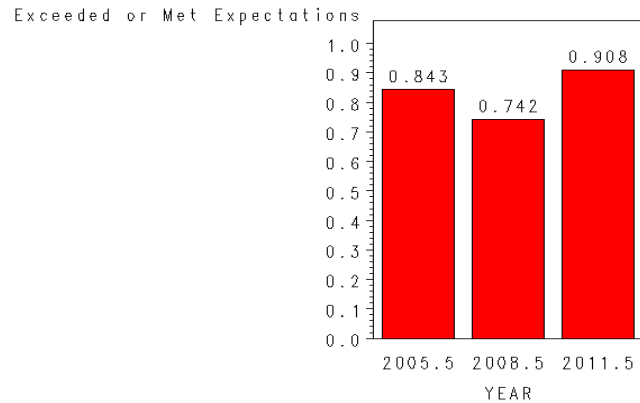
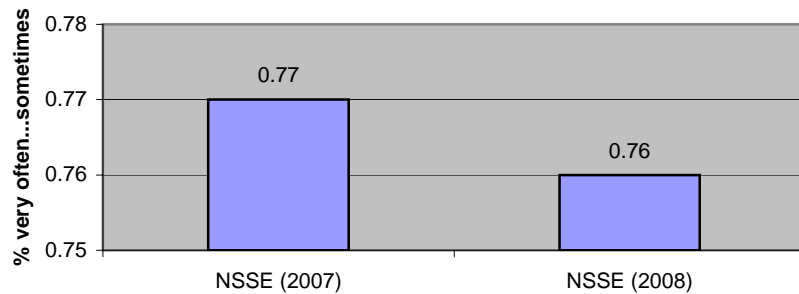


**Binghamton University (State University of New York)
 General Education Student Learning Assessment Dashboard
 Aesthetics**

Aesthetics Portfolios: Instructor Estimates of Student Performance by Cycle Year



NSSE: "Attended a play or performance...sometimes to very often"



ACT Report Findings (2007)

After reviewing the portfolios, we note that students also learn that a substantial amount of labor is required to succeed in the study of aesthetics. The skills that students learn in courses such as theater production go beyond the study of aesthetics—by learning that the successful study of aesthetics involves a great deal of hard work, students obtain a skill important to their future success in business, management, or other fields they might be employed in after graduation from Binghamton University.

The assessments referenced above suggest a few limitations to student learning in aesthetics courses. First, the survey data suggest that students are on average satisfied with the creative performances offered on campus, but that fewer students than we would hope actually attend these events "often or very often" (25%). Second, a review of the portfolios submitted by aesthetics instructors suggests that it is not entirely clear that faculty make the learning outcomes for aesthetics explicit to their students. As a result, some students may not understand what an education in aesthetics means. It is also not entirely clear that students of varying academic skill levels and cultural backgrounds (e.g., ESL students, students from different cultures, students with intermediate or advanced knowledge of art or theatre) receive the same understanding of aesthetics given the rich variety of courses offered them in their study of aesthetics.

**Student Performance Survey Results
 "Binghamton University prepared me to appreciate the arts"**

