

## Academic Assessment Report - AY 2012-2013

### College of Visual and Performing Arts; Fine Arts Department; Art History Program

#### Program SLOs:

**SLO #1 Demonstrate content knowledge of European, U.S., and 1 non-western area of art history.** (KU 1, 4) (GE K4, S1, S3)

**SLO #2 Utilize critical thinking and problem-solving skills.** (KU 1, 2, 4) (GE K2, K3, K4, S1, S2, S3, S4, S5)

**SLO #3 Demonstrate the ability to research and analyze works of art.** (KU 1, 2, 4) (GE K2, K3, K4, S1, S2, S3, S4, S5)

**SLO #4 Attain verbal & written communication skills, including ability to evaluate & describe (in written form) artworks.** (KU 1, 4) (GE K4, S1, S3, S4, S5)

Program Level Student Learning Outcomes	Assessment Measure(s)	Assessment Criteria	Results of Assessment	Action Taken
<p style="text-align: center;"><b>SLO #1: Demonstrate content knowledge of European, U.S., and 1 non-western area of art history.</b></p>	<p>Direct measure 1: scored GE rubrics for oral and written presentations and Critical Thinking.</p>	<p>AH 3740 (Modern Art) – GE rubrics for oral and written presentations; Critical Thinking.</p>	<p>ORAL PRESENTATIONS: Oral rubric average scores for four students: 4, 4.5, 3.5, 5. Despite high average scores, students have problems with formal analysis, choice of topic, and delivery.</p> <p>WRITTEN PRESENTATIONS: Paper assignments included midterm drafts, outlines, and bibliographies. Students’ formal analysis is poor.</p>	<p>ORAL PRESENTATIONS: Have other students in the class write an evaluation to give to the speaker so they all get practice at evaluating to improve their own speaking.</p> <p>WRITTEN PRESENTATIONS: Require every instructor in every AH section to teach formal analysis with emphasis. For example, student groups to discuss particular aspects of formal analysis (e.g. How are bodies depicted? abstract? naturalistic? What visual element is emphasized? Color, composition, texture, scale, medium?)</p>
	<p>Direct measure 2: scores on course exams.</p>	<p>AH 3740 (Modern Art) – exam grades.</p>	<p>Fall 2012: three AH students. Megan Crosby: final exam D, report was very good. Steven Martinez: final exam A, great improvement from midterm exam. Report was fair. Joanna Nastarowicz,: final exam A, good comparison paper, but lacking formal analysis, middling class participation.</p> <p>Spring 2012: one AH student. Angelica Keller: midterm exam A,</p>	<p>Consider giving 3 instead of 2 exams. Instituting mandatory study groups outside of class. Currently, exams include five artwork identifications out of 140 given in class.</p>

			<p>report A, final exam B, final grade A-.</p> <p>(For comparison)  Fall 2011: three students. Sandra Matute: midterm B+, report B+, final exam A, final grade A-.  Terri McDermott: midterm C-, report A-, Final exam C+, final grade B.  Robert Miller: midterm C, report A-, final exam C+, final grade B.</p>	
	<p>Direct measure 3:  Final content exam.</p>	<p>AH 4700 (capstone) – graduating year. Department exam scored on 1-5 scale, 5 = excellent, 1 = poor.</p>	<p>The exam was on geography, vocabulary, museums, time frames of styles and cultures, and visual description. Results of the exam: (ten students total) two students scored “3,” four students scored “4,” and four students scored “5.” Students performed well on the content exam with an average score of “4.” Some students were weaker on the art institutions and professions. And students were weakest in formal analysis (visual description).</p>	<p>Ask instructors in 3000 level courses to include or sample scholars in the field. Ask instructors in 3000 level courses to focus on formal analysis. ALSO, ask instructors in AH1700 and AH1701 sections to assign the museum paper as a Visual Description (i.e., a formal analysis).</p>
	<p>Indirect measure 1:  University exit survey.</p>	<p>AH 4700 (capstone) – graduating year; online survey. Scale 0 = strongly agree, 4 = strongly disagree.</p>	<p>Out of six total, four students responded with one strongly agreeing and three plain agreeing. Scale: 1 = strongly agree, 5 = strongly disagree.</p>	<p>Survey’s results are consistent with our department content exam.</p>
<p><b>SLO #2:  Utilize critical thinking and problem-solving skills.</b></p>	<p>Direct measure 1:  scored GE rubric for Critical Thinking.</p>	<p>AH 3740 (Modern Art) – GE rubric for Critical Thinking.</p>	<p>We didn’t administer GE critical thinking rubric because we aren’t sure it is formulated specifically for art history.</p>	<p>We will consider writing our own critical thinking rubric and administering it next year.</p>
	<p>Direct measure 2:  critical thinking survey will be administered by GE</p>	<p>AH 4700 (capstone) – scored rubrics.</p>	<p>We didn’t administer GE critical thinking rubric because GE office is doing it.</p>	<p>We will consider writing our own critical thinking rubric and administering it next year.</p>

	office			
	Indirect measure 1: AH 4700, student interviews and class discussion.	AH 4700 (capstone) - instructor notes.	<p>WITH PROBLEM SOLVING: Some students showed outstanding skills in projects, others sufficient. Projects were done by pairs of students.</p> <p>CRITICAL THINKING: Too much parroting and not enough questioning of scholars and experts. Insufficient ability to question their own and other's assumptions. Able to critic readings when asked in assignments, but not able to do it in reading when not specifically asked to.</p>	<p>WITH PROBLEM SOLVING: The independent topic choice aspect was stimulating. We will keep autonomy with guidance. Useful for instructor to create a guide sheet for topic choices and a work time line to use in all sections of AH 4700.</p> <p>CRITICAL THINKING: Instructor gives some methods and samples of questions readings. Change assignments to model close reading and analysis.</p>
	Indirect measure 2: University exit survey.	AH 4700 (capstone) – graduating year; online survey. Scale 0 = strongly agree, 4 = strongly disagree.	<p>SAME AS ABOVE IN “SLO #1, indirect measure 1”: Out of six total, four students responded with one strongly agreeing and three plain agreeing. Scale: 1 strongly agree, 5 strongly disagree.</p>	<p>SAME AS ABOVE IN “SLO #1, indirect measure 1”: Survey's results are consistent with our department content exam.</p>
<b>SLO #3: Demonstrate the ability to research and analyze works of art.</b>	Direct measure 1: Scored GE rubrics for oral and written presentations and critical thinking.	AH 3740 (Modern Art) – GE oral rubrics.	<p>Three out of four were strong; one is sufficient.</p> <p>SAME AS ABOVE IN SLO #1 Direct measure 1: Oral rubric average scores for four students: 4, 4.5, 3.5, 5. Despite high average scores, students have problems with formal analysis, choice of topic, and delivery.</p>	<p>We will institute monthly mandatory group meetings with all AH majors and AH faculty all together to do workshops focused on various skills: formal analysis, research techniques, and careers toward faculty writing a handbook for AH majors.</p> <p>SAME AS ABOVE IN SLO #1 Direct measure 1: Have other students in the class write an evaluation to give to the speaker so they all get practice at evaluating to improve their own speaking.</p>

<p>Direct Measure 2: graded student exams.</p>	<p>AH 3740 (Modern Art) - exam grades.</p>	<p>SAME AS SLO#1 DIRECT MEASURE #2.</p> <p>Fall 2012: three AH students.</p> <ol style="list-style-type: none"> <li>1) Megan Crosby: final exam D, report was very good.</li> <li>2) Steven Martinez: final exam A, great improvement from midterm exam. Report was fair.</li> <li>3) Joanna Nastarowicz,: final exam A, good comparison paper, but lacking formal analysis, middling class participation.</li> </ol> <p>Spring 2012: one AH student.</p> <ol style="list-style-type: none"> <li>1) Angelica Keller: midterm exam A, report A, final exam B, final grade A-.</li> </ol> <p>(For comparison) Fall 2011: three students.</p> <ol style="list-style-type: none"> <li>1) Sandra Matute: midterm B+, report B+, final exam A, final grade A-.</li> <li>2) Terri McDermott: midterm C-, report A-, Final exam C+, final grade B.</li> <li>3) Robert Miller: midterm C, report A-, final exam C+, final grade B.</li> </ol>	<p>SAME AS SLO#1 DIRECT MEASURE #2.</p> <p>Consider giving 3 instead of 2 exams. Instituting mandatory study groups outside of class. Currently, exams include five artwork identifications out of 140 given in class.</p>
<p>Direct measure 3: senior thesis/capstone project.</p>	<p>AH 4700 (capstone): scored rubrics and instructor observations.</p>	<p>WRITING RUBRICS: Eight students total, scoring: 23, 22, 24, 23, 22, 24, 13, &amp; 19 out of a total of 30 points. This yields an average score of 21.2. Students performed best in genre and audience, and in connecting</p>	<p>Give better instruction regarding the unreliability of websites. This will be included in the AH Majors' Handbook that faculty will be writing. Also include this topic in our newly instituted monthly meetings with AJ majors.</p> <p>Emphasize revisions more with an earlier</p>

			<p>their ideas. Insufficient revisions or late revisions.</p> <p>INSTRUCTOR'S OBSERVATIONS: Students were exposed to methods but applied them insufficiently. Inability to write in their own words, tendency to cut and paste from websites.</p>	<p>deadline for first drafts that will be graded.</p> <p>SAME AS SLO #3, DIRECT MEASURE #1:</p> <p>We will institute monthly mandatory group meetings with all AH majors and AH faculty all together to do workshops focused on various skills: formal analysis, research techniques, and careers toward faculty writing a handbook for AH majors.</p>
	Indirect measure 1: University exit survey	AH 4700 (capstone) – graduating year; online survey. Scale 0 = strongly agree, 4 = strongly disagree	<p>SAME AS SLO#1 INDIRECT MEASURE 1:</p> <p>Out of six total, four students responded with one strongly agreeing and three plain agreeing. Scale: 1 strongly agree, 5 strongly disagree.</p>	<p>SAME AS SLO#1 INDIRECT MEASURE 1:</p> <p>Survey's results are consistent with our department content exam.</p>
<b>SLO #4: Attain verbal &amp; written communication skills, including ability to evaluate &amp; describe (in written form) artworks.</b>	Direct measure 1: scored GE rubrics.	AH 3740 (Modern Art) - scored GE rubrics for oral and written presentations.	<p>SAME AS SLO #1 DIRECT MEASURE 1:</p> <p>ORAL PRESENTATIONS: Oral rubric average scores for four students: 4, 4.5, 3.5, 5. Despite high average scores, students have problems with formal analysis, choice of topic, and delivery.</p> <p>WRITTEN PRESENTATIONS: Paper assignments included midterm drafts, outlines, and bibliographies. Students' formal analysis is poor.</p>	<p>SAME AS SLO #1 DIRECT MEASURE 1:</p> <p>ORAL PRESENTATIONS: Have other students in the class write an evaluation to give to the speaker so they all get practice at evaluating to improve their own speaking.</p> <p>WRITTEN PRESENTATIONS: Require every instructor in every AH section to teach formal analysis with emphasis. For example, student groups to discuss particular aspects of formal analysis (e.g. How are bodies depicted? abstract? naturalistic? What visual element is emphasized? Color, composition, texture, scale, medium?)</p>
	Direct measure 2: grades and comments on written and oral presentations.	AH 3740 (Modern Art): grades and comments on oral and written assignments.	<p>SAME AS SLO#1 DIRECT MEASURE #2.</p> <p>Fall 2012: three AH students.</p> <p>4) Megan Crosby: final exam D, report was very good.</p> <p>5) Steven Martinez: final</p>	<p>SAME AS SLO#1 DIRECT MEASURE #2.</p> <p>Consider giving 3 instead of 2 exams. Instituting mandatory study groups outside of class. Currently, exams include five artwork identifications out of 140 given in class.</p>

			<p>exam A, great improvement from midterm exam. Report was fair.</p> <p>6) Joanna Nastarowicz,: final exam A, good comparison paper, but lacking formal analysis, middling class participation.</p> <p>Spring 2012: one AH student.</p> <p>2) Angelica Keller: midterm exam A, report A, final exam B, final grade A-.</p> <p>(For comparison)  Fall 2011: three students.</p> <p>1) Sandra Matute: midterm B+, report B+, final exam A, final grade A-.</p> <p>2) Terri McDermott: midterm C-, report A-, Final exam C+, final grade B.</p> <p>3) Robert Miller: midterm C, report A-, final exam C+, final grade B.</p>	
<p>Direct measure 3: scored GE rubrics for written presentations.</p>	<p>AH 4700 (capstone): scored GE rubrics.</p>	<p>SAME AS SLO #3 DIRECT MEASURE 3:</p> <p>WRITING RUBRICS:  Eight students total, scoring: 23, 22, 24, 23, 22, 24, 13, &amp; 19 out of a total of 30 points. This yields an average score of 21.2. Students performed best in genre and audience, and in connecting their ideas. Insufficient revisions or late revisions.</p> <p>INSTRUCTOR'S OBSERVATIONS:  Students were exposed to</p>	<p>SAME AS SLO #3 DIRECT MEASURE 3:</p> <p>Give better instruction regarding the unreliability of websites. This will be included in the AH Majors' Handbook that faculty will be writing. Also include this topic in our newly instituted monthly meetings with AJ majors.</p> <p>Emphasize revisions more with an earlier deadline for first drafts that will be graded.</p> <p>SAME AS SLO #3, DIRECT MEASURE #1:</p> <p>We will institute monthly mandatory group meetings with all AH majors and AH faculty all</p>	

		methods but applied them insufficiently. Inability to write in their own words, tendency to cut and paste from websites.	together to do workshops focused on various skills: formal analysis, research techniques, and careers toward faculty writing a handbook for AH majors.
Direct measure 4: grades and comments on written and oral presentations; instructor notes.	AH 4700 (capstone): grades and comments.	Ten students completed the course. Final grades are: three "As", five "A-s", two "B+s"	The student's creativity and resourcefulness in completing their individual projects brought up their total grade.  To include in our monthly mandatory meetings with AH majors and faculty: how to summarize readings.
Indirect measure 1: University exit survey.	AH 4700 (capstone) – graduating year; online survey. Scale 0 = strongly agree, 4 = strongly disagree.	Regarding SLO #4: Out of nine AH majors, only six are graduating. Of these graduating, only three responded to this question. Three students responded "agree." Scale: 1 = strongly agree, 5 = strongly disagree.	Three agreed that they have this skill. Faculty feels that students are strong but could be stronger in this skill. Students are not having that transformative moment that is humbling when one learns enough to realize how much one does not know.