



SAINT LOUIS
UNIVERSITY

Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Major

Department: Art History Program, Department of Fine and Performing Arts

College/School: CAS

Person(s) Responsible for Implementing the Plan: Cynthia Stollhans and Bradley Bailey

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Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<i>What do you expect all students who complete the program to know, or be able to do?</i>	<i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i>	<i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i>	<i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i>

<p>Students will be able to contextualize an artwork</p>	<p>All ARTH Courses at all levels.</p>	<p>Students will demonstrate the ability to explain the cultural, social, and historical contexts of art through embedded questions in exams or written assignments, which will be collected and evaluated. These questions/assignments will be evaluated by the program faculty using a rubric that defines the criteria for achieving this outcome. Each student will have a portfolio with assignments that represent each level of ARTH coursework.</p>	<p>During and at the conclusion of the student's completion of the program, the student's portfolio will be evaluated to assess the ability of the student to recognize and explain how and why art can be perceived in various contexts. The data will be shared following collection with all members of the program faculty by the Chair of the Assessment Committee. If a student at any time during the completion of his/her coursework is not capable of demonstrating this outcome, the faculty will determine whether this is the result of a problem on the part of the student or the curriculum and take appropriate action.</p>
<p>A student will be able to conduct research and critically analyze source materials.</p>	<p>The ability to conduct research and critically analyze source materials may be analyzed in most courses at the 2000 and 3000 level, culminating in the research project completed for ARTH 4900 Research Methods, which all majors must take in order to graduate with a degree in Art History</p>	<p>Students will demonstrate the ability to conduct research at the appropriate levels through written assignments, which will be collected and evaluated by the program faculty using a rubric that defines the criteria for achieving this outcome. The faculty will also maintain a portfolio of writing for each major, which will consist of writing samples representing each level of study (1000-4000).</p>	<p>The faculty will then use this information to gauge the overall efficacy of the course content, program level decisions, and pedagogical methods used to teach how to do research and analyze artwork critically. The data will be shared following collection with all members of the program faculty by the Chair of the Assessment Committee.</p>

<p>Students will be able to apply the principal methodologies of art history to analyze a work of art, an artist, a patron, a place, or a text.</p>	<p>ARTH 4900 Research Methods, which must be taken by all majors in order to graduate with a degree in Art History, is the best opportunity to gauge the student's ability to apply the principal methodologies of art history</p>	<p>Students will demonstrate knowledge and proper use of one or more of the principal methodologies through written or oral assignments, which will be collected or observed and evaluated by the program faculty using a rubric that defines the criteria for achieving this outcome. These methodologies may be used to analyze or interpret a wide variety of subjects within the field of art history, including (but not limited to) a work of art, an artist, a patron, a place, or a text.</p>	<p>The assignments through which the student demonstrates his/her ability to utilize art history methodologies will be assessed by the entire Art History faculty. The faculty will then use this information to gauge the overall efficacy of the course content, program level decisions, and pedagogical methods used to teach the methodologies. The data will be shared following collection with all members of the program faculty by the Chair of the Assessment Committee.</p>
<p>Students will be able to articulate the importance of observing art in person</p>	<p>Required visits to see art in person accompanied by faculty</p>	<p>Accompanied by program faculty, students will be required to have a firsthand experience of art. Students will submit a reflection paper, in which they articulate the significance of experiencing art in person as opposed to through reproductions in textbooks and in the classroom. Faculty will offer multiple opportunities per academic year for students to complete this reflection.</p>	<p>The data will be shared following collection with all program faculty by the Chair of the Assessment Committee. The faculty will evaluate the material to assess whether or not students have the ability to recognize the significance of the authentic experience of art. This evaluation can also be used to assess whether faculty are effectively conveying the significance of the firsthand art experience.</p>

1. It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

All four outcomes will be assessed over the course of the next three years. The assessment duties will be rotated through the faculty so that the responsibility is shared evenly. The rubrics for the revised outcomes 1-3 will be created beginning this semester (Fall 2016), which the goal of completing these rubrics by Spring 2018. Data collected will be forwarded to the program's representative on the assessment committee, who will share it with the department assessment chair.

2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

As the Madrid campus now offers a major in art history, their students will subject to the same assessment plan. Madrid students are already assessed through ARTH 4900 Research Methods, and will begin to implement this new assessment plan during the next three years.

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

- a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

Initially, while rubrics are being developed, review and revisions will be ongoing. Afterward, every 2 to 3 years.

- b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

Students were not included in the process. Plans are being made to include students by meeting with students in order to get feedback and input regarding their perspective on the student outcomes.

- c. What external sources were consulted in the development of this assessment plan?

Accreditation standards in the NASAD document were consulted.

- d. Assessment of the manageability of the plan in relation to departmental resources and personnel

In Madrid, the burden of course assessment would fall on faculty with short-term contracts whose contracts do not enforce the collection of assessment data. At this time, there is only one full-time Art History faculty member in Madrid.