MEMO

January 23, 2017

TO: Roxi Thoren, AAA Associate Dean

From: Julie Voelker-Morris, Senior Instructor, Arts and Administration

RE: AAD Learning Outcomes, General Education Rationale, and Assessment Plan

The enclosed assessment plan has been formulated in collaboration with Core Faculty in the Arts and Administration (AAD). The plan outlines the following points about AAD:

➢ Mission
➢ Program level learning outcomes
➢ Degree level learning outcomes
➢ Curriculum map for undergraduate major degree with supplemental general education rationale
➢ Outcomes Assessment plan for the 2016-2017 academic year

And the following attachments:

➢ Essay Grading Rubric
➢ Partner Presentations Rubric
➢ Marketing Plan Steps and Rubric
➢ AAD Grading Standards

University of Oregon Arts & Administration Program

Curriculum Assessment Plan 2016-2017

Arts & Administration (AAD) Mission

We educate arts and cultural sectors leaders and participants to make a difference in communities.

The Arts and Administration Program at the University of Oregon informs arts and cultural sector administration, policy, research, and education. We prepare and inspire leaders based on the belief that professional arts and cultural managers must be familiar with the social, cultural, economic, creative, political, technical, and ethical contexts in which the arts flourish.

Arts management is a multidisciplinary field focused on promoting the arts and culture for individuals and societies. Knowledge and expertise from the arts and culture sector is combined with social, cultural, managerial, and educational perspectives for the purpose of creating, implementing, and administering arts and cultural programs in non-profit, for-profit, and unincorporated organizations and institutions in the state of Oregon, regionally, nationally, and internationally.

AAD Program Level Learning Outcomes

Upon successful completion of the Arts & Administration Program students should be able to:

- ➢ Articulate how arts and culture integrate with society and specific audiences from local to global scales.
- ➢ Facilitate inclusive and equitable participation and remove barriers to opportunities in the diverse arts and cultural life of communities.
- ➢ Independently and collaboratively plan, implement, conduct, and evaluate research.
- ➢ Apply knowledge and questions of aesthetic and management theories, functions, and discourse.
- ➢ Practice professional and ethical models of leadership.

AAD Degree Level Learning Outcomes

Arts Management Masters Level Learning Outcomes

Upon successful completion of an MA/MS in Arts Management students will understand, demonstrate, and value:

- Philosophical, theoretical, and historical foundations of arts and culture from national, international, and intercultural perspectives.
- Providing access to and leading participation and inclusion in the cultural life of a community.
- Research to produce knowledge critical to the field.
- Risk-taking, idea generation, and independent as well as collaborative learning, research, and creative production.
- Practical application of the cycle of theory to praxis to deepen knowledge gained in theory and coursework through internships and practicums.
- Adhering to the professional and ethical standards of the arts and culture management profession

Arts Management Undergraduate Level Learning Outcomes

Upon successful completion of a BA/BS in Arts Management students will understand, demonstrate, and value:

- The nature of the creative process; how art and the artist function in societies and organizations in theory and practice
- The economic, political, and social environments for the arts based on demographics and diversity
- The ethical issues confronting arts managers in the production and presentation of arts and culture
- The financial and legal needs and realities as well as marketing and programming strategies of arts and cultural organizations
- Knowledge of management functions to support effective operation of an arts and culture organization at entrepreneurial, institutional, and policy levels.

<h1 style="text-align:center">Outcome information collection plan for 2016-2017</h1>

During Winter 2017, AAD Faculty will examine the program level outcome "Articulate how arts and culture integrate with society and specific audiences from local to global scales." This outcome will be assessed through students directly meeting rubric standards for individual and group presentations, projects, and essays; indirectly through the questions they pose and discussions held on course topics in class and/or faculty office hours; and through guided focus discussions between students and faculty about their learning formatively (midterm) as well as summatively at the end of the winter term.

The program level learning outcome stated above finds its corollaries at the graduate and undergraduate levels with outcomes that state:

Graduate level: "Understand, demonstrate, and value…."

➢ Philosophical, theoretical, and historical foundations of arts and culture from national, international, and intercultural perspectives.
➢ Providing access to and leading participation and inclusion in the cultural life of a community.

Undergraduate level: "Understand, demonstrate, and value…."

➢ The nature of the creative process; how art and the artist function in societies and organizations in theory and practice
➢ The economic, political, and social environments for the arts based on demographics and diversity

This outcome will be assessed in the three identified courses outlined below. One course represents an upper division undergraduate course required for the major that also serves a general education requirement; one that includes a mix of upper division and graduate students; and one a graduate student specific course required for the Masters degree. We see these three courses as strong comparators and complements to one another in making certain that outcomes are differentiated by degree programs, robust for the level of degree, and meeting the outcomes stated above.

AAD 301: Understanding Arts and Creative Sectors

Course Description:
This course sets out to map the concepts of "art world" and "creative sector" as they relate to each other and to the practice of arts administration. We explore cultural, political, economic, and technological facets of creative activity in social contexts, always seeking to understand how these factors inform the ways in which arts administrators serve communities through arts-based programming. The course attends to both U.S. and international examples while seeking a balance of critical thinking and practical application of ideas. Ultimately, the course provides tools for students to identify art worlds and critically engage the factors that shape creative sectors.

Course Learning Outcomes:
It is anticipated that participants by the end of this course students are able to:
➢ Identity and describe components of arts and creative sectors
➢ Define key concepts and describe critical theories from literature about arts and creative sectors

> ➢ Develop an understanding of the various roles—economic, political, aesthetic, symbolic, cultural—that arts and creative practices fill in society
> ➢ Establish synthetic and rigorous frameworks for interpreting arts and creative practices

AAD 421/521: Cultural Programming

Course Description:
In this course we explore practice and theory related to arts and cultural programming in the public sector. Primary focus will be on community arts and institutional arts settings. Readings, guest speakers, and focused discussions illuminate a range of opportunities available to cultural workers of varied backgrounds: museum specialists, community arts managers, arts educators, anthropologists, creative advocates, performing arts directors, folklorists.

This course specifically addresses the ways in which cultural programming plays a role in public awareness of and discussions or debates about collective identities distributed across distinctions based in class, ethnicity, religion, sexuality or other markers of identity that arts administrators, folklorists, and other cultural workers recognize as vital to cultural pluralism. Readings, discussion, and written assignments will provide opportunities for students to actively engage in analysis of how cultural programming entails opportunities for documentation presentations, and education of diverse threads of heritage and identity.

Course Learning Outcomes:
Upon successful completion of this course, students should be able to:
> ➢ Demonstrate an understanding and awareness of the number, type, and breadth of arts and cultural experiences and programs
> ➢ Describe meanings and benefits realized by communities, organizations, and individuals through arts and cultural experiences and programs
> ➢ Identify components of arts and cultural programming within arts and cultural organizations
> ➢ Apply concepts of arts and cultural programming processes (logic model basis of conceptualization, assessment, development, implementation, evaluation, modification) within arts and cultural organizations
> ➢ Demonstrate an understanding of ways to include a diversity of audiences within arts and cultural programming

AAD 617: Arts Marketing, Media, and Communication II

Course Description
This class is the second part of a required two-course sequence in AAD introducing students to practical and theoretical issues shaping relationships between marketing, media, and communication in arts and culture sector work. While emphasizing current concerns with digital culture and emergent technologies, we explore the historical arc of practices and strategies constituting marketing, design, and the deployment of myriad technologies for arts and culture marketing. Taking on marketing approaches, communications strategies, delivery technologies, creative tools, and archiving mechanisms, we read widely and discuss critically the issues central to arts management across varying contexts. We also develop and refine skills in

marketing and communication through hands-on projects that synthesize readings and tools, while visits by professionals across a range of settings will give us opportunity for mentorship and advice. The goal is for us to move through these resources toward praxis—the translation of idea into action—preparing us to work effectively and efficiently with media in the arts and culture sectors. For this second course in the sequence, such preparation will manifest in a robust marketing plan based on a visual brand you created in the fall term. This plan will take into account "traditional" channels for marketing as well as web-based opportunities and emergent social channels.

Course Learning Outcomes
- ➢ Understand relationships between graphic/visual design and marketing approaches for specific audiences in the arts and culture sector
- ➢ Describe ways that current and emergent digital multi-media technologies impact arts marketing and associated audiences
- ➢ Understand relationships between individual media use/environments and the broader ecology of information and transactional exchange
- ➢ Create a full marketing plan for an arts organization

Performance/Proficiency Targets

The level of performance that students achieve for the outcomes described in the prior section will be measured by the rubrics listed here and attached to this document.

AAD 301 and AAD 421/521

Grading Rubric Used for Written Assignments

Partner Presentations Rubric

AAD 617

Marketing Plan Steps and Rubric

These individual assignment rubric standards follow AAD Grading Standards for Courses, also attached to this assessment plan. These standards require a C+ or higher completion in all courses in order to receive an Arts Management degree.

Results and Analysis

During Spring 2017, AAD Undergraduate and Graduate Curriculum focused committees in the unit will analyze and discuss the data collected through the rubric-related assignments and student focused discussions described above. Evaluation and suggested actions from the committees will be shared with the Core Faculty of the unit at a full faculty meeting.

Actions

The Core Faculty will take what they learned through the outcomes analysis and process described and will revise the curriculum in these specific required degree program courses. Faculty will also consider how to apply this learning in other required and elective courses within the degree offerings. The AAD Undergraduate and Graduate Curriculum committees will oversee the process of these revisions within individual courses as well as considering changes to the curriculum map as a whole.

*We acknowledge all of the above is a living document that continues to be modified based on assessment, evaluation, and revision.