1. **AGSC Content Area of Alignment:** Area II: Humanities

2. **SLO(s) being assessed:** Student will..

   SLO 11: Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging with the world.

3. **Assessment Method(s):**

   [Explain how assessment for the measures associated with this SLO - not grading for the course as a whole - was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method. Is this the method you initially planned to use? Provide a separate paragraph for each method].

   1. Faculty assessed a sample of approximately 15% of all final exams in core art history classes for students’ abilities to identify the artist, title, style, culture, and historical period of artworks projected on a screen for approximately sixty seconds. 2. Faculty assessed a sample of approximately 15% of all final exams in core art history classes for students’ abilities to define and/or make correct use of key art and art historical terminology in short-answer questions.

4. **Findings: What assessment data did each assessment method produce?**

   1. The findings demonstrated that by the end of the semester students possessed very strong capabilities for visual recognition and correct identification of important works of art. 4% of students could identify some of the monuments, 2% could identify many of the monuments, and 32% of the students could identify most of the monuments they were shown. A majority of students in core courses (62%) could identify all of the monuments given on the exam. This result shows an improvement over last year’s findings in which 54% of students were able to identify all of the monuments they were shown. 2. 2% of students assessed demonstrated an inability to define or make use of art historical terminology, while 4% could make use of some terminology and 9% could make correct use of much terminology. 39% of students were able to define, understand, and employ most of the terminology they encountered on the exam and 46% were able to define, understand, or employ all of the terminology on the test. This year’s results show an improvement from last year’s findings. While last year 75% of students met the benchmark in this area, this year 85% reached this level.

5. **How did you (or will you) use the findings for improvement?**

   [What questions / issues / concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this analysis?]

   1. Art and Art History faculty discussed the above data. The results confirm anecdotal evidence and our findings from last year that demonstrate that core art history courses are highly successful at teaching students to recognize and identify major works of global art. This year we will consider whether it will be necessary or desirable to assess this particular outcome again. We may, however, reassess this outcome in the future to verify our effectiveness in teaching this tool. 2. Art and Art History faculty discussed the above findings. We are currently collecting raw data and reevaluating our rubrics and methods in preparation for assessing core art history courses for AY 2011-2012. Because different instructors evaluate the use and understanding of terminology through different methods throughout their exams (short answer questions, as well as both short and long essays) we continue to seek a more streamlined method of assessing student comprehension of art and art historical concepts.
6. Additional Comments:
   [What else would you like the Committee to know about your assessment of this course or plans for the future?]
   Introductory art history courses fulfill fine arts core credit for non-majors as well as serve as foundation courses for art history majors (ARTH) and minors, and studio art majors (ATLA and ARTF). Exams typically consist of slide identification sections, short answer questions, and one or more long essay question. Exams are hand-graded by the professor; computer grading ("scan-tron") is not used, nor are teaching assistants or graders. Core art history courses are typically capped at 90 students.

7. Committee Comments
   Mean of rubric score = 3.61 (out of 4)This report, although complete, has the same concerns that have been identified in other reports. There is no form of student benchmarking (perhaps they could identify the works of art before taking the class), and the exam is the method of assessment (it should reflect more than just the grade). What is the nature of the exam, what is it testing, and how are the results used?