

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 2022-2023

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

Learning outcome #1 was assessed in ARHS 2913, Survey 1, taught in Spring 2023. Students were given midterm and final exams that consisted of 18 slide identifications in which students had to identify major works of art through their visual images. Students also had to compare two works of art and write a long-form response to an essay question. The average (mean) score on the midterm was 83.1. The average (median) score on the midterm was 86.4. On the final, the average (mean) score was 81.6 and the average (median) score was 85. On both midterms and finals, significantly more than half of the students received marks above 80, in the A or B range. 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 over the course of the semester. This assessment was comparable to results for the same course taught in 2021-2022, as per the 2021-2022 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 outcomes #2 and #3 were assessed in ARHS 4983/4983H, Special Topics in Art History: Cultural Exchange: Medieval Europe and the Islamic World, taught in Spring 2023, through a three-stage paper assignment. The purpose of this assignment was to teach students basic analytical skills in art historical writing. Students prepared an abstract about their chosen works of art, compiled an annotated bibliography of research sources, and then completed a written paper that incorporated formal (stylistic) analysis and iconographic analysis. Of the students who completed this assignment (3 students did not submit the assignment at all), the average (mean) score was 84.4. The average (median) score was 84. This reflects solid performance on learning outcomes #2 and #3. The instructor was pleased with these results, although disappointed that 3 students did not submit the written project.

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

Learning objective #4 was assessed in ARHS 4783/4783H, Special Topics in Contemporary Art: Cannibalism and Art, taught in Spring 2023. Students wrote about a single work of art selected from a list of possible options. The instructor provided analytic models for engaging the work, emphasizing both the historical and contemporary significance as well as limitations of different approaches. In groups of two, students conducted an analysis collaboratively and revised their texts through a peer editing process. Students recorded an oral presentation of their texts, accompanied by strategic use of images of their selected artworks. These presentations were shared with the full class. The full class then related the analysis to course content, both through in-class discussion and individual written responses. The average grade for this project was 95.5. These results demonstrate very strong performance overall in research and analytic writing about works of art. This innovative assignment allowed students to engage with research and writing in multiple ways through one project.

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

Learning objective #5 was assessed in ARHS 4783/4783H, Special Topics in Contemporary Art: Cannibalism and Art, taught in Spring 2023. Students gave oral presentations on films from the monster horror genre. In groups of four, students applied skills developed over the semester by connecting course content to a specific cultural object through an analysis of social and political history as well as film theory. Students also conducted individual research on the public reception, historical importance, cultural significance, and geographic reach of their films. They shared this information to the class in oral presentations. The average grade on the oral presentation was 94.3. The results demonstrate strong performance overall in speaking analytically about works of art while presenting research results.