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Spring 2015

Art History Discipline Assessment Report 2014/2015

Art History Discipline

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Art History Assessment, 2014-15

The Plan:

How: Art History will focus on written communication and the student's demonstration of their review and mastery of these SLOs* through their research paper assignments in our upper-level / 3xxx-level courses.

Where: Data will be collected as appropriate by individual Art History faculty in our upper-level / 3xxx-level courses.

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.

Art History SLO's:

- 1) To teach students methods of analysis and interpretation of works of art.
- 2) To help students discover the rich and complex relationship of art to other aspects of culture.
- 3) Students are encouraged to have direct contact with art by means of studio art courses, class field trips, gallery internships, and study abroad experiences

Campus SLO's: Critical thinking; Written communication; Skills for sustained learning

Assessment of Reading Responses in ArtH 3142 (Italian Renaissance Art, Dabbs)

Because of various constraints, Prof. Dabbs focused her assessment on students' written reading responses in this course, rather than the term paper assignment. Students (well, most of them) wrote 3 two-page responses to readings following guidelines given in the syllabus and reviewed in class. I was interested in assessing whether the repeated practice, as well as my specific feedback in the form of written comments, resulted in improvement in research, reading analysis, and writing skills. I assessed the first and the third responses in terms of four categories: 1) ability to provide pertinent background on the author and connect that background to the subject of the reading, as appropriate; 2) ability to effectively summarize the reading content; 3) ability to provide some evaluative comments on the reading; and 4) proficiency with technical aspects of writing.

Here's how they scored (1= poor; 3 = good; 5 = excellent):

	<u>Reading Response #1</u>	<u>Reading Response #2</u>
Student 1	4;3;4;4	3;4;4;4;
Student 2	3;3;3;2	4;4;3;4
Student 3	3;4;4;5	4;4;3;3.5
Student 4	4;4;3;4	5;4;4;5
Student 5	2;2;3;2	3;1;4;4
Student 6	1;3;2;4	3;4;2;4

Commentary on Results, and Future Action

The data shows that most students (not already in the VG or E category) improved over the course of the semester in nearly every category, so it would seem that the feedback students were receiving was helpful. In the future I might do the first reading response ungraded, so that they could receive useful feedback but also not be penalized for a first attempt that yielded a lower grade. There were still some lower scores for category 1 (author background/context) and category 3 (evaluative comments on the reading), which I could work on in a targeted fashion in the future, whether in the form of more explicit instruction, or a short exercise outside of a reading response assignment.

Submitted by Julia Dabbs

9/14/15

[NOTE: Julia was the only art history professor to do assessment in 2014-15]