Saint Louis University
Program Assessment Annual Reporting

It is recommended program assessment results be used to celebrate achievements of student learning as well as to identify potential areas for future curriculum improvement.

Please email this completed form as an attachment to thatcherk@slu.edu

1. Degree Program(s) included in this report: Art History
2. Department: Fine and Performing Arts
3. School/Center/College: Arts and Sciences
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Instructions: Please answer the following five questions to the best of your ability for each degree program offered within your department.

1. Summarize your assessment activities during the past year for each degree program and how this work relates to the established assessment plan (e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.). Please include how Madrid courses/program were involved.

For the 2015-16 academic year, the Art History program chose to undertake a complete overhaul of the existing student outcomes. This was done to better reflect what the faculty believes the students are getting out of our courses and coursework, and to incorporate the curricular and extracurricular experiences and opportunities that the faculty are making available to our students. The faculty developed five new student outcomes, three using direct assessment and two using indirect assessment. The change from a two-semester survey of Western art to a single-semester survey required that the assessment instrument used for one of the student outcomes be revised substantially. Of the three new outcomes measured by direct assessment, only the first has an assessment instrument. The rubrics for the second and third outcomes, each of which will require two rubrics, will be developed over the next several years, with the goal of developing one rubric per semester. Three of the five outcomes were assessed during the past academic year:

1. Students will be able to demonstrate knowledge of the significance of the cultural, social, and historical contexts of art through written exams or assignments.
2. Students at the 1000-2000 level will be able to demonstrate a basic knowledge of 1 or 2 methodologies through oral or written assignments. Students at the 3000-4000 level will be able to demonstrate the ability to conduct research and critically analyze source materials at an advanced level.
3. Students will utilize, under faculty direction, resources beyond the classroom.
Outcome 1 was measured in ARTH 1010 History of Western Art using an exam that was given at the first and last class sessions. Outcome 2 was measured by the students’ ability to achieve a grade of C or higher on a written assignment given in ARTH 4900. Outcome 4 was measured by collecting and reporting the instances in which it was either required or recommended that the students utilize resources outside of the classroom during the academic year.

Madrid was brought into the assessment process this year as well. Newly revised student outcomes were sent to the SLU Madrid Art History program director, and it is anticipated that the Madrid Art History program director will attend (online) at least one program faculty meeting per semester.

2. Describe specific assessment findings related to the learning outcomes assessed for each degree program, including any pertinent context surrounding the findings. Please include the learning outcomes themselves. (e.g. Our goal was that 75% of students performed at the “proficient” level of competency in problem solving, using a new scoring rubric. 81% of students performed at the “proficient” level in problem solving, exceeding our expectations.) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

The Art History program elected to completely revise our student learning outcomes for the 2015-16 academic year, and this process is still undergoing. The following student outcomes were assessed this past year:

1. Students will be able to demonstrate knowledge of the significance of the cultural, social, and historical contexts of art through written exams or assignments.
2. Students at the 1000-2000 level will be able to demonstrate the ability to conduct research and critically analyze source materials at a basic level. Students at the 3000-4000 level will be able to demonstrate the ability to conduct research and critically analyze source materials at an advanced level.
3. Students will utilize, under faculty direction, resources beyond the classroom.

The art history faculty will be using the results of these assessments to establish future goals. For the assessment of the first learning outcome, All students in ARTH 1010 01 History of Western Art were given the same fifteen-question multiple-choice exam at the first and last class sessions. The average number of correct answers on the pre-course exam was 7.9. The average number of correct answers on the post-course exam was 12.5, which is a 58% improvement from the pre-course exam. For the assessment of learning outcome 2, 7 of the 8 students in ARTH 4900 successfully completed the required assignment with a grade of C or better. 2 of these papers were selected by the art history program faculty to be presented at the Saint Louis University/University of Missouri-St. Louis Undergraduate Symposium. For the assessment of learning outcome 4, a representative list was compiled that reflects the number and breadth of the opportunities that students had to utilize resources outside of the classroom. Because of revisions of the student outcomes thus past year, Madrid has not yet been folded into this process, but they have received the new learning outcomes and we will be working with their program director to begin assessment of their classes next year.
3. Describe how assessment feedback has been provided to students, faculty, and staff. (e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.)

We are still in the process of developing how the assessment results and/or feedback will be reported to the students and to the department. This is part of a larger, department-wide policy that needs to be established.

4. In what ways have you used assessment findings to celebrate student achievements and/or to improve the curriculum this past year? (e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.)

Typically, our annual review of the papers written for and presented in the ARTH 4900 course (which is required in order to graduate with a degree in art history) is where we find the papers that are presented at the annual Saint Louis University/University of Missouri-St. Louis Undergraduate Symposium. Because the assessment instruments and rubrics we are using are brand new, we will be spending the next several years honing them to improve their efficacy.

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the assessment process this past year that you would like to share.

As noted above, the Art History program completely overhauled its student learning outcomes in the past year, therefore there has been a complete change in the assessment process. Four new rubrics will need to be developed, and we intend to proceed with that development, focusing on one rubric per semester over the next two years. The Madrid program’s involvement in program-level assessment will also be discussed in the coming year as we seek to bring that program in line with the new learning outcomes.

Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.