

<b>Assurance of Student Learning 2018-2019</b>	
PCAL	ART
613: BA Art History	

**Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.**

**Student Learning Outcome 1: Craft a well-articulated argument that advances the understanding of an art historical topic.**

<b>Instrument 1</b>	<b>Direct: Capstone research paper</b>
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	<b>Met</b>	<b>Not Met</b>
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**Student Learning Outcome 2: Write professionally, cogently, and correctly.**

<b>Instrument 1</b>	<b>Direct: Capstone research paper</b>
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<b>Met</b>	<b>Not Met</b>
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**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

Over the next year: we will refine current rubrics; begin a curricular map / assessment; and develop a third Student Learning Outcome, along with a measurement instrument and rubric to assess students' ability to: Demonstrate comprehension of major art historical movement(s) and / or theory(ies) and/or objects

**Student Learning Outcome 1**

<b>Student Learning Outcome</b>	<b>Student Learning Outcome 1: Craft a well-articulated argument that advances the understanding of an art historical topic.</b>		
<b>Measurement Instrument 1</b>	<p><b>Direct: Capstone research paper</b></p> <p>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.</p> <p>To evaluate SLO 1, students were evaluated on argumentation and sophistication, including whether and how well they made an argument and whether or not and how well that argument sought to advance understanding of the paper topic.</p>		
<b>Criteria for Student Success</b>	Success is defined as 3.5 / 5 or higher on this outcome.		
<b>Program Success Target for this Measurement</b>	70%	<b>Percent of Program Achieving Target</b>	71%
<b>Methods</b>	<p>Papers were stripped of identifying information. All art history majors in the course (N = 7) were assessed by two readers. Evaluation addressed: Was the paper well researched? Are the sources appropriate? Is the point of the paper clear?</p> <p>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 between 3.5 and 5 were counted as achieving the target.</p>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>We continue to refine the Student Learning Outcomes for this program, along with the measurement instruments used to assess them.</p> <p>This SLO was evaluated using an outdated rubric. A new rubric that more specifically addresses the changes made to this SLO needs to be developed.</p>			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
<p>This year we will work to ensure: 1. all SLOs a) represent the skills, knowledge, and experience we want our students to master upon graduating; b) these SLOs are measurable; c) our tools are designed to measure what we say we are measuring. That will ensure we have a solid baseline from which to evaluate changes to the program itself in future years.</p>			

## Student Learning Outcome 2

<b>Student Learning Outcome</b>	<b>Student Learning Outcome 2: Write professionally, cogently, and correctly.</b>		
<b>Measurement Instrument 1</b>	<p><b>Direct: Capstone research paper</b></p> <p>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.</p> <p>To evaluate SLO 2, students were evaluated on their grammar and prose style.</p>		
<b>Criteria for Student Success</b>	Success is defined as 3.5 / 5 or higher on this outcome.		
<b>Program Success Target for this Measurement</b>	90%	<b>Percent of Program Achieving Target</b>	71%
<b>Methods</b>	<p>Papers were stripped of identifying information. All art history majors in the course (N = 7) were assessed by two readers. Evaluation addressed: Does the student practice proper punctuation and spelling? Are tenses aligned? Are sentences well-constructed? Does the student use words that are precisely adequate to the task of communicating a particular idea?</p> <p>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 between 3.5 and 5 were counted as achieving the target.</p>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<b>Met</b>
<b>Not Met</b>			
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
This SLO represents a more basic skillset than that for SLO 1; therefore the success target is high at 90%. This year we will work to create a curricular survey to identify where in the program we are addressing this SLO.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
After identifying where and how we are addressing this SLO, we will see if there are curricular avenues to address that will enable students to develop these skills at a higher rate.			