

Program-Level Assessment: Annual Report

Program: Art History

Department: Fine and Performing Arts

Degree or Certificate Level: Major and minor

College/School: Arts & Sciences

Date (Month/Year): May 31, 2020

Primary Assessment Contact: Bradley Bailey

In what year was the data upon which this report is based collected? 2019-2020

In what year was the program's assessment plan most recently reviewed/updated? 2018

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

The art history faculty in St. Louis and Madrid are continuing to collect student work in order to gauge the progress of majors and minors as they progress through the program. As the new assessment plan began in the 2016-2017 academic year, the students who complete the Research Methods course (ARTH 4900) in the fall 2020 semester will be the first students we have had whose progress over the course of an undergraduate career can be observed, and we can begin to evaluate whether we feel that changes need to be made to the scope of the current student learning outcomes. We are also currently working on establishing further differentiation between assessment for the major and minor. This is also the first group of students to take our new course ARTH 2000 Art History Seminar, a 1-credit course that is designed to introduce concepts, resources, and opportunities to art history majors in their first and second years that will benefit them as they prepare for more advanced study. How this course does or does not benefit students until we see their progress in upper-level coursework and the Research Methods course.

2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

We are currently collecting all available exams and papers, but our primary concern is research papers, which are the artifacts that will be assessed according to the established learning outcomes. We are collecting all papers at all levels, but papers from ARTH 1010 Survey of Western Art and ARTH 4900 Research Methods are the main focus, as these are the only courses that all majors are required to take. Madrid faculty have been notified that they need to be collecting artifacts as well. ARTH 4900 will also be offered at the Madrid campus in the fall 2020.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

We currently have two rubrics for assessment of student learning outcomes 1 and 3 (see assessment plan). We are currently in discussion regarding whether student learning outcome 2 (A student will be able to conduct research and critically analyze source materials) needs to be divided into two separate learning outcomes, as not all research paper assignments may require students to do both, and therefore would be better off assessed independently.

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Please see the 2020 assessment report supplement for our approach to online vs. in-class learning. As stated above, we will be reviewing the data that we have been collecting of our students' progress through the program when they have completed the capstone research project in the fall 2020.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

See #4.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Our first cycle of assessment will begin in the spring 2021.

B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Student artifacts collected
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of the findings.

See #6A.

If no changes are being made, please explain why.

See #6A

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

We eliminated the pre- and post test given in ARTH 1010 asking students to identify the style/period of works of art they had not been introduced to (but were by the same or comparable artists) according to their stylistic characteristics, as we learned that even though we were teaching students the characteristics of different styles throughout Western art history, students were not required to make such determinations because the

works on their exams were given to them prior to the exam on a list, and could therefore be identified through memorization. It was at this point that we elected to change the learning outcome to contextualizing works of art rather than identifying them by style, since that is only one way in which we expect students to be able to analyze works of art.

B. How has this change/have these changes been assessed?

All students in ARTH 1010 are required to complete a written assignment in which they contextualize a work of art.

C. What were the findings of the assessment?

All majors since this change in the student learning outcome have successfully contextualized works of art through their written assignments.

D. How do you plan to (continue to) use this information moving forward?

We will be proceeding as we are currently using the written assignments in ARTH 1010 as the opportunity to assess a student's ability to contextualize a work of art.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.