**Assessing and Activating Feedback and Critique in the Foundation Level Studio Classroom - Sarah**

Visual Concepts students were directed in a series of reflective writing assignments as a mode of assessing learning and promoting the integration of feedback received during studio art class critiques.

Students were directed to:
- Assess their fellow students’ artwork based on the set of criteria described in the initial assignment.
- Assess their own artwork based on the same criteria in isolation after viewing others’ finished artworks.
- Use this initial writing as a basis from which to engage in an interactive group critique about their work and fellow students’ work.
- Share written feedback with fellow students.
- Write reflectively about their own work after the initial critique and expanding on the thoughts to incorporate and respond to feedback from others, clarifying what they view as successful within the assignment parameters and how they might improve their work.
- State how they might more successfully meet goals and requirements in their next project.

*“Many of my fellow classmates talked about the values within my portrait. They stated that each cut out of paper was well placed and the values accurately portrayed the lighting and shadows within my face, but also acknowledged that I could have improved the lighting in my values just a little more. Many acknowledged the placement of each texture, and commented on how I chose to use certain texture to create my face, and others to create the clothes and the hair. Lastly, some of my fellow classmates noted that the portrait showed great attention to detail, and overall, looked very much like me.”*

*“For the next project, I will use what I learned from this project and the last to improve upon my work. I will create access to a broad range of materials (values, tints, shades, colors) for the next assignment so as not to be limited by my own materials. I will also put thought into what my final image will look like by carefully planning out my image and assigning different shades of color before I actually apply it. For Assignment 4 I did not effectively plan out the entire range of values I would use before I started gluing down pieces, which ultimately limited my own choices in what value I could use next.”*

*“Ultimately, what I learned from this piece is that it could have been improved by adding a broader range of values and utilizing textural shapes in the form of cut-outs to simulate a feeling of movement.”*

**Revising assessments - Adam**

I experimented with the course format: placing greater emphasis on the six two-week programming projects and gave a take-home exam (that carried less weight than traditional in-class exams). I then surveyed students at the end of the semester.

**HAPP Program Exit Interview - Jennifer**

- To enhance assessment of students’ perceptions about the program, and their plans post graduation, the HAPP program developed an exit interview in Qualtrics.
- The exit interview was piloted with December 2016 graduates. All 30 graduates were invited to participate, and 25 completed the survey.

**Assessments**

**Graduates’ plans following graduation (n=24)**

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<th>Work full-time</th>
<th>Work part-time and attend graduate school part-time</th>
<th>Attend graduate school full-time</th>
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- **Ten graduates had already found full- or part-time employment at organizations including Northrop Grumman, Peace Corps, Global Networks, Inc., and Alaska Airlines.**
- **Among graduates, 20 of 24 plan to pursue graduate degrees in the next three years, including an MPH (10), MD (4), MBA (4), and MS in social science (3).**

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**Performance and prior civics knowledge - William**

**Political Science students took the Full Civic Literacy Exam from the Intergovernmental Studies Institute**

**Predictors**

- Model 1
  - ClioPre-Test Score (0.142)
  - PSS Major (1.127)
  - Academic Year (0.978)
  - Honors College (0.840)
  - Constant (7.125)
- Model 2
  - ClioPre-Test Score (0.102)
  - PSS Major (0.894)
  - Academic Year (0.108)
  - Honors College (0.888)
  - Constant (7.272)

**N**

- 69

<table>
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**Best practices in assessing graduate education - Michelle**

**Challenge:** evaluating graduate student progress in diverse subdisciplines and maintaining consistency.

**Comparing assessments tools from other universities (WSU).** Rubrics have low resolution but easy to score.

More work to be done- focus on writing.

**Acknowledgements**

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