Arts Management| 2016-2017 Assessment Plan

1. Please review last year's assessment results (2015-2016) as well as the Academic Program Assessment Report with the faculty in your program. How does your program plan to take these results into consideration in future programmatic planning?

   Two major developments have informed assessment needs for Arts Management for 2016-2017. First, the Gallery and Museum Studies program, previously in Art, has been moved to Arts Management. This will necessitate changes in the Learning Outcomes.

   Second, I completed editing an anthology of important Arts Management source material (Arts and Cultural Management: Critical and Seminal Sources, Bloomsbury Press 2017). One of the important things I learned while working on this project was that there is much more arts management source material available online and via UWGB library's subscriptions than was available when I published my textbook in 2013. Therefore, I can expand my students' research possibilities as well as my own expectations.

2. Please review your program's Learning Outcomes. Do any of them need to be updated or clarified?

   Because the Gallery and Museum Studies program has this year been moved from Art to Arts Management, it is necessary for Arts Management to take a fresh look at all Learning Outcomes. Because the Curator of Art/Instructor of Arts Management was new in her position this fall, we have scheduled to do this work in Spring 2017.

3. Which outcome will you assess this year (2016-2017)?

   1. Analyze organizational situations within arts organizations and predict outcomes.

4. Which technique will you use to assess this outcome?

   Evaluation of research paper

5. Which course or group of students will you assess on the outcome chosen above and when?

   Last year, I analyzed the research papers of the "intro" course in Arts Management, ARTS MGT 354: Managing Arts and Cultural Organizations (spring 2017). I will stick with the same course and the same research paper for this year's evaluation, but take a slightly different slant in order to assess not only the quality of research sources but their application to organizational analysis using the following rubric:

1. Top level: Student consistently uses high quality primary source material and is able to transfer "academic" knowledge to real life situations. Student is able to accurately evaluate the organizational situation, find appropriate source material for any issues the organization is experiencing, and creatively use this information to suggest solutions.

2. Student is able to find mostly high quality primary source material and apply it to organizational situations. Student may be able to adapt material to situation but may not transcend the material into creative solutions as well as Category 1.

3. Student's resource material is sometimes questionable and/or student is not able to easily transfer the information in the source material to the real life situation.

4. Student is essentially unable to differentiate between quality and questionable sources, and/or is unable to use the information to apply to the real life situation.