

AY 16-17 College of Creative Arts Assessment Report

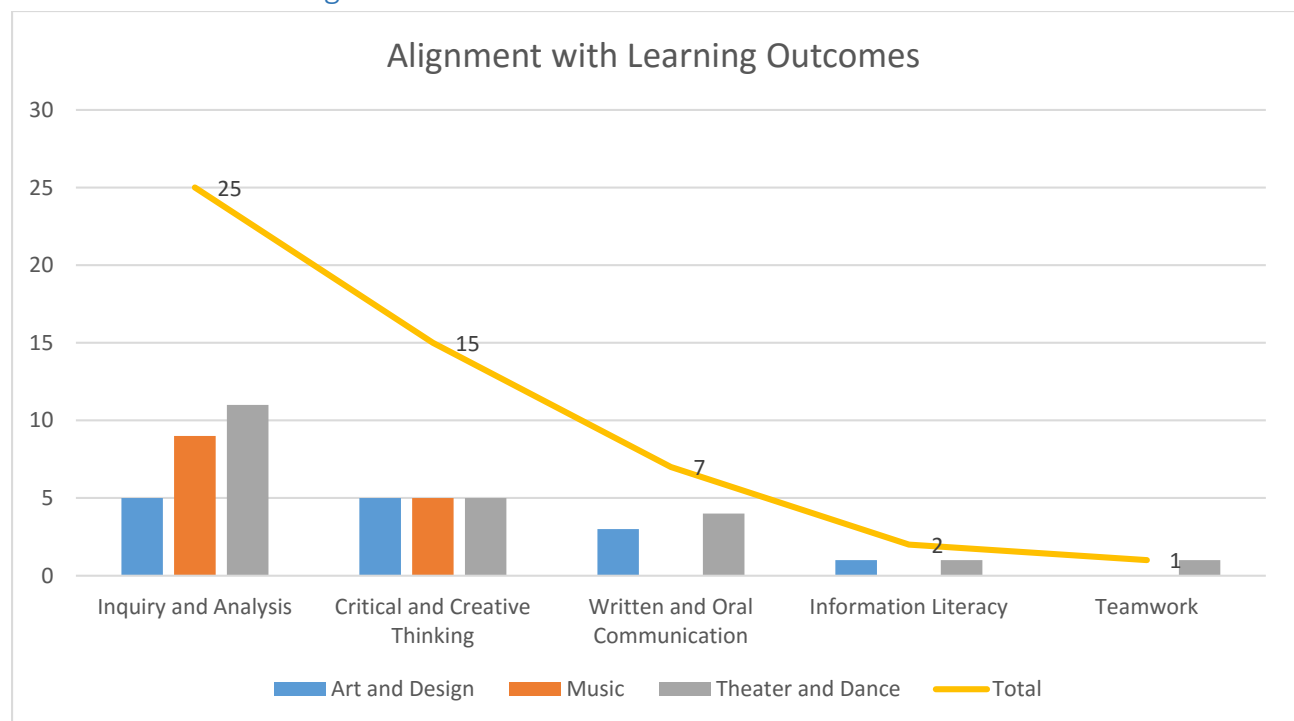
Summary

The purpose of this report was to determine:

- A) The distribution of learning outcome selection within the college
- B) The scoring reliability of the faculty
- C) The scoring validity of the faculty

Results from both the CCA's fall and spring assessment data were analyzed and aggregated at both the college and school level.

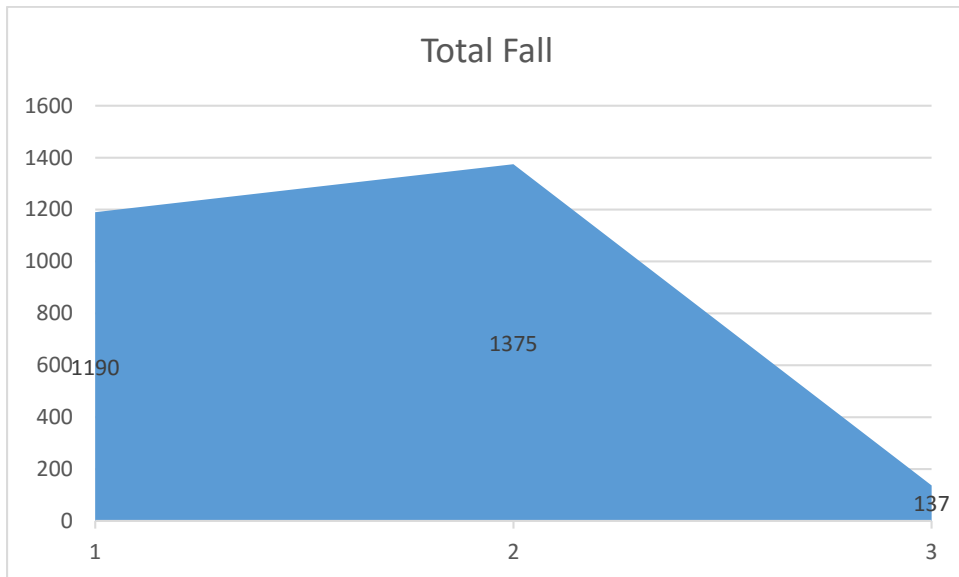
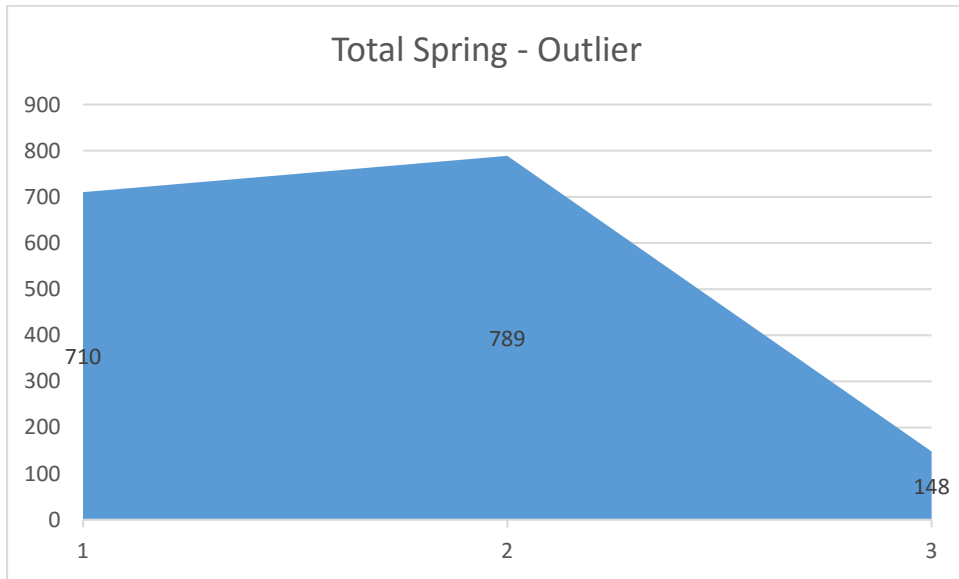
Distribution of Learning Outcome Selection



Analysis

While this is the direct responsibility of the college (it actually will fall to the GEF committee to determine what, if any, corrective measures they will take within the GEF as a whole to address this trend which has been persistent across two assessment pilots, the College of Creative Arts, and the initial coursed transitioned from the GEC to the GEF in CIM), it's good to see that when given free range to identify which of the GEF learning outcomes their courses aligned with, faculty tended to cluster heavily to Inquiry and Analysis or Critical and Creative Thinking.

Scoring Reliability

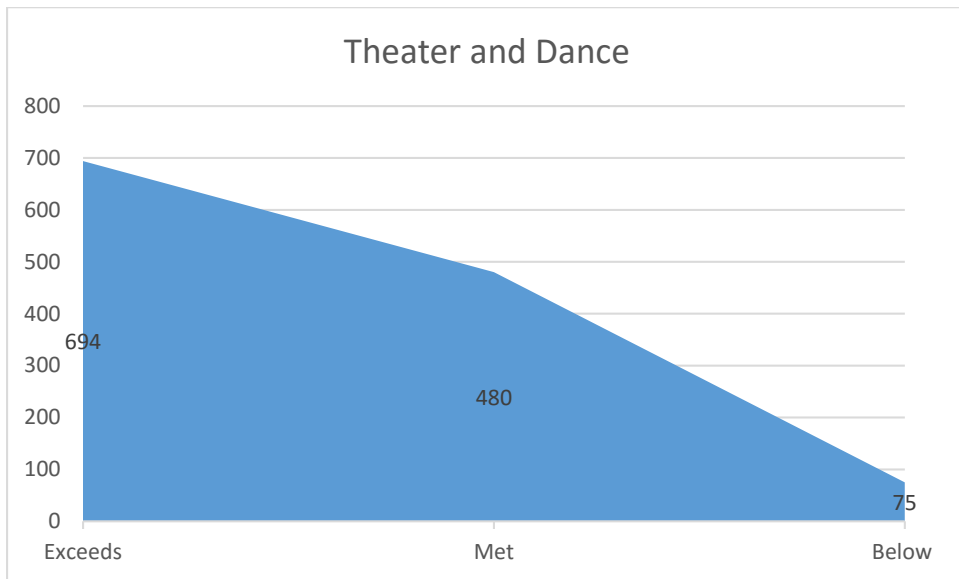
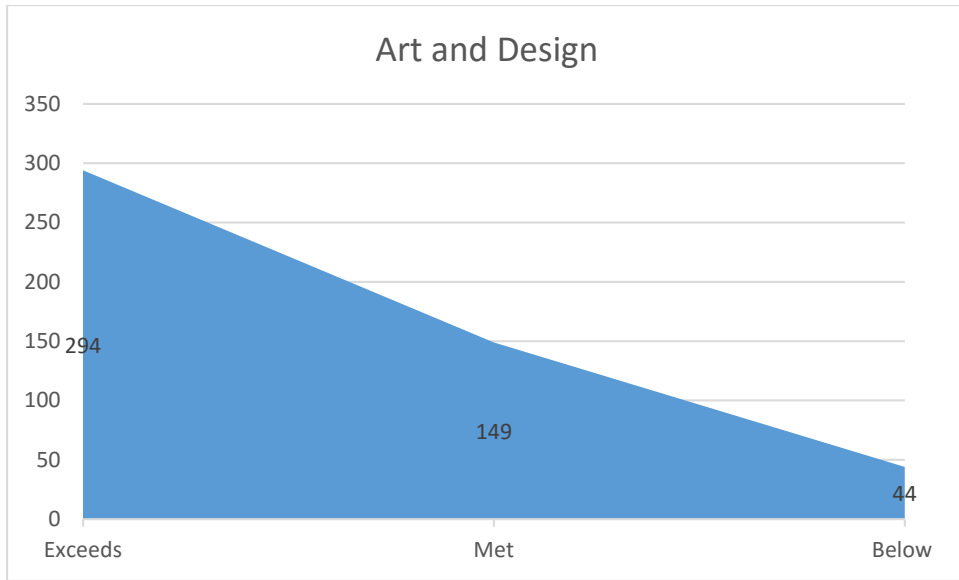


Analysis

Spring and fall distributions were similar and well within tolerable deviation. CCA faculty seem entirely reliable in their assessment scoring.

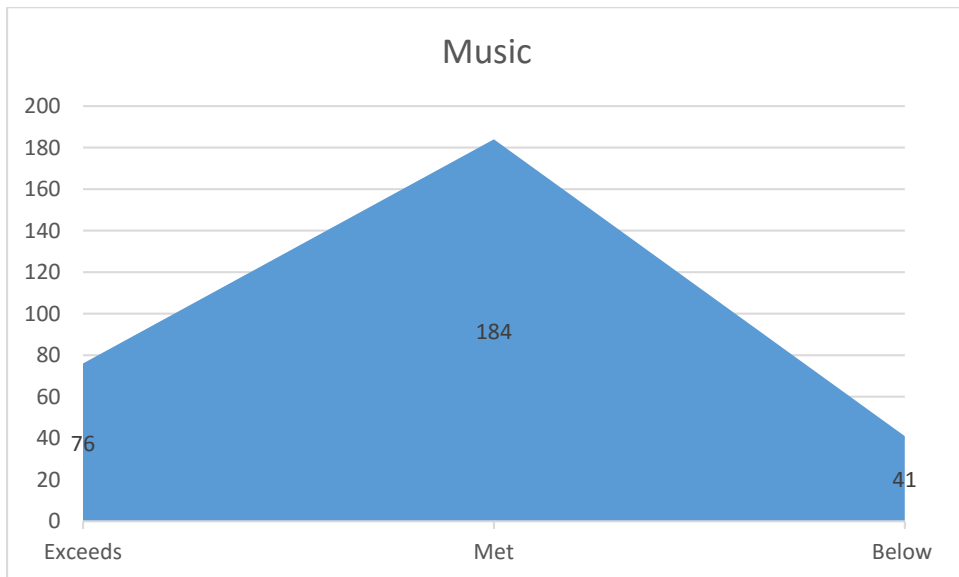
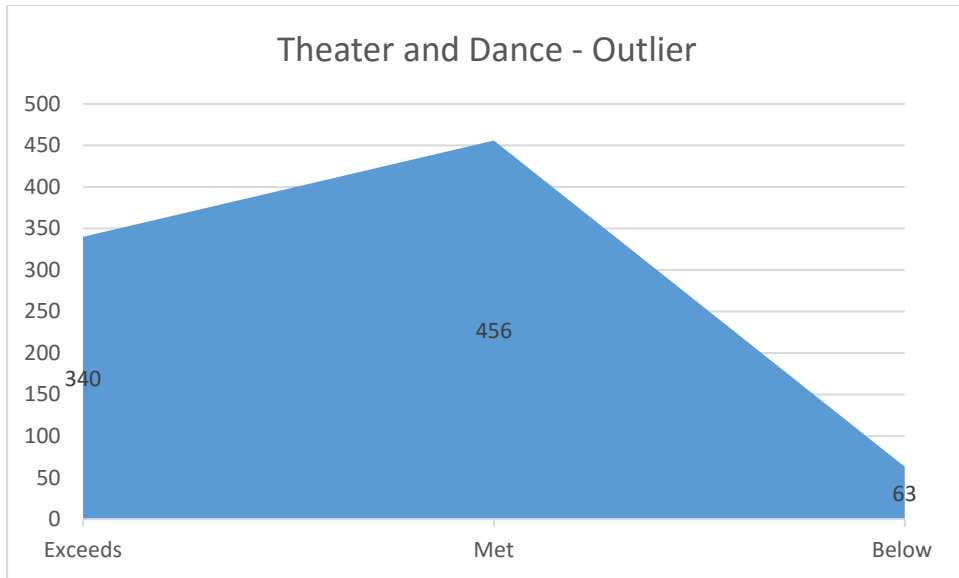
Scoring Validity

Given that the entire assessment sample was taken from 100-level courses excepting a single 200 and a single 300 level course, the scoring at the college level seems to violate valid assessment scoring practices.



Analysis

Art and Design and the whole sample of Theater and Dance are almost directly inverse to the expected distribution.



Analysis

Theater and Dance minus one large outlier (by its own norm) and Music are less extreme in their deviation from validity but still well-off the expected distribution.

Action Plan

No response is needed by the college to address the distribution of selected learning outcomes nor is any required to address scoring reliability since the faculty have demonstrated reliable scoring practices. The college should then focus its efforts on addressing the validity of its assessment scoring which will lead to meaningful results that can help inform the college's curriculum. As the college has already partnered with the Director of Academic Excellence and Assessment through AY 16 – 17 and 17 – 18 the DoAE&A will focus his efforts on promoting valid scoring practices.