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| **Assurance of Student Learning Report**  **2023-2024** | | |
| *PCAL* | | *Art & Design* |
| *Art History 613* | | |
| *Guy Jordan* | | |
| ***Is this an online program***?  Yes No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** | | | |
| **Program Student Learning Outcome 1:** Demonstrate the ability to comprehend and analyze major art historical movements and theories. | | | |
| **Instrument 1** | Direct: Capstone Research Paper | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2:** Effectively apply research methods appropriate to the field. | | | |
| **Instrument 1** | Direct: Capstone Research Paper | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 3:** Craft a well-articulated argument using correct guidelines of style and grammar. | | | |
| **Instrument 1** | Direct: Capstone Research Paper | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| All three SLO’s will be assessed annually. This past year, we focused on creating curricular maps and revising our assessment rubric, which we will continue to fine-tune. | | | |

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| **Program Student Learning Outcome 1** | | | | | | | |
| **Program Student Learning Outcome** | Demonstrate the ability to comprehend and analyze major art historical movements and theories. | | | | | | |
| **Measurement Instrument 1** | DIRECT MEASURE OF STUDENT LEARNING: CAPSTONE RESEARCH PAPER  All students in the required Art History program capstone course, the Art History Seminar (ART 494), wrote a 3,000 – 3,500 word research paper, using correct citations, on a topic they selected from areas covered by the course, in which they analyzed and incorporated major art historical movements and theories.  To evaluate SLO 1, students were evaluated on their understanding and analysis of art historical movements and theories. | | | | | | |
| **Criteria for Student Success** | Success is defined as >= 4 on this outcome. | | | | | | |
| **Program Success Target for this Measurement** | | 75% | **Percent of Program Achieving Target** | 100% | | | |
| **Methods** | Papers were stripped of identifying information. All art history majors in the course who graduated in Spring 2024 (*N* = 3) were assessed by two readers using the art history rubric (attached). The SLO was evaluated on a scale of 1 – 5 by each reader, with a final score as an average of the scores of both readers. Readers were departmental faculty, but not the instructor for the course. Scores averaging >= 4 were counted as achieving the target. | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | | **Not Met** | |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| This SLO continues to be integrated into the art history curriculum, to ensure students’ ability to demonstrate comprehension and analysis of major art historical movement(s) and / or theory(ies) and / or objects – the critical content learning outcome for the major.  Work has been done, and this will continue to be examined, to ensure this SLO represents the skills, knowledge, and experience we want our students to master upon graduating and that this SLO is measurable.  Due to enrollment numbers, we continue to evaluate the sustainability of this major program. | | | | | | | |
| **Program Student Learning Outcome 2** | | | | | | | |
| **Program Student Learning Outcome** | Effectively apply research methods appropriate to the field. | | | | | | |
| **Measurement Instrument 1** | DIRECT MEASURE OF STUDENT LEARNING: CAPSTONE RESEARCH PAPER  All students in the required Art History program capstone course, the Art History Seminar (ART 494), wrote a 3,000 – 3,500 word research paper, using correct citations, on a topic they selected from areas covered by the course, in which they analyzed and incorporated major art historical movements and theories.  To evaluate SLO 2, students were evaluated on their ability to present a focused research topic, appropriate choice of sources, and correctness of citations and style usage. | | | | | | |
| **Criteria for Student Success** | Success is defined as >= 4 on this outcome. | | | | | | |
| **Program Success Target for this Measurement** | | 75% | **Percent of Program Achieving Target** | | 100% | | |
| **Methods** | Papers were stripped of identifying information. All art history majors in the course who graduated in Spring 2024 (*N* = 3) were assessed by two readers using the art history rubric (attached). The SLO was evaluated on a scale of 1 – 5 by each reader, with a final score as an average of the scores of both readers. Readers were departmental faculty, but not the instructor for the course. Scores averaging >= 4 were counted as achieving the target. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | **Met** | | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| Recent efforts to integrate a focus on research methodology and process (SLO 2) into core courses has worked to ensure graduates of the program are developing appropriate research methodologies alongside more complex comprehension and anaylsis (SLO 1). We improved on this goal over last year, and we will continue our efforts to ensure our students are developing the research skills and methodologies expected for success in the discipline.  Due to enrollment numbers, we continue to evaluate the sustainability of this major program. | | | | | | | |

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| **Program Student Learning Outcome 3** | | | | | |
| **Program Student Learning Outcome** | Craft a well-articulated argument using correct guidelines of style and grammar | | | | |
| **Measurement Instrument 1** | DIRECT MEASURE OF STUDENT LEARNING: CAPSTONE RESEARCH PAPER  All students in the required Art History program capstone course, the Art History Seminar (ART 494), wrote a 3,000 – 3,500 word research paper, using correct citations, on a topic they selected from areas covered by the course, in which they analyzed and incorporated major art historical movements and theories.  To evaluate SLO 3, students were evaluated on correctness and clarity of writing style and grammar. | | | | |
| **Criteria for Student Success** | Success is defined as >= 4 on this outcome. | | | | |
| **Program Success Target for this Measurement** | | 75% | **Program Success Target for this Measurement** | 75% | |
| **Methods** | Papers were stripped of identifying information. All art history majors in the course who graduated in Spring 2024 (*N* = 3) were assessed by two readers using the art history rubric (attached). The SLO was evaluated on a scale of 1 – 5 by each reader, with a final score as an average of the scores of both readers. Readers were departmental faculty, but not the instructor for the course. Scores averaging >= 4 were counted as achieving the target. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| Though all students met this target, the correctness and clarity of writing style and grammar measured in SLO 3 continues to present a challenge and will continue to be an area of focus within the classroom.  Due to enrollment numbers, we continue to evaluate the sustainability of this major program. | | | | | |

**Assessment Rubric:** Student Learning Outcome 1

**Student Outcome 1:** Demonstrate the ability to comprehend and analyze major art historical movements and theories.

**Considering the outcome listed above, assess the material according to the rubric scoring guide below.**

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| **Evaluation item** | **1** | **2** | **3** | **4** | **5** |
| **Comprehension and Analysis**  **Expresses a solid understanding of major art historical movements and theories**  **Incorporates visual analysis: examines how the artist has used formal elements like line, color, light, shadow, scale, texture, composition, positive/negative space, perspective, form**  **Incorporates historical analysis: examines the supports ideas with specific evidence of historical, cultural, spiritual, and/or philosophical** | Poor understanding of major art historical movements & theories  Little analysis; minimal or incorrect understanding of historical or cultural context  Statements are based on personal observations or opinions and not supported by evidence.  Poor word choice or careless writing. | Minimal understanding of major art historical movements & theories  Addresses topic superficially; gives minimal examples of works of art or historical aspects, but not both  Writing is awkward and cannot express important concepts  Contains factual mistakes | Fair understanding of major art historical movements & theories  Addresses topic superficially; gives few examples of works of art and few historical aspects  Writing does not fully express important concepts | Good understanding of major art historical movements & theories  Addresses topic, discusses work of art and history in a organized, systematic way  Supports major ideas with examples from art & history  Ideas are accurate & adequately expressed, but writing does not have great polish or style | Excellent understanding of major art historical movements & theories  Consistently supports ideas with specific examples from art & history  Conveys a compelling argument and/or engaging perspective on the topic  Well-written with thoughtfully chosen words & polished structure; makes an eloquent point |

**Assessment Rubric:** Student Learning Outcome 2

**Student Outcome 2:** Effectively apply research methods appropriate to the field

**Considering the outcome listed above, assess the material according to the rubric scoring guide below.**

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| **Evaluation item** | **1** | **2** | **3** | **4** | **5** |
| **Research, Documentation, Sources**  **Exhibits competent research skills**  **Uses reliable sources per guidelines**  **Follows paper guidelines for citation style**  **Cites information where needed** | Minimal or no research/ documentation  No sources or only unreliable websites used  Info not appropriately cited or where needed | Research/ documentation does not reflect substantial effort  Relies on websites or textbook for information  Info not cited in paper where needed  Documentation inconsistent | Average general research on topic & average documentation  Sources include general resources  Includes minimal number of citations, with some errors in format | Good general research on topic & overall solid documentation  Sources include books on the subject (that may be more general in nature; less focused on a specific topic)  Includes appropriate citations, which may have some small errors in format | Focused research on topic & superior documentation  Sources include several specialized books or scholarly articles on the subject;  Info is cited correctly in Chicago/Turabian style; citations included when & where required. |

**Assessment Rubric:** Student Learning Outcome 3

**Student Outcome 3:** Craft a well-articulated argument using correct guidelines of style and grammar.

**Considering the outcome listed above, assess the material according to the rubric scoring guide below.**

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| **Evaluation item** | **1** | **2** | **3** | **4** | **5** |
| **Writing and Grammar**  **Follows assignment guidelines for length and basic style**  **Free of spelling and grammatical errors** | Much ess than required length  did not have a title page or a bibliography  many errors in spelling, grammar, syntax. | Less than required length  omitted title page or bibliography (but not both)  many errors in spelling, grammar, syntax. | Slightly less than required length  some errors in spelling, grammar, syntax; needs editing/ proofreading | Meets required length  includes a title page & bibliography section (may have some errors of formatting in those areas)  has been proofread but may have 1 or 2 minor errors in spelling, grammar, syntax | Meets or exceed required length  includes a meticulous title page & bibliography;  absolutely no spelling/grammar errors |

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| **CURRICULUM MAP TEMPLATE** | | | | | |
| **Program name:** | BA in Art History (613) | | |  | |
| **Department:** | Art & Design | | |
| **College:** | Potter College of Arts and Letters | | |
| **Contact person:** | Guy Jordan | | |
| **Email:** | [guy.jordan](mailto:guy.jordan@wku.edu)@wku.edu | | |
| **KEY:**  **I = Introduced; R = Reinforced/Developed; M = Mastered; A = Assessed** | | | | | |
|  |  |  | **LO1:** | **LO2:** | **LO3:** |
|  |  |  | Demonstrate the  ability to comprehend and analyze major art historical movements and theories. | Effectively apply research methods appropriate to the field. | Craft a well- articulated argument using correct guidelines of style and grammar. |
| **Course Subject** | **Number** | **Course Title** |  |  |  |
| **Art History Survey** | **Courses (6 hours)** | |  |  |  |
| ART | 105 | History of Art to 1300 | I | I | I |
| ART | 106 | History of Art since 1300 | I | I | I |
| **Foundation Studio** | **Course (3 hours: pick one)** | |  |  |  |
| ART | 130 | Two-Dimensional Design |  |  |  |
| ART | 131 | Three-Dimensional Design |  |  |  |
| ART | 140 | Drawing |  |  |  |
| **Ancient and Medi** | **eval (3 hours: pick one)** | |  |  |  |
| ART | 305 | Ancient Greek and Roman Art | R | R | R |
| ART | 316 | Medieval Art & Architecture | R | R | R |

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| **Renaissance and B** | **aroque (3 hours: pick one)** | |  |  |  |
| ART | 314 | Southern Baroque Art | R | R | R |
| ART | 315 | Northern Baroque Art | R | R | R |
| ART | 401 | Art of the Italian Renaissance | R | R | R |
| ART | 403 | Northern Renaissance Art | R | R | R |
| **Eighteenth and Ni** | **neteenth Century (3 hours: pick one)** | |  |  |  |
| ART | 312 | Art of the United States to 1865 | R | R | R |
| ART | 408 | European Art, 1700-1848 | R | R | R |
| ART | 409 | European Art, 1848-1900 | R | R | R |
| **Modern and 20th** | **Century (3 hou** | **rs: pick one)** |  |  |  |
| ART | 313 | Art of the United States Since  1865 | R | R | R |
| ART | 410 | European Art, 1900-1945 | R | R | R |
| **Non-Western Art (3 hours: pick one)** | | |  |  |  |
| ART | 325 | Art of Asia, Africa, and the | R | R | R |
| ART | 407 | Islamic Art and Architecture | R | R | R |
| **Art Theory, Methodology, and Contemporary Art (9 hours)** | | |  |  |  |
| ART | 390 | Contemporary Art | R | R | R |
| ART | 405 | Art Theory and Criticism | M | M | M |
| ART | 494 | Seminar in Art History | M,A | M,A | M,A |