

University of Minnesota Morris Digital Well

University of Minnesota Morris Digital Well

Assessment of Student Learning Reports

Assessment of Student Learning Committee
(Inactive)

Fall 2016

Art History Discipline Assessment 5-Year Plan 2016-2021

Art History Discipline

Follow this and additional works at: https://digitalcommons.morris.umn.edu/aslc_reports

Recommended Citation

Art History Discipline, "Art History Discipline Assessment 5-Year Plan 2016-2021" (2016). *Assessment of Student Learning Reports*. 17.

https://digitalcommons.morris.umn.edu/aslc_reports/17

This Report is brought to you for free and open access by the Assessment of Student Learning Committee (Inactive) at University of Minnesota Morris Digital Well. It has been accepted for inclusion in Assessment of Student Learning Reports by an authorized administrator of University of Minnesota Morris Digital Well. For more information, please contact skulann@morris.umn.edu.

Academic Program: Art History

Academic Division: Humanities

Program Contact: Jimmy Schryver or Julia Dabbs

Name: J. Schryver

Phone: 589-6230

Email: schryver@morris.umn.edu

J. Dabbs

589-6232

dabbsj@morris.umn.edu

In the space below, list your Program Student Learning Outcomes (PSLOs):

The purposes of the art history curriculum are:

- 1) To develop students' understanding of a variety of historical traditions and methods of interpretation in the visual arts.
- 2) To develop and improve students' ability to analyze and interpret works of art through oral and written means.
- 3) To help students discover the rich and complex relationship of art to other aspects of culture.
- 4) To encourage students to have direct contact with art by means of studio art courses, class field trips and assignments, gallery internships, and study abroad experiences.

Through the various program objectives listed above, students will be introduced to, review, and have the opportunity to master at different levels the following UMM student learning outcomes:

Knowledge of Human Cultures including core studies in the liberal arts, in-depth study of a particular field, and engagement with big questions.

Relevant Intellectual and Practical Skills including critical thinking & problem-solving; creative thinking & artistic expression; visual literacy; and written, multi-media, and oral communication.

An Understanding of the Roles of Individuals in Society including intercultural knowledge and competence, as well as aesthetic/artistic engagement.

Capacity for Integrative Learning, including synthesis and advanced accomplishment across general and specialized studies and through co- and extra-curricular activities; application of knowledge, skills, and responsibilities to new settings and progressively more complex problems; and skills for sustained learning and personal development.

Enter Academic Program Name:				
Program Student Learning Outcome(s) to be assessed	How will you measure the outcome?	Where will the data be collected and by whom?	When will the data be collected?	Overlap with CSLOs?*
<p>2016-17</p> <p>1) To develop students' understanding of a variety of historical traditions and methods of interpretation in the visual arts.</p> <p>2) To develop and improve students' ability to analyze and interpret works of art through oral and written means.</p> <p>3) To help students discover the rich and complex relationship of art to other aspects of culture.</p>	<p>How: Art History will focus on oral communication and the students' demonstration of their review and mastery of the relevant PSLOs and CSLOs through their research presentations in our upper-level / 3xxx-level courses. Our analysis will be informed by any relevant results of the campus-wide focus on Oral Communication.</p> <p>Where: Data will be collected as appropriate by individual Art History faculty in our upper-level / 3xxx-level courses.</p> <p>When: The data will be collected throughout the course of the semester and especially at the end of the semester when the students deliver their final research presentation.</p>			<p>Intellectual and Practical Skills: collaboration; Synthesis and advanced accomplishment across general and specialized studies; Core studies in the liberal arts; In-depth study in a particular field; Creative thinking and artistic expression; Inquiry and analysis; Critical thinking and problem-solving; Written, multi-media, and oral communication; Information and technology literacy; Intercultural knowledge and competence; Aesthetic/artistic engagement; Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems; and skills for sustained learning and personal development</p>

<p>2017-18</p> <p>1) To develop students' understanding of a variety of historical traditions and methods of interpretation in the visual arts.</p> <p>2) To develop and improve students' ability to analyze and interpret works of art through oral and written means.</p> <p>3) To help students discover the rich and complex relationship of art to other aspects of culture.</p> <p>4) To encourage students to have direct contact with art by means of studio art courses, class field trips and assignments, gallery internships, and study abroad experiences.</p>	<p>How: Art History will focus on research skills and the students' demonstration of their review and mastery of the relevant PSLOs and CSLOs through their research presentations in our upper-level / 3xxx-level courses.</p> <p>Where: Data will be collected as appropriate by individual Art History faculty in our upper-level / 3xxx-level courses.</p> <p>When: The data will be collected throughout the course of the semester and especially at the end of the semester when the students deliver their final research presentation.</p>	<p>Intellectual and Practical Skills, practiced extensively across students' college experiences, including: Inquiry and analysis; Critical thinking and problem-solving; Creative thinking and artistic expression; Written, multi-media, and oral communication; Quantitative literacy; Information and technology literacy.</p>
<p>2018-19</p> <p>1) To develop students' understanding of a variety of historical traditions and methods of interpretation in the visual arts.</p> <p>2) To develop and improve students' ability to analyze and interpret works of art through oral and written means.</p> <p>3) To help students discover the rich and complex relationship of art to other aspects of culture.</p>	<p>How: Art History will measure the effect of new courses at the 2xxx-level on our ability to meet the relevant PSLOs and CSLOs for upper-class non-majors as well as majors, create an audience/market for 3xxx-level courses, and to better prepare students for the challenge of 3xxx-level seminar courses by looking at enrollment data from year to year and examining the quality of student work in upper-level seminars.</p> <p>Where: Data will be collected in related 2xxx-level and 3xxx-level courses, such as ArtH 2106: Rome, Jerusalem, and Constantinople and ArtH 3132: Castles and Cathedrals.</p>	<p>Intellectual and Practical Skills: collaboration; Synthesis and advanced accomplishment across general and specialized studies; Core studies in the liberal arts; In-depth study in a particular field; Creative thinking and artistic expression; Inquiry and analysis; Critical thinking and problem-solving; Written, multi-media, and oral communication; Information and technology literacy; Intercultural</p>

	<p>When: Data will be continuously collected throughout the course of the previous academic years regarding enrollments and the quality of student work. The latter measure will be qualitative.</p>	<p>knowledge and competence; Aesthetic/artistic engagement; Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems; and skills for sustained learning and personal development</p>
<p>2019-20 1) To develop students' understanding of a variety of historical traditions and methods of interpretation in the visual arts. 2) To develop and improve students' ability to analyze and interpret works of art through oral and written means. 3) To help students discover the rich and complex relationship of art to other aspects of culture.</p>	<p>How: Art History will focus on written communication and the students' demonstration of their review and mastery of the relevant PSLOs and CSLOs through their research paper assignments in our upper-level / 3xxx-level courses.</p> <p>Where: Data will be collected as appropriate by individual Art History faculty in our upper-level / 3xxx-level courses.</p> <p>When: The data will be collected throughout the course of the semester and especially at the end of the semester when the students hand in their final research papers.</p>	<p>Intellectual and Practical Skills: collaboration; Synthesis and advanced accomplishment across general and specialized studies; Core studies in the liberal arts; In-depth study in a particular field; Creative thinking and artistic expression; Inquiry and analysis; Critical thinking and problem-solving; Written, multi-media, and oral communication; Information and technology literacy; Intercultural knowledge and competence; Aesthetic/artistic engagement; Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems; and skills for sustained learning and personal development</p>

<p>2020-21 1) To develop students' understanding a variety of historical traditions and methods of interpretation in the visual arts. 3) To help students discover the rich and complex relationship of art to other aspects of culture.</p>	<p>How: Art History will examine its program goal of expanding our curriculum beyond the Western canon. We will do this by providing students with courses outside of the western canon, and encouraging them (but not requiring as of yet) them to take these courses as part of their major/minor and assessing how many of our majors/minors take these classes.</p> <p>Where: Non-Western courses such as ArtH 3113: Early Islamic Art and Culture.</p> <p>When: Data will be continuously collected throughout the course of the previous academic years regarding enrollments.</p>	<p>An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including: Civic knowledge and engagement—local and global; Intercultural knowledge and competence</p>
---	--	--

*CSLOs are Campus Student Learning Outcomes. These are reprinted below for your convenience. Your PSLOs need not overlap with CSLOs, but if your PSLO does reinforce or overlap with a CSLO, please report that information.

Please report any other planned assessment for your academic program in the space below:

With a new hire coming on board during the 2017-2018 school year and the expected changes in course offerings to follow, ArtH will be assessing the integrity of the entire curriculum and making changes appropriately.

UMM Campus Student Learning Outcomes (CSLOs)

Approved Unanimously by the Curriculum Committee, December 10, 2009

Approved by Campus Assembly, March 3, 2010

The University of Minnesota, Morris's goal is for students to have gained, by the time of graduation:

- 1. Knowledge of Human Cultures and the Physical and Natural World through:*
 - a) Core studies in the liberal arts: arts, histories, humanities, languages, mathematics, sciences, and social sciences
 - b) In-depth study in a particular field: its schools of thought, advanced theories, language, and methods of inquiry
 - c) Engagement with big questions, both contemporary and enduring
- 2. Intellectual and Practical Skills, practiced extensively across students' college experiences, including:*
 - a) Inquiry and analysis
 - b) Critical thinking and problem-solving
 - c) Creative thinking and artistic expression
 - d) Written, multi-media, and oral communication
 - e) Quantitative literacy
 - f) Information and technology literacy
 - g) Collaboration
- 3. An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including:*
 - a) Civic knowledge and engagement—local and global
 - b) Intercultural knowledge and competence
 - c) Aesthetic/artistic engagement
 - d) Environmental stewardship
 - e) Ethical reasoning and actions
- 4. Capacity for Integrative Learning, including:*
 - a) Synthesis and advanced accomplishment across general and specialized studies, and through coand extra-curricular activities
 - b) Application of knowledge, skills, and responsibilities to new settings and progressively more

complex problems

c) Skills for sustained learning and personal development