

## **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 2019-20**

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

Learning outcome #1 was assessed in ARHS 2913, Survey 1, Fall 2019. Students were given two completely different tests on which they had to identify works of art and their periods. The average grade on test 1 was 84.43 and on the second 88.75, which represented good improvement in this skill.

### **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 and #3 were assessed in ARHS 4863 (Northern Renaissance Art), in Fall 2019. In this course students wrote two papers, one based on visual analysis and one on iconographic analysis of the same work by Geertgen tot Sint Jans. Using the ranking 4= excellent; 3= good, 2 = fair and 1= poor the visual analysis (goal #2) average was 3.1 and #3 average was 3. The instructor was satisfied with these results, since very few students were performing at the fair level (only 5 for goal #2 and 6 for goal #3), although the instructor would like to see more students performing at the excellent level (only 8 for goal #2 and 6 for goal #3). It is, however, harder to move students from good to excellent than it is from fair to good.

### **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 were assessed in ARHS 3923H/4973 Images of Women in Rembrandt's Holland seminar, taught in Fall 2019.

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: 3.7

Ability to speak analytically and present research results about works of art: 3.2

Overall the instructor was satisfied with the results on the papers, but less satisfied with the presentations, which at times were underprepared, and often did not fill the required time allotment. Although the instructor did meet with the students in advance of the presentations, these were more informal meetings, so in the future the instructor will require the students to give a formal, timed presentation at these meetings and give more formal feedback at these meetings so that the students will do more preparation and revision in advance of their oral presentations.