

Program Plan and Findings: Four Column Layout

Program (CAS) - ART - Art: Art History (BA) - 024

Program Mission Statement: The Bachelor of Art in Art History is intended to develop in our students a solid knowledge base of art historical content, the ability to relate this content to larger cultural issues, and the skills to think and write critically and analytically about these issues. This program allows students to engage multiple geographic locations, cultures, time periods and methodological perspectives. Our program offers courses in the history of Classical, Medieval, Renaissance, Baroque, American, Native American, Asian, Latin American, Islamic and Contemporary art. We seek to prepare students for success in graduate programs in art history or other art-related careers including education, curatorial work, museum administration, gallery management, corporate art investment, clinical art therapy, government administration of the arts, journalism, and visual resources management. Additionally, the practical skills that are developed in art history, particularly in research, writing, and the analysis of complex visual signs, constitute the essential components necessary in all professions and are directly applicable in a wide variety of career options.

Program Information

2019 - 2020

Program Information

Assessment Coordinator's Name: Louise Siddons

Assessment Coordinator's E-mail Address: louise.siddons@okstate.edu

Number of Students Enrolled in the Program: 15

Total Number of Students Graduated: 3

Number of Student Graduates from Stillwater Campus: 3

Number of Student Graduates from Tulsa Campus: 0

Were university assessment funds used by the department/program for assessment activities?: Yes

If yes, describe how funds were used and the contribution the funds had on the assessment process: Funds were used to hire an outside assessor (Dr. Jennifer Jane Marshall, University of Minnesota), who attended and evaluated our senior symposium, read and evaluated senior papers, and contributed materials and advice regarding our ongoing assessment revision process.

Annual Executive Summaries

2019 - 2020

Program Assessment Coordinator: Louise Siddons

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/09/2020

Date of Future Plan Review and Approval: 09/10/2021

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The 2019-20 assessment showed that students are performing at or above the national average in our discipline in every outcome category, and are meeting department benchmarks (above the national average) in two of the four outcome categories. We have struggled consistently with the outcomes that do not meet our benchmarks, despite significant curricular revisions aimed at addressing those needs among our students. We are pleased, however, that overall our students continue to meet and exceed national expectations in the field in every category.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: The committee responsible for reviewing this data within the Department of Art, Graphic Design, and Art History is the Assessment and Curriculum Committee. The 2020-21 committee is chaired by Nick Mendoza and includes Louise Siddons, Brandon Reese, and Ulli Schoenknecht.

Describe the process for sharing and discussing assessment findings with program faculty: This report will be made available to the A&C Committee as well as to art history faculty.

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: We are in the process of a multi-year revision of our assessment protocol, substantially revising it in response to these persistent challenges. Most significantly, we are incorporating targeted multiyear assessment instruments into our curriculum. This will allow us to gauge student achievement over time, rather than in the single snapshot of their senior year.

Based on this year's findings, what (if any) changes are planned for the assessment process?: At the moment, our assessment process documents student achievement at the moment of separation from the institution. Although we have not yet completed the design of a new assessment process, our intent is to assess students at multiple stages throughout the program (in both lower-division and upper-division coursework, in other words) in order to acquire a more accurate picture of student growth and develop a more nuanced picture of outcome achievement by students' senior year.

Describe the process for implementing these changes/planned program improvements: In Fall 2019, Professor Louise Siddons presented a summary of her findings regarding best practices in humanities assessment to the art history faculty, who agreed that we should implement a multiyear assessment strategy using benchmarked assessment tools associated with lower- and upper-division courses. Although our process was delayed by the coronavirus pandemic in Spring and Fall 2020, we are optimistic that we will continue this process during the 2020-21 academic year and be able to implement changes in the 2021-22 academic year.

Program Improvements Made in the Last Year: Course Improvements, Curriculum Improvements, Improved Faculty Understanding or Buy-In

"Other" Improvements:

Goals for the Coming Year: The art history faculty will work together to identify and standardize assessment tools within lower- and upper-division coursework for our learning outcomes.

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Louise Siddons, Jennifer Borland, Shaoqian Zhang, Cristina González, Jennifer Marshall

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
ART HISTORICAL ARGUMENT DEVELOPMENT - Students introduce a clearly identifiable thesis statement & parameters of topic; review pertinent interpretations of where this research fits within interpretive schools; make effective use of a wide variety of appropriate sources; presents evidence for a decisive case in support of the thesis statement; places the results into a larger	Oral Presentation - Outside assessor attends the Art History Symposium to evaluate the presentations of senior art history students, according to national standards. They also typically present a keynote address at the Symposium. They then comment on and critique the presentations in person, offering suggestions for improvement, and provide a formal written assessment	Reporting Period: 2019 - 2020 Conclusion: 2 - Meets Minimum Program Expectations (Developing) Ten scores were returned for each student; they averaged 3.35. (09/09/2020) Number of Students Assessed: 3 Number of Successful Students: 3 How were students selected to participate in the assessment of this outcome?: All graduating seniors. What do the findings suggest about student achievement of this learning outcome?: There is room for improvement	Use of Findings (Actions): We are in the (multi-year) process of revising our curriculum and assessment procedures in order more effectively to address poor outcomes in this category. (09/09/2020)

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>context. Outcome Status: Active Planned Assessment Year: 2018 - 2019, 2019 - 2020 Start Date: Archived Date: Outcome Type: Knowledge Reason for Archival:</p>	<p>that rates each student on a pre-designed evaluation form (also used by faculty) that has four categories: argument, methodology, visuals, and overall presentation. The scores are from 1-5 with 5 being the highest and three being average in comparison to national standards. Tenure or tenure-track faculty completed the same assessment form. * Learning Outcome Goal/Benchmark: Combined average of faculty & outside assessor of student scores meet or exceed 4 on rubric. Timeline for Assessment: Other Assessment Type: Related Documents: 2018-19 Art History BA Symposium Assessment Form.pdf</p>	<p>in this outcome.</p>	
<p>Oral Presentation - Speed and tone of presentation were effective; students demonstrate awareness of grammatical rules and attempt appropriate pronunciation; students interact with visuals effectively; student engages productively in question and answer session. Outcome Status: Active Planned Assessment Year: 2018 - 2019, 2019 - 2020 Start Date: Archived Date: Outcome Type: Skills Reason for Archival:</p>	<p>Oral Presentation - Outside assessor attends the Art History Symposium to evaluate the presentations of senior art history students, according to national standards. They also typically present a keynote address at the Symposium. They then comment on and critique the presentations in person, offering suggestions for improvement, and provide a formal written assessment that rates each student on a pre-designed evaluation form (also used by faculty) that has four categories: argument, methodology, visuals, and overall presentation. The scores are from 1-5 with 5 being the highest and three being average in comparison to national standards.</p>	<p>Reporting Period: 2019 - 2020 Conclusion: 2 - Meets Minimum Program Expectations (Developing) Ten scores were returned for each student; they averaged 3.25 (09/09/2020) Number of Students Assessed: 3 Number of Successful Students: 3 How were students selected to participate in the assessment of this outcome?: All graduating seniors. What do the findings suggest about student achievement of this learning outcome?: There is room for improvement in this outcome.</p>	<p>Use of Findings (Actions): We are in the (multi-year) process of revising our curriculum and assessment procedures in order more effectively to address poor outcomes in this category. (09/09/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Tenure or tenure-track faculty completed the same assessment form.</p> <p>* Learning Outcome Goal/Benchmark: Combined average of faculty & outside assessor of student scores meet or exceed 4 on rubric.</p> <p>Timeline for Assessment: Other Assessment Type:</p>		
<p>Visuals during Oral Presentation - Visuals contribute to argument and were complete (none missing that undermined argument). Visuals were well organized to support argument.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019, 2019 - 2020</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Skills</p> <p>Reason for Archival:</p>	<p>Oral Presentation - Outside assessor attends the Art History Symposium to evaluate the presentations of senior art history students, according to national standards. They also typically present a keynote address at the Symposium. They then comment on and critique the presentations in person, offering suggestions for improvement, and provide a formal written assessment that rates each student on a pre-designed evaluation form (also used by faculty) that has four categories: argument, methodology, visuals, and overall presentation. The scores are from 1-5 with 5 being the highest and three being average in comparison to national standards. Tenure or tenure-track faculty completed the same assessment form.</p> <p>* Learning Outcome Goal/Benchmark: Combined average of faculty & outside assessor of student scores meet or exceed 4 on rubric.</p> <p>Timeline for Assessment: Other Assessment Type:</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Ten scores were returned for each student; they averaged 3.95 (09/09/2020)</p> <p>Number of Students Assessed: 3</p> <p>Number of Successful Students: 3</p> <p>How were students selected to participate in the assessment of this outcome?: All graduating seniors.</p> <p>What do the findings suggest about student achievement of this learning outcome?: We are meeting our goals with this outcome.</p>	<p>Use of Findings (Actions): Although outcomes in this category are satisfactory thanks to revisions of our curriculum in previous years, we are in the (multi-year) process of further revising our curriculum and assessment procedures in order to improve outcomes in this category. (09/09/2020)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Methodology - Students used a theory or method other than iconographic or formal analysis. Students seem to have a clear understanding of the theory or method used. The theory or method add to the argument rather than garnering a perfunctory mention.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019, 2019 - 2020</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Knowledge</p> <p>Reason for Archival:</p>	<p>Oral Presentation - Outside assessor attends the Art History Symposium to evaluate the presentations of senior art history students, according to national standards. They also typically present a keynote address at the Symposium. They then comment on and critique the presentations in person, offering suggestions for improvement, and provide a formal written assessment that rates each student on a pre-designed evaluation form (also used by faculty) that has four categories: argument, methodology, visuals, and overall presentation. The scores are from 1-5 with 5 being the highest and three being average in comparison to national standards. Tenure or tenure-track faculty completed the same assessment form.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Combined average of faculty & outside assessor of student scores meet or exceed 3 on rubric.</p> <p>Timeline for Assessment:</p> <p>Other Assessment Type:</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Ten scores were returned for each student; they averaged 3.8. (09/09/2020)</p> <p>Number of Students Assessed: 3</p> <p>Number of Successful Students: 3</p> <p>How were students selected to participate in the assessment of this outcome?: All graduating seniors.</p> <p>What do the findings suggest about student achievement of this learning outcome?: We are meeting our goals in this outcome.</p>	<p>Use of Findings (Actions): Students benefited from the curricular changes implemented last year. Although as a result outcomes in this category are satisfactory, we are in the (multi-year) process of further revising our curriculum and assessment procedures in order to improve outcomes still further. (09/09/2020)</p>