

## **Academic Assessment Plan**

**(BA ARHS)**

**(April 27, 2015)**

### **Program Goals (3-4)**

*(Program goals are broad general statements of what the program intends to accomplish and describes what a student will be able to do after completing the program. The program goals are linked to the mission of the university and college.)*

- 1. Understanding of a broad range of art works from prehistory to the present.**
- 2. Ability to analyze the style and iconography of an art work and integrate it into its historical context.**
- 3. Ability to write analytical and research papers in art history.**

### **Student Learning Outcomes (6-8)**

*(Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.)*

- 1. Ability to identify major works of art and know their periods.**
- 2. Ability to do formal (stylistic) analysis of a work of art.**
- 3. Ability to do iconographic analysis of a work of art.**
- 4. Ability to conduct research and write analytically about works of art.**
- 5. Ability to speak analytically and present research results about works of art.**

### **Process for Assessing each Student Learning Outcome**

*(A process must be defined and documented to regularly assess student learning and achievement of student learning outcomes. The results of the assessment must be utilized as input for the improvement of the program.)*

- 1. Timeline for assessment and analysis**  
**Assessment and analysis at end of each semester.**
- 2. Means of assessment and desired level of student achievement**  
**Goal 1: Direct: test from two survey classes, indirect: grades in survey classes.**

**Goals 2, 3, 4: Direct: research papers/projects in upper division classes, indirect: grades in upper division classes.**

**Goals 2, 3, 4, 5: Direct: two capstone seminars, which include oral and written presentations; indirect: class grades, admission into graduate programs, honors awards won by students.**

*(Must include at least one direct and one indirect method of assessment for each learning outcome.)*

**3. Reporting of results**

**Annual report to Dean.**

*(Must at least report annually to the Dean of college/school.)*

**Annual Academic Assessment Report**

**(DEGREE/PROGRAM NAME)**

**(DATE)**

**Report annually to the Dean of the college/school the following:**

- **Results of analysis of assessment of Student Learning Outcome**
- **Any changes to degree/certificate planned or made on the basis of the assessment and analysis**
- **Any changes to the assessment process made or planned.**

## **Assessment of ARHS BA 2023-2024**

### **1. Ability to identify major works of art and know their periods**

Learning outcome #1 was assessed in ARHS 2913 Survey I, taught in Spring 2024. Students were given midterm and final exams that consisted of 15 slide identifications, a comparison between two works of art, and an essay question. Slide identifications were drawn from a random selection of images out of a pool of 50 ancient (for the midterm exam) and 57 early Christian/medieval (for the final exam) works of art. Students were required to memorize these key works, including their title, culture, and date, and identify them on the exams. The results were as follows:

#### **Midterm (45 total students)**

Mean: 85.5

Median: 87.5

90-100+: 21

80-89: 13

70-79: 3

60-69: 7

Below 60: 1

#### **Final (45 total students)**

Mean: 79.9

Median: 83.75

90-100+: 12

80-89: 15

70-79: 8

60-69: 4

Below 60: 6

More than half of students received a grade in the A or B range on either the midterm or the final exams. Results on the final exam were a little worse than expected, perhaps because a higher-than-average performance on the midterm left students feeling overly confident about their expected course grades. Nonetheless, these grades demonstrate solid performance overall and represent consistent abilities in identifying major works of art and situating them in their appropriate art historical period. This assessment was comparable to results for the same course taught in 2022-2023, as per the 2022-2023 ARHS BA assessment.

### **2. Ability to do formal (stylistic) analysis of a work of art.**

### **3. Ability to do iconographic analysis of a work of art.**

Learning outcome #2 and #3 were assessed in ARHS 4873 Baroque Art, taught in Spring 2024, through a single paper assignment. The purpose of this assignment was to teach students basic analytical skills in art historical writing, including formal (stylistic) analysis and iconographic

analysis. Using the ranking 4 = excellent; 3 = good; 2 = fair; and 1 = poor, the average (mean) score was 2.73. 26% of the students were able to perform at the 4-point level, which is a very strong result in an introductory upper division class, in which many students are writing sustained stylistic and analytical papers for the first time. Overall, the instructor was satisfied with the performance of the students. The assignment reflected solid performance on learning outcomes #2 and #3, and the results were comparable to assessed results for these learning outcomes in the 2022-2023 ARHS BA assessment.

**4. Ability to conduct research and write analytically about works of art.**

**5. Ability to speak analytically and present research results about works of art.**

Learning objectives #4 and #5 were assessed in ARHS 4983 Special Topics: Images of Women in Rembrandt's Holland, taught in Fall 2023, through a paper and presentation project. Using the ranking 4 = excellent; 3 = good, 2 = fair; and 1 = poor, these were the results:

**Ability to conduct research and write analytically about works of art**

The average (mean) score was 3.46.

**Ability to speak analytically and present research results about works of art**

The average (mean) score was 3.2.

Overall, the instructor was satisfied with the performance of the students but felt that more work in preparing the students for oral presentations would be helpful in future undergraduate coursework. These results were comparable to those documented as part of the 2022-2023 ARHS BA assessment.