UNIVERSITY OF ARKANSAS PULASKI TECH

Assessment Report:
2018-2019
ARTS 2330: Art History: Prehistoric to Renaissance and ARTS 2331: Art History: Renaissance to Modern

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

The CLOs for ARTS 2330 follow the Arkansas Course Transfer System.

- Identify and discuss selected works of art from Prehistoric times to the Renaissance.
- Relate works of art to social and historical issues.
- Identify and explain the terms, methods, and modes of expression in media pertinent to the periods.
- Analyze and critique various art works through written analysis.
- Identify and analyze the creative process and how it relates to the cultures studied in the course.

The CLOs for ARTS 2331 follow the Arkansas Course Transfer System.

- Identify and discuss selected works of art from the Renaissance to the present time.
- Relate works of art to social and historical issues.
- Identify and explain the terms, methods, and modes of expression in media pertinent to the periods.
- Analyze and critique various art works through written analysis.
- Identify and analyze the creative process and how it relates to the cultures studied in the course.
- Demonstrate the ability to use basic research skills in art history.

2. Which CLOs were addressed for this academic year? (2018-2019)

- Identify and discuss selected works of art from Prehistoric times to the Renaissance.
- Analyze and critique various art works through written analysis.

- Identify and explain the terms, methods, and modes of expression in media pertinent to the periods.
- Analyze and critique various art works through written analysis.
- Demonstrate the ability to use basic research skills in art history.

3. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

All CLOs are being addressed in our 2019-2020 assessment plan.

4. Explain the assessment cycle.

Each year of a three-year cycle, we gather data from our rubric scores and hold group meetings to review data and make recommendations. In the last year of the cycle, at the end of term meeting, we will see if we reached our benchmark. If not, we will start the cycle again. If we have reached it, we will move on to Cycle 2. We do not stop collecting data on Cycle 1 classes; however, data will not be reviewed as a group.

Year 1: 2018-2019

Gathering data; organizing data to share; meet before end of term to check progress toward benchmark and make recommendations for improvement.

Dec 1: deadline for group meeting

May 1: deadline for data analysis

*Some courses required a Planning phase before data could be gathered. Planning included making standard course learning outcomes across sections and developing appropriate assessment measures and tools such as common rubrics.

Year 2: 2019-2020

Implement recommendations from Year 1; gathering data; organizing data to share; meet before end of term to check progress toward benchmark and make recommendations for improvement.

Dec 1: deadline for group meeting

May 1: deadline for data analysis

Year 3: 2021-2022

Evaluate the effectiveness of implemented recommendations. Decide as a group to keep or change the implemented recommendations. If benchmark is reached, move on to Cycle 2 courses and restart the cycle. If the benchmark is not reached, we restart the cycle on the same courses.

Dec 1: deadline for group meeting

May 1: deadline for data analysis

Cycle 1:

ARTS 2300 Intro to Visual Art and ARTS 2330 Art History: Prehistoric to Renaissance, ARTS 2331 Art History: Renaissance to Modern. In Year 1 of this cycle, we are focusing on assessment of the written papers in these courses, with emphasis placed on ARTS 2300, which is part of the General Education program.

- Date for a complete assessment plan review: May 1 of Year 3. If benchmark is not reached, the cycle will restart.

5. What are the assessment methods? Are they direct or indirect?

Direct: This assignment requires a minimum of 3 cited sources and a Bibliography. At least one cited source MUST be a book. Failing to include 3 cited sources and a bibliography will result in a zero grade and could get you charged with plagiarism
A traditional research paper will be written on a particular art period, style, or movement.
A discussion on a particular artist may be done as long as most of the discussion centers on the art rather than personal information about the artist. Topic must fall within the timeframe of the textbook (Renaissance to Contemporary)
Papers should be thoroughly researched and all sources properly cited (APA or footnote style at student's discretion).

6. What are the assessment goal(s)?
Benchmark is average score of 70% in the Content section of the rubric for this paper.

7. What were the findings for this academic year? (2018-2019)

Inconclusive due to poor data collection. See Analysis.

8. What is your analysis of the findings?

Note: Course lead pulled rubric reports from Blackboard for this assessment measure, but the Goal is in one Content section. If the instructor wants to focus on one criteria, they will need to collect data manually from the rubrics.

Analysis for Spring 2018: All sections of ARTS 2330 were online and all were included in data collection. 20 students were measured and 20 reached the benchmark. 100% reached the benchmark.

Fall 2018 Analysis: All sections of ARTS 2330 were online and all were included in data collection, except that the students enrolled in Sec 40 could not be measured because there was no rubric used for grading in Blackboard. 18 students were measured and 17 reached the benchmark. 89% reached the benchmark.

Assessment measures that were practiced in Fall 2018 were followed, but data collection was not improved, leading to data that was not useful. Assessment for this course should be reconsidered so that all instructors participate and use data to address the CLOs.

9. What is the action plan for the next academic year? (2019-2020) Explain.

There were multiple copies of rubrics and three different rubrics measuring different categories in slightly different ways, some focusing on Formal Analysis and some seemingly focused on research content. This makes this data inconclusive connected to current course learning outcomes. Recommendation for additional training and support in Blackboard and in assessment goals and procedures for this instructor. Plans for additional training is being coordinated by the Chair of Fine Arts and Humanities with the assistance of our School Assessment lead.

Recommendation to assess all CLOs would mean gathering data on additional assessments: Stylistic Analysis and exams in addition to the research papers. Rubric should align to CLOs.

The cycle needs to be restarted.