**Assessment Form: Learning Objective 2**

***Understanding the Arts: Creativity, Performance, and Interpretation***

*The need to create, experience, and comprehend art is a defining human activity. Learning in the arts fosters aesthetic development, self-discipline, imaginative insights, and the ability to make connections between seemingly disparate ideas and issues.* ***Many courses will provide insight into the discipline, craft, and creative processes that go into making a work of art, while other will focus on analyzing and interpreting the products of that artistic creativity****. Developing the ability to think in intuitive, non-verbal, aural, or visual realms enhances creativity, and provides students a way to address problems that do not have conventional solutions.*

Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Number: \_\_\_\_\_\_\_\_\_\_\_\_

Semester / Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of students assessed for this report: \_\_\_\_\_\_\_\_

**Student Learning Outcome 1:**

**Students are able to identify non-verbal or intuitive modes of thought.**

*Assessment instrument:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| Mastery  Category | 5  Superior | 4  More than satisfactory | 3  Satisfactory | 2  Substandard | 1  Unacceptable |
| Identification of non-verbal / intuitive modes of thought | student identified extensive, perhaps subtle / nuanced details reflective of non-verbal / intuitive modes of thought | student identified a range of details reflective of non-verbal / intuitive modes of thought | student identified some (more obvious) details reflective of non-verbal / intuitive modes of thought | student identified few (most obvious) details reflective of non-verbal / intuitive modes of thought | student identified minimal or no details reflective of non-verbal / intuitive modes of thought |
| Number of Students |  |  |  |  |  |

**Student Learning Outcome 2:**

**Students can comprehend a creative process through experience OR analysis.**

*Assessment instrument:*

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| --- | --- | --- | --- | --- | --- |
| Mastery  Category | 5  Superior | 4  More than satisfactory | 3  Satisfactory | 2  Substandard | 1  Unacceptable |
| Comprehension through **experience** | student produced artistic work(s) that reflected sophisticated understanding of creative process | student produced artistic work(s) that reflected advanced understanding of creative process | student produced artistic work(s) that reflected fundamental understanding of creative process | student produced artistic work(s) that reflected limited understanding of creative process | student produced artistic work(s) that reflected minimal or no understanding of creative process |
| Number of Students |  |  |  |  |  |
| **OR** |  |  |  |  |  |
| Comprehension through **analysis** | student produced highly developed, attentive analysis of creative process | student produced comprehensive, observant analysis of creative process | student produced fundamental, general analysis of creative process | student produced a limited, vague analysis of creative process | student produced minimal or no analysis of creative process |
| Number of Students |  |  |  |  |  |

**Student Learning Outcome 3:**

**Students can produce interpretations of artistic work, OR artistic works themselves, which display an understanding of creative processes.**

*Assessment instrument:*

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| --- | --- | --- | --- | --- | --- |
| Category | 5 | 4 | 3 | 2 | 1 |
| Description | Superior | More than satisfactory | Satisfactory | Substandard | Unacceptable |
| Produce interpretation of artistic work(s) **created by other** | student produced a highly developed, nuanced interpretation of the artistic work(s) | student produced a developed, thoughtful interpretation of the artistic work(s) | student produced a satisfactory, general interpretation of the artistic work(s) | student produced a limited, vague interpretation of the artistic work(s) | student produced minimal or no interpretation of the artistic work(s) |
| Number of Students |  |  |  |  |  |
| **OR** |  |  |  |  |  |
| Produce interpretation of **self-created** artistic work(s) | student produced highly sophisticated statement of vision and context to help audience access their work(s) | student produced clearly effective statement of vision and context to help audience access their work(s) | student produced satisfactory statement of vision and context to help audience access their work(s) | student produced limited statement of vision and context to help audience access their work(s) | student produced minimal or no statement of vision and context to help audience access their work(s) |
| Number of Students |  |  |  |  |  |

**Progress and Adaptation:**

*Identify the improvement goals for the last time the course was taught, and compare outcomes. Was there improvement? Were there contributing factors important for the comparison of outcomes?*

*What are the improvement goals for next time the course will be taught? To which outcome(s) will they apply? What is the basis for these choices?*