**Art History Assessment Plan**

**Step1: Department/Program Mission (Due September 15, 2009)**

**Mission Statement**

The Department of Art and Art History will provide students with an excellent education in art and art history, involving theory, history and practice.  We believe that individual expression in the form of artistic creation, analysis and dialogue is essential to the maintenance of human life and the creation of a humane and just society.

Integral to a liberal arts education, study of the arts encourages critical thinking, self-reflection, personal growth and the mastery of a variety of creative, intellectual and technical skills. In both art and art history courses, students gain abilities and confidence to conceive, analyze and understand works of art in a variety of forms and to pursue lifelong learning in the arts. Art courses encourage individual creativity, provide a foundation of skills to enable artists to create objects or performances of lasting significance, and challenge students to new critical awareness. Skills of analysis, critical thinking and writing, and a grounding in historical and cultural contexts form the basis of the study of art history. Drawing upon archaeology, religious studies, social history, contemporary critical theory and other fields of knowledge, art history helps students realize relationships between art and life.

 **Departmental Diversity Statement**

The Department of Art and Art History is committed to providing an open and welcoming environment to individuals of diverse ethnic, religious or racial backgrounds, geographic and cultural origins, class status, sexual orientation and to those of all physical abilities. To this end we will:

* Maintain facilities that are accessible to all;
* Attempt to include within our curriculum broad perspectives;
* Encourage artistic creation and analysis that reflects a diversity of viewpoints and individual experiences;
* Provide in our galleries and collections of prints, objects and other visual materials, art work that reflects the broadest spectrum of the human experience;
* Provide opportunities for advanced study that explore issues of diversity;
* Cooperate with other areas of the College to further the diversity efforts of the institution.

 *The Departmental Diversity Statement is a nice touch....*

**Step 2: List goals/outcomes (Due September 15, 2009)**

**Art History graduates will**

understand and use the specific visual and verbal language of art and art history.

be able to formulate appropriate questions for research in art history

be able to conduct independent research in art history

be able to critique and explain art works in their appropriate context

be familiar with area-specific techniques/ methods in art or art history.

be able to distinguish between historically specific artistic styles and expressions.

*Goals/Outcomes look good…..*

**Step 3: Identify program components (Due September 15, 2009)**

*Required courses, elective courses,out-of-classroom or other experiences that are designed to achieve each educational objective. NOTE: Every class will not, nor is it expected to,achieve each outcome. The goal is to get an even distribution of experiences that achieve the outcomes.*

**Pre-enrollment Assessment**

A small group of students participate in a written portfolio review and interview in the spring prior to their enrollment at the College.  These students usually receive Art and Art History Scholarships.  As a group they can be tracked throughout the time they hold the scholarship, which is usually four years.  They are required to take a course in art or art history each semester in order to keep the scholarship.

At the time of the Scholarship portfolio review we will assess students on the following:

Art History students at the beginning level will understand and use the specific visual and verbal languages of art and art history.

Art History students at the beginning level will be able to talk and write about art using appropriate vocabulary.

**Baseline Assessment:  Students will be assessed at the time they take beginning level classes 110, 111, or 112.**

**At the 100 level the following learning objectives will be measured:**

Art History students at the beginning level will understand and use the specific visual and verbal languages of art and art history.

Art History students at the beginning level will be able to talk and write about art using appropriate vocabulary.

*I don’t think I understand the difference between these two goals/objectives …might be a good idea to make it clearer.*

Art History 100 level students will be able to distinguish between historically specific artistic styles and expressions.

Art history major will be evaluated at the time they take ARTH111: Art History Before 1400; ARTH112: Art History After 1400; or ARTH110: Non-Western Art.  All majors in art or art history must take one of these survey classes.  Quizzes early in the term or embedded questions on the first exam will measure student’s ability to use specific languages about art, to interpret and analyze works of art and to distinguish historically specific styles and expressions.  A second marker will be embedded in the final exam.

*You wrote that “a small group of students take place in the Pre-Enrollment Assessment Review”.  Do you use this information as pre-test data to be compared to the embedded questions on exam and quizzes?*

*Is the Pre-Enrollment Assessment Review” part of a continuing portfolio or a one-time deal?*

 *How many students declare their major AFTER they have enrolled at Albion?  Is it significant?*

**Art History Students at the 200 level:**

· Art History students at the intermediate level will understand and use the specific visual and verbal languages of art and art history.  They will be able to discuss meanings of various works of art using appropriate language in oral presentations to their peers.

· Art History students at the intermediate level will be able to talk and write about art using a more sophisticated vocabulary than beginning students.

· Art History 200 level students will be able to distinguish between historically specific artistic styles and expressions, and will be able to place the works within a social, cultural, economic, and religious framework or context.

**Art History Students at the 300 level**:  In addition to the above expectations:

               Art History advanced students will be familiar with the theories and methods of art history.

               At the 300 level students will be able to use contemporary critical theory to interpret works of art.

In art history classes at the 200 and 300 level oral presentations and additional writing assignments will allow us to continue to evaluate the student’s progress.  Students will meet regularly with the art historians to discuss their progress through the program and future plans.

We will use a modified form of the writing rubric developed for the First Year Seminars as a standard to judge writing at the 200 and 300 levels.

**Junior Year Review:**  Each junior art history major will be assigned an art history article of appropriate difficulty to read and study.  They will then meet with the entire faculty of the department to discuss the article.  We measure their ability to understand and interpret the article, to grasp the theoretical underpinings of the article and to understand and use the vocabulary used by the author in an appropriate fashion.

**Senior Level**

·  Art History graduates will understand and use the specific visual and verbal languages of art and art history.  They will be able to discuss meanings of various works of art using appropriate language in oral and visual presentations to their peers.

· Art History graduates will be able to talk and write about art using a more sophisticated vocabulary than intermediate students.

·  Art History graduates will be able to distinguish between historically specific artistic styles and expressions, and will be able to place the works within a social, cultural, economic, and religious framework or context.

·   Art History graduates will be familiar with the methods of art history.  Students will have mastered one critical theoretical approach to interpret works of art.

In the spring of their senior year all art history majors will participate in a Symposium in which they will present to the faculty and their peers a significant art historical research project.  Projects may include research for a particular class, a directed study, or an Honors or Departmental Honors thesis.  Those who are not presenting will be critically listening and will be expected to engage in dialogue about the ideas the speaker presented after the presentation.  The text of their presentation will be turned in to be assessed using the writing rubric.

**Several  comments……**Rubrics are a good ways of acquiring direct assessment evidence. You wrote that your department would be using a revised form of the English Writing Rubric and that seems adequate for lower level courses. Do you use another or more enhanced rubric to capture upper level (and more sophisticated) competencies?

*In Step 3 you indicated that:*

*"Every class will not, nor is it expected to,achieve each outcome. The goal is to get an even distribution of experiences that achieve the outcomes".*

*Since you plan to plan to embed questions and exercises in assignments and projects, seems to me that would be useful to indicate which goals/outcomes are being introduced, enhanced, etc. in each course or each junction of your majors’ departmental education. That way every faculty member clearly understands what goal/outcomes need to be stressed and evaluated.*

*Do you (or your art history majors) continue the pre-enrollment portfolio?*

**Step 4: Select methods/data sources and instruments (Due September 15, 2009)**

*...that you will use to gather information about whether expected outcomes and learning objective are being achieved. NOTE: You do not need to collect data from the same sources every year. Rather, some kind of assessment rotation will be sufficient (e.g., Years1 & 3, collect data from graduating seniors, Years 2 & 4 collect data from employers and alumni, etc.).*

 At each level there is a rubric that we use to assess the accomplishments of the students.

*Pre-enrollment:  students are assessed by a portfolio of writing they submit and an interview with an art history faculty member*

*Beginning level: Embedded questions in art history courses 110, 111, 112.*

*Intermediate level: Embedded exercises and questions in the any three of the following art history courses: 205, 206, 208, 209, 212, 213, 214, 217, 219.  Embedded exercises in art history 216, required of all majors.  Junior review.*

Advanced level: Embedded exercises and writing assignments in at least two of the following art history courses: 310, 311, 312, 313, 315, 318, 319. Participation in the Senior Art History Majors Symposium.

**Step 5: Analyze and interpret the data (Due October 1, 2009 with preliminary data; due November 2, 2009 with final data for this assessment cycle)**

(enter step 5 here)

**Step 6: How will the data collected be used for decision-making, strategic planning, etc. (Due October 1, 2009 with preliminary data; due November 2, 2009 with final data for this assessment cycle)**

*NOTE:You will need to submit a summary report of your findings to the Assessment Committee for review. In that report, please include details of how the data will be used, any program changes that will be made (or not made). Questions to ask yourself/to include in the report are as follows:*

* *How, exactly, will your data be used to help with program planning and improvement?*
* *Will your program form a committee to review assessment findings, and make recommendations for change or improvement in a timely manner?*
* *Will your entire department convene to discuss assessment results and program changes?*
* *Who will make formal recommendations for curricular or other changes—the chair/head? The committee?*