

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 2016-17

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

Learning outcome #1 was assessed in ARHS 2913, Survey 1, Spring 2017. Students were given two completely different tests on which they had to identify works of art and their periods. On each test students had to identify 10 works of art studied in class and identify the periods of 5 works of art not studied in class, but from the periods studied. The average grade on test 1 was: 86.1 and on test 2 was 85.3. Although the average declined a bit on the second test, clearly students mastered this skill to a high level.

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

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

Learning outcomes #2, #3 were assessed in ARHS 4863 Northern Renaissance Art, in Fall 2017. In this course students wrote two papers, one on stylistic and one on iconographical analysis of a triptych by Hans Memling. Using the ranking 4= excellent; 3= good, 2= fair and 1=poor the stylistic analysis (goal #2) averaged as #2 average was 2.95 and #3 average was 2.85. This represents an improvement in student's ability to do iconographical analysis compared to 2015-16, during which the average was 2.52; the improvements reflect increased attention to teaching these skills in the classroom in light of 2015-16 assessment results. The current results show good mastery of skills #2 and #3.

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 outcomes nos. 4 and 5 were assessed in ARHS 4973, Images of Women in Dutch art in the Age of Rembrandt, Fall 2017. In this course students gave oral presentations on a selected theme in Dutch genre painting and discussed multiple ways in which the theme was treated. The students were given feedback from the professor and the members of the seminar and had to write up their seminar presentations in the form of a 10-12 page research paper.

Using the ranking 4 = excellent; 3 = good, 2 = fair and 1 =poor, the oral presentations averaged 3.6 and the paper 3.66. This represents a significant improvement since 2015-16, during which the average for the oral presentation was 3.1 and the paper 3.07. In light of these results, the instructor imposed stricter attendance requirements, gave more sustained information about how to structure the presentations and required individual meetings with each student prior to their presentations. These changes significantly improved the performance for learning outcomes #4 and #5.