for I Overall rating of 4.3 for R	Interview Rubric	Overall rating of 3.0 for I Overall rating of 4.0 for R	S/Summer 08
5. Communicate coherently and effectively in both written and oral formats.	Interview Rubric	Written Overall rating of 4.3 for I Overall rating of 4.5 for R Oral Overall rating of 4.3 for I Overall rating of 4.5 for R	Simulation Rubric	Written Overall rating of 4.1 for I Overall rating of 4.3 for R Oral Overall rating of 4.4 for I Overall rating of 4.3 for R	S09

Student Learning Outcome (SLO)	For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).				
	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
6. Communicate how classroom and experiential learning in the arts develop an appreciation of and value for artistic endeavors.	Questionnaire Rubric	Overall rating of 4.0 for I Overall rating of 4.4 for R	Presentation Rubric	Overall rating of 3.5 for I Overall rating of 3.8 for R	S10
7. Demonstrate an understanding of the principles of arts advocacy and philanthropy.	Exam Rubric	Overall rating of 4.1 for I	Simulation Rubric	Overall rating of 4.2 for I Overall rating of 4.5 for R	S09

1. Findings—Summarize the findings from the assessment activities for each SLO that was assessed. Identify the SLO # and append supporting documentation such as rubrics, scales, pass rates, test scores, or other measurements used to assess each SLO.

Findings SLO6: Methodology 1 used the Presentation measure and saw assessment scores rise from 3.91 where the SLO was Introduced (I) to 4.4 when it was Refined (R). This methodology employed introductory elements of computer technology in both I and R (Excel, Word, Power Point). Methodology 2 used the Simulation model and employed more sophisticated and newer technology (Digital storytelling) for I and R. Scores of 4.1 (I) to 4.3(R) show a slight improvement. In future assessment of this SLO we anticipate scores will show a greater proficiency with new technology. The newly developed rubric for Presentation is attached as a supporting document as well as the Simulation rubric.

Findings SLO7: The first methodology utilized the Questionnaire rubric for both Introduced and Refined. Scores increased from 4.0 to 4.4. Methodology 2 used the Presentation assessment for both Introduced (3.5) and Refined (3.8). The small increase in scores is likely due to a poor assessment tool for this SLO. It would be valuable to develop a different second methodology which more fully assesses this SLO.

2. Use of Results—What programmatic changes, if any, were made in response to the findings? Reference the SLO #.

A new rubric – Presentations – was created to be a more accurate assessment tool. It was used positively in this cycle for SLO 6 and will also be used to improve SLO 3 & 4 in future assessment. Another rubric is needed for SLO 7 which was difficult to properly assess using the Presentation model.

3. What **support services or resources** for faculty would help your department assess its SLOs better?

In order to increase student learning outcomes in SLO 6, the faculty need to invest time and resources in technology training.

4. What **revisions**, if any, to current SLOs did you make or are under consideration?

We created a Presentation rubric in 2009/2010. We will develop a new methodology for SLO 7.

5. **Map** each of your program's SLOs to the University Learning Outcomes. Make annual updates only if your SLOs changed. For example:

No changes at this time.

Butler University students will:

1. Explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytic reasoning, and creative arts. (*Know*)
2. Articulate and apply required content knowledge within their area(s) of study. (*Know*)
3. Find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (*Know*)
4. Explore a variety of cultures. (*Know*)
5. Recognize the relationship between the natural world and broader societal issues. (*Know*)
6. Communicate clearly and effectively. (*Do*)
7. Demonstrate collaborative behavior with others. (*Do*)
8. Practice ways and means of physical well-being. (*Do*)
9. Acquire the skills to make informed, rational and ethical choices. (*Do*)
10. Appreciate diverse cultures, ethnicities, religions and sexual orientations. (*Value*)
11. Share their talents with Butler and the greater community at large. (*Value*)
12. Be exposed to the value of lifelong learning. (*Value*)

Arts Administration Student Learning Outcomes:	Butler University Learning Outcomes											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Recognize and understand essential aspects of what constitutes a nonprofit and how it functions.		X	X						X			X
2. Demonstrate critical thinking skills when analyzing organizational issues.	X	X							X	X		
3. Demonstrate knowledge of the history, complexity, purposes and values of the nonprofit arts sector.		X		X		X					X	X
4. Apply classroom experiences and/or community-based experiential learning to set realistic goals and strategies.	X	X				X	X			X	X	X
5. Communicate coherently and effectively in both written and oral formats.		X	X			X	X				X	
6. Demonstrate proficiency in the use of computer technology in multiple applications.		X	X			X					X	
7. Communicate how classroom and experiential learning in the arts develop an appreciation of and value for artistic endeavors.	X	X		X		X	X	X		X	X	X
8. Display an understanding of principles of arts advocacy and philanthropy.	X			X			X		X		X	X

6a. List all courses in the program and map each of your SLOs to the **curriculum** in which the learning occurs, indicating the extent to which the outcome is introduced (I) or refined (R). [Make annual updates only if your SLOs or curriculum changed.]

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8
AA 301	I	I	I	I	I			
AA 371,372,373				R	R			
AA 383	R	R	I	R	R		I	R
AA 400				R	R	I		
AA 401	R	R	R	R	R		R	I
AA 450		R	R	R	R	R		R
AA 475		R		R	R	R	R	

6b. **Learning/developmental opportunities for students outside the classroom**—*If any SLO was addressed outside the classroom, explain where and how the learning/developmental opportunities were provided to students in your program? (i.e., internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you may have employed.)*

PRESENTATION RUBRIC

Category	Exceptional	Above Average	Adequate	Below Average	Deficient
<p><u>Foundation</u> - Provides comprehensive, accurate content that demonstrates knowledge of subject by identifying, analyzing & interpreting key issues, components and viewpoints. Uses appropriate documentation & technology.</p>	<p>All necessary content & appropriate details are provided with exceptional interpretation, accurate and convincing analysis and with excellent documentation, samples and examples provided.</p>	<p>All necessary content & appropriate details are provided with thoughtful interpretation, mostly accurate and convincing analysis and with excellent documentation, samples and examples provided.</p>	<p>Most necessary content & appropriate details are provided with thoughtful interpretation, mostly accurate and somewhat convincing analysis and with good documentation, samples and examples provided.</p>	<p>Some necessary content & few appropriate details are provided with minimal interpretation, some inaccurate and minimally convincing analysis and with weak documentation, samples and examples provided.</p>	<p>Minimal necessary content & few appropriate details are provided with inaccurate interpretation. Analysis is incorrect & not convincing with inaccurate documentation, samples and examples provided.</p>
<p><u>Execution</u> - Communicates all information effectively and with good delivery skills by presenting information that is organized and pertinent with clear introduction, middle and end. Accurately analyzes data, experiences or situations. Uses technology effectively with excellent mechanics.</p>	<p>Delivery skills are excellent. All information is thoughtfully organized with key points identified and exceptionally argued/analyzed. Time is very well-used. All technical elements (graphics, sound, animation, power point, media) are outstanding and used effectively & appropriately with no spelling, pronunciation or grammatical errors.</p>	<p>Delivery skills are very good. All information is well organized with key points identified and skillfully argued/analyzed. Time is well-used. Most technical elements (graphics, sound, animation, power point, media) are outstanding and used effectively & appropriately with no spelling, pronunciation or grammatical errors.</p>	<p>Delivery skills are good. Most information is well organized with most key points identified and well argued/analyzed to present a good case. Time is used adequately. Most technical elements (graphics, sound, animation, power point, media) are good and used appropriately with few spelling, pronunciation or grammatical errors.</p>	<p>Some delivery skills are weak. Information is not well organized with few key points identified and not well argued/analyzed to present a good case. Time is not well used. Technical elements (graphics, sound, animation, power point, media) are weak and used inappropriately with some spelling, pronunciation or grammatical errors.</p>	<p>Most delivery skills are weak. Information is confusing & disorganized with few key points identified. Arguments/analysis is inaccurate. Time is misused. Minimal and weak technical elements (graphics, sound, animation, power point, media) are used inappropriately with many spelling, pronunciation or grammatical errors.</p>
<p><u>Artistry</u> - Exceptional creativity in synthesizing ideas & presenting viewpoints. Exhibits originality, personal commitment/passion and strong confidence/leadership throughout presentation. Uses technology innovatively to present & clarify material and to make strong arguments.</p>	<p>All information presented in insightful, effective original ways. Numerous connections and nuances. Excellent synthesis of various ideas and viewpoints. Presents & discusses with personal interest and enthusiasm, much self-confidence and assurance. Very creative use of technology which enhances audience understanding and demonstrates student's originality.</p>	<p>Most information presented in insightful, effective original ways. Numerous connections and nuances. Very good synthesis of various ideas and viewpoints. Presents & discusses with personal interest and enthusiasm, self-confidence and assurance. Creative use of technology which enhances audience understanding and demonstrates student's originality.</p>	<p>Some information presented in insightful, effective original ways. Several connections and nuances. Good synthesis of various ideas and viewpoints. Presents/discusses with some personal interest and enthusiasm, some nervousness and lack of confidence. Some creative use of technology demonstration of original thinking.</p>	<p>Little originality and insight. Few connections and nuances. Weak synthesis of various ideas and viewpoints. Presents/discusses with little personal interest and enthusiasm, nervousness and insecurity for presentation & topic. Little creative use of technology which enhances audience understanding and weak original thinking.</p>	<p>Little originality and insight. Incorrect connections. Incorrect or no synthesis of various ideas and viewpoints. Presents/discusses with no personal interest or enthusiasm, is distracted and very nervous. No creative use of technology which enhances audience understanding and weak original thinking.</p>

Simulation Rubric

Category	Exceptional	Above Average	Adequate	Below Average	Deficient
Foundation - Examples: governance; structure; fundraising; audience development; lifelong learning; software applications	Simulation contains all the principles, terminology, facts, methods, procedures and appropriate technology and they are of exceptional quality.	Simulation contains all the principles, terminology, facts, methods, procedures and appropriate technology and they are of above average quality.	Simulation contains most of the principles, terminology, facts, methods, procedures and appropriate technology and they are of average quality.	Simulation contains some of the principles, terminology, facts, methods, procedures and appropriate technology and they are of below average quality.	Simulation contains few of the principles, terminology, facts, methods, procedures and appropriate technology and they are of unacceptable quality.
Execution- Examples: choice of format/technology; organization of materials; grammar, including spelling, sentence structure; oral communication skills, including volume, delivery, grammar; appropriate use of technology, including useable documents, accuracy, applications	No errors in spelling, punctuation and grammar. Format/technology is excellent and appropriate to the simulation. Organization of materials is clear. Student demonstrates exceptional presentation skills through eye contact and delivery.	No errors in spelling, punctuation and grammar. Format/technology is appropriate to the simulation. Organization of materials is clear. Student demonstrates above average presentation skills through eye contact and delivery.	Few errors in spelling, punctuation and grammar. Format/technology is appropriate to the simulation. Organization of materials is fairly clear. Student demonstrates average presentation skills through some eye contact and speaks clearly most of the time.	Errors evident in spelling, punctuation and grammar. Format/technology is minimally appropriate to the simulation. Organization of materials demonstrates minimal clarity. Student demonstrates below average presentation skills through minimal eye contact and speaks clearly some of the time.	Numerous errors in spelling, punctuation and grammar. Organization lacks clarity. Format/technology is inappropriate to the simulation. Student demonstrates poor presentation skills through minimal eye contact and speaks unclearly some of the time.
Artistry- level of Creativity Examples: originality of concept; insight; holistic thinking; appropriate to situation/audience; adaptability; creative use of technology	Student demonstrates exceptional creative thinking and innovation. Draws numerous connections and communicates understanding of nuances. Simulation demonstrates well the student's skills, abilities and knowledge.	Student demonstrates above average creative thinking and innovation. Draws some connections and communicates some understanding of nuances. Simulation helps to demonstrate well the student's skills, abilities and knowledge.	Student demonstrates average creative thinking and some innovation. Draws some connections. Understanding of nuances is incomplete. Simulation provides adequate demonstration of student's skills, abilities and knowledge.	Student demonstrates below average creative thinking and limited innovation. Minimal connections. Lack of understanding of nuances. Simulation does little to demonstrate the student's skills, abilities and knowledge.	Student demonstrates no creative thinking and lacks innovation. Does not draw connections or understand nuances. Simulation does not demonstrate the student's skills, abilities and knowledge.

Written Questionnaire Rubric

Category	Exceptional	Above Average	Adequate	Below Average	Deficient
<p>Foundation - Accurately applies classroom knowledge to situations. Understands operational procedures. Demonstrates critical thinking skills and willingness to learn.</p>	<p>Exceptional performance of assigned tasks. Excellent problem solving skills and initiative. Enthusiastic interest in learning.</p>	<p>Above average performance of assigned tasks. Very good problem solving skills. Initiative in completion of tasks. Active Interest in learning.</p>	<p>Adequate performance of assigned tasks. Some problem solving skills. Occasional initiative in completion of tasks. Some interest in learning.</p>	<p>Some assigned tasks not performed to standards. Limited problem solving skills. Little initiative in completion of tasks. Little interest in learning.</p>	<p>Few assigned tasks performed to standards. Few problem solving skills. No initiative in completion of tasks. Lack of interest in learning.</p>
<p>Execution - Demonstrates written and oral communication skills. Uses technology appropriately and accurately. Demonstrates time management; workplace etiquette including professional ethics, judgment, appearance.</p>	<p>Assigned tasks are complete and neatly organized. No grammatical errors. Oral communication is clear and articulate. Use of technology is excellent and appropriate to the situation. Utilizes excellent time management skills. Fully understands workplace etiquette.</p>	<p>Most assigned tasks are complete and neatly organized. No grammatical errors. Oral communication is clear and articulate. Use of technology is accurate and appropriate to the situation. Frequently demonstrates time management skills. Generally understands workplace etiquette.</p>	<p>Some assigned tasks are complete and neatly organized. Some grammatical errors. Oral communication is generally clear. Use of technology is accurate and generally appropriate to the situation. Demonstrates occasional time management skills. Understands some elements of workplace etiquette.</p>	<p>Few assigned tasks are complete and organized. Grammatical errors evident. Oral communication is often unclear. Use of technology is not accurate or appropriate to the situation. Demonstrates poor time management skills. Little understanding of elements of workplace etiquette.</p>	<p>Assigned tasks are not complete and disorganized. Multiple grammatical errors. Oral communication is unclear. Use of technology is unacceptable. Lack of time management skills. Misunderstanding of workplace etiquette.</p>
<p>Artistry - Demonstrates creative and innovative thinking. Shows confidence and leadership ability. Displays positive attitude and professional manner. Shows interest in all aspects of the institution.</p>	<p>Exceptional creative thinking and innovation. Exhibits strong confidence and leadership in workplace situations. Always displays positive attitude and professional manner. Frequently participates in several aspects of the organization.</p>	<p>Demonstrates creative thinking and innovation. Exhibits confidence and leadership in most workplace situations. Usually displays a positive attitude and professional manner. Participates in several aspects of the organization.</p>	<p>Shows some ability in creative and innovative thinking. Occasionally exhibits leadership in workplace situations. Occasionally displays a positive attitude and professional manner. Occasionally participates in various aspects of the organization.</p>	<p>Rarely shows creative thinking. Seldom exhibits leadership. Seldom displays a positive attitude. Occasionally displays inappropriate behavior. Rarely participates in any aspects of the organization.</p>	<p>Lack of creative thinking. Lack of leadership ability. Displays a poor attitude and inappropriate behavior. Does not participate in the organization.</p>