

# Assessment of Student Learning Plan (ASLP): Art History

2015-16 Academic Year

University of Southern Maine

## A. College, Department, Date

*College* CAHS  
*Department* ART  
*Date* May 2016

## B. Contact Person for the Assessment Plan

Kim Grant, Assoc. Professor and Chair of the Art Dept.

## C. Degree Program

BA in Art with a Concentration in Art History

## D. Assessment of Student Learning: Program Assessment

*Do you have your student learning outcomes published on your department's website?* No

### Student Learning Outcomes

1. Students will produce an extensive art historical research paper/project that presents visual and textual evidence, employs scholarly art historical sources, and uses standard academic formatting.
2. Students will be able to analyze and evaluate cultural representations in historical contexts in both written work and oral presentations.
3. Students will understand and be able to employ a range of art historical methodologies.
4. Students will have in-depth knowledge of artists, artworks, and issues pertaining to Western and Non-Western art and culture in pre-modern and modern periods.

### **Student learning outcomes assessed this past academic year**

We assessed outcomes all four outcomes.

*Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses?* No

### **Assessment Methods Selected and Implemented**

We began implementing the rubric and assessment plan we developed last year, which entails assessment of random samplings of papers and test essays from at least five students in each

class at all levels of the degree program. There are only a few students concentrating in art history, and the art history assessment tool is also used for all art majors.

The Art History Assessment Rubric scores each paper and test on four core skills:

- 1) Identification of art historical periods and movements including their formal characteristics and types of artwork (SLO 2 and 4)
- 2) Demonstration of visual literacy and the employment of appropriate specialized vocabulary (SLO 2)
- 3) Understanding the visual arts in their cultural context and the artist's role in different cultures (SLO 2 and 4)
- 4) Critical thinking - Able to analyze artworks in relation to historical, intellectual, and cultural context. (SLO 2 and 4)

Upper level research papers were also assessed for five research-specific skills (SLO 1 and 3)

Two art history faculty conducted this assessment using papers and tests collected at the end of the fall semester.

### **Using the Assessment results to Improve Student Learning**

The two tenured art history faculty reviewed and scored all papers and tests submitted for assessment. Certain skills were identified as requiring further development: visual analysis, ability to discuss artworks in relation to cultural context and period characteristics, and research skills.

Solutions:

Ensure regular assignments/tests requiring visual analysis in classes at all levels.

Ensure regular assignments/tests requiring students to discuss works explicitly in relation to period characteristics and cultural context in classes at all levels.

Assign one bibliographic project or 5-8 page research paper focusing on a single work of art in upper level classes.

All Art Department programs underwent a NASAD reaccreditation review in Spring 2016.

**Course Assessment Activities:** None that are general.

**Community Engagement Activities in your departmental curriculum:**

- a. *Does your department have a student learning outcome that is related to any community engagement activities? No*

<u>Community Engagement Activity</u>	
Student Research (related to a community-based problem)	Optional
Internship, or a Field Experience	Required
Independent Study (community-related project)	Optional
Study Abroad, or an International Program	Optional

***Courses with a community engagement activity.***

ARH 312 Art as Social Action  
ART 400 Internship