

Undergraduate Academic Assessment Plan- AY 2012-13

BA in Art History

School of Art + Art History

College of Fine Arts

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Associate Dean

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College of Fine Arts

B.A. in Art History

Undergraduate Academic Assessment Plan

AY 2012-2013

Mission Statement

With the Bachelor of Arts in Art History, students learn to identify, describe, and interpret works of global art in the fullness of their cultural and historical context. In addition, they develop critical thinking and research skills by investigating and assessing art historical topics, materials about art's cultural and historical context, and the scholarly literature. They communicate independent, critical perspectives in constructing oral and written arguments that analyze works of art in their historical and cultural context.

The BA in Art History program supports the college's primary mission to "to produce artists, performers, scholars, teachers, and practitioners who combine the qualities of academic and professional excellence" (College of Fine Arts Mission Statement).

The program supports the University of Florida mission "to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past...to advance by strengthening the human condition and improving the quality of life." (University of Florida Mission Statement).

Student Learning Outcomes (SLOs)

Revised SLO's for the AY 2013-14 undergraduate catalog: see Appendix A for links to AY 2011-12 and AY 2012-13 SLOs

Content knowledge

1. Identifies, describes, and interprets works of art and other materials about art's cultural and historical context.

Critical Thinking

2. Examines and assesses an art historical topic by applying appropriate research practices.
3. Examines and assesses scholarly literature, including scholarly methodology.

Communication

4. Formulates oral analysis of works of art in their historical or cultural context.
5. Produces written analysis of works of art in their historical or cultural context.

Curriculum Map

Curriculum Map for: Art History

Program: Art History – Required Courses

College: Fine Arts

Key: **I**ntrouduced **R**einforced **A**ssessed

| Courses SLOs | Course1 ARH2050 | Course2 ARH2051 | Course3 ARH2500 | Course ARH4931 (or other senior seminar) |
|--------------------------|--------------------|--------------------|--------------------|--|
| Content Knowledge | | | | |
| #1 | I | I | I | A Research paper & Oral Presentation |
| Critical Thinking | | | | |
| #3 | I | I | I | A Research paper & Oral Presentation |
| #4 | I | I | I | A Research paper & Oral Presentation |
| Communication | | | | |
| #5 | | | | A Research paper & Oral Presentation |
| #6 | I | I | I | A Research paper & Oral Presentation |

Curriculum Map for:

Program: Art History—Major and Electives

College: Fine Arts

Key: **I**ntrouduced **R**einforced **A**ssessed

Note: Not all electives are listed, just those offered and chosen for data collection during 2012-13.

| Courses SLOs | Course1 ARH3522 | Course2 ARH3552 | Course3 ARH3652 | Course4 ARH4930 |
|--------------------------|--------------------|--------------------|--------------------|--------------------|
| Content Knowledge | | | | |

| | | | | |
|--------------------------|---|---|---|---|
| #1 | R | R | R | R |
| Critical Thinking | | | | |
| #3 | R | R | R | R |
| #4 | R | R | R | R |
| Communication | | | | |
| #5 | R | R | R | R |
| #6 | R | R | R | R |

Assessment Timeline (Matrix)

Please see Appendix B and C for comprehensive rubric

| Assessment SLOs | Assessment 1 | Measurement Procedure | Measurement Procedure |
|--------------------------|----------------|-----------------------|-----------------------|
| Content Knowledge | | | |
| #1 | Research Paper | Oral Presentation | Rubric |
| Critical Thinking | | | |
| #2 | Research Paper | Oral Presentation | Rubric |
| #3 | Research Paper | Oral Presentation | Rubric |
| Communication | | | |
| #4 | Research Paper | Oral Presentation | Rubric |
| #5 | Research Paper | Oral Presentation | Rubric |

Assessment Cycle

BA in History

School of Art & Art History, College of Fine Arts

| | |
|------------------------------|----------------------------|
| Data Collection: | Fall & Spring Semester |
| Analysis and Interpretation: | Following Fall Semester |
| Improvement Actions: | Subsequent Spring Semester |
| Dissemination: | Following academic year |

| SLOs | Year | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |
|--------------------------|------|-------|-------|-------|-------|-------|-------|
| Content Knowledge | | | | | | | |
| #1 | | √ | √ | √ | √ | √ | √ |
| Critical Thinking | | | | | | | |
| #2 | | √ | √ | √ | √ | √ | √ |
| #3 | | √ | √ | √ | √ | √ | √ |
| Communication | | | | | | | |
| #4 | | √ | √ | √ | √ | √ | √ |
| #5 | | √ | √ | √ | √ | √ | √ |

Methods and Procedures

Both direct and indirect measures would be taken into account.

Methods:

During the fall review and analysis cycle, a faculty committee will review the DIRECT and INDIRECT DATA, answering key questions such as:

What does the data show us about each individual SLO?

And

What changes do we want to make, based on these observations?

Should there be observations that lead the faculty to consider revisions, the faculty would have the options to

- *change the SLOs and ALC
- *change the data collected (assignments, etc.)
- *change the curriculum

DIRECT DATA: The faculty will collect research papers from the A courses. Samples will be collected based on recommended sample sizes according to the number of students in the program. The attached rubrics (Appendix A &B) will be used to assess the SLOs by an appointed committee.

INDIRECT DATA: The College of Fine Arts Dean's Office will collect institutional data for the program, including but not limited to statistical data such as enrollment, grade distribution, recruitment and retention patterns. An additional source of data, the biennial SERU data, will be collected from the University of Florida Office of Institutional Planning and Research.

Procedures:

In the fall and spring semesters of the data collection year, the faculty instructors of record will collect the DIRECT DATA samples from the designated A courses they teach. Portfolios from each class will be de-coupled, meaning that no grades, no student identification, and no comments will be on the samples (copies of student work). These data samples will be submitted online or in hard copy, as appropriate. The samples will include a research paper and a rubric used to grade an oral presentation (Appendix C).

During those same semesters, the Dean's Office will collect the INDIRECT DATA for those courses and the degree program.

The assigned committee from the faculty in Art History would meet the fall semester of the review and analysis year to generate a report that would be submitted to the College office, along with recommendations for changes, if any.

With the concurrence of the administration, the changes would be made for the next academic year.

Assessment Oversight

| Name | Department Affiliation | Email Address | Phone Number |
|-----------------------|--|--|----------------|
| Dr. Margaret S. Mertz | Associate Dean, College of Fine Arts | mmertz@arts.ufl.edu | (352) 273-1484 |
| Prof. Richard Heipp | Director School of Art & Art History | heipp@ufl.edu | (352) 273-3021 |
| Prof. Lauren Lake | Assistant Director School of Art & Art History | lglake@arts.ufl.edu | (352) 273-3032 |

Appendix A. Linked SLOs

| New/Revised SLOs, AY 2013-14* | Link to AY 2011-12* and AY 2012-13 SLOs |
|---|---|
| Content | |
| 1. Identifies, describes, and interprets works of art and other materials about art's cultural and historical context. | Knowledge of the history, scholarship and methodology of art history. |
| | Knowledge of Western and non-Western art history (ancient, medieval, Renaissance/Baroque and modern art). |
| | Knowledge of the skills and concepts of art criticism and theory. |
| | Ability to use sound research practices. |
| | Ability to use appropriate technology. |
| Critical Thinking | |
| 2. Examines and assesses an art historical topic by applying appropriate research practices. 3. Examines and assesses scholarly literature, including scholarly methodology. | Knowledge and understanding of the social and cultural forces and ideologies that contribute to different periods and styles. |
| | Understanding of the world through the study of international historic and contemporary art. |
| | Ability to engage in complex thought, analysis and reasoning. |
| | Ability to observe and analyze. |
| Communication | |
| 4. Formulates oral analysis of works of art in their historical or cultural context. | Ability to communicate effectively in speech and writing. |
| 5. Produces written analysis of works of art in their historical or cultural context. | Ability to reason and learn collaboratively. |

Appendix B. Rubric – BA Art History - Research Paper / ARH 4931, Senior Seminar

| | 5 | 4 | 3 | 2 | 1 | 0 | TOTAL SCORE |
|---|--|---|---|--|--|--|----------------|
| | Exceptional | Accomplished | Competent | Developing | Unsatisfactory | Insufficient | |
| Content | | | | | | | |
| Identifies, describes, and interprets works of art and other materials about art’s cultural and historical context. | Accurately describes and interprets all relevant aspects of works of art and context, cogently and with unusual insight and attention to detail. | Accurately describes and interprets all relevant aspects of works of art and context. | Mostly accurate in describing and interpreting many relevant aspects of works of art and context. | Describes and interprets aspects of works of art and context, but it lacks consistent accuracy and/or overlooks relevant aspects. | Provides an inaccurate and/or largely incomplete account of works of art and context. | Provides an unclear, confused, inaccurate, and/or wholly incomplete account of works of art and context. | |
| Critical Thinking | | | | | | | |
| Examines and assesses an art historical topic by applying appropriate research practices. | Student conducts a thorough program of research, and by examining and assessing the results, s/he identifies all high caliber sources. | Student conducts an extensive program of research, and by examining and assessing the results, s/he identifies many high caliber sources. | Student conducts a program of research, and by examining and assessing the results, s/he identifies some high caliber sources. | Student conducts a program of research, and by examining and assessing the results, s/he identifies some sources of mixed quality. | Research is largely incomplete, and in examining and assessing the results, the student does not distinguish the differing quality of sources. | Research is wholly incomplete, and student does not assess and examine sources. | |
| Examines and assesses scholarly literature, including scholarly methodology. | Thoroughly surveys the state of the scholarly literature on the topic with excellent understanding of all the issues. | Surveys the state of almost all key scholarly literature on the topic, with good understanding of the issues. | Examines and assesses much of the key scholarly literature on the topic, with understanding of many of the issues. | Examines and assesses some of the scholarly literature on the topic, with some understanding of the issues. | Neglects most of the scholarly literature on the topic, with little understanding of the issues. | Examination and assessment of the scholarly literature on the topic is wholly incomplete and without understanding of the issues. | |
| Communication | | | | | | | |
| Produces written analysis of works of art in their historical or cultural context. | Arguments and evidence are laid out in a manner that is not just clear, but also compelling with clear and compelling prose. Negligible errors in spelling, grammar, punctuation, or the formatting of academic citations. | Arguments and evidence are laid out in a logical manner with paragraphs and sentences structured clearly. Very few errors in spelling, grammar, punctuation, or the formatting of academic citations. | Few gaps in the clearly structured presentation of arguments and evidence. Few disorganized paragraphs or sentences. Few errors in spelling, grammar, punctuation, or the formatting of academic citations. | Some notable disorganization in the structure of the paper, paragraphs, and sentences. Some errors in spelling, grammar, punctuation, or the formatting of academic citations. | The disjointed structure of the paper, paragraphs, and/or sentences significantly undermines the presentation of arguments and evidence. Many errors in spelling, grammar, punctuation, or the formatting of academic citations. | Paper, paragraphs, and/or paragraphs structured incoherently with incomplete arguments and evidence. Riddled with errors in spelling, grammar, punctuation, or the formatting of academic citations. | |

Appendix C. Rubric – BA Art History - Oral Presentation / ARH 4931, Senior Seminar

| Score | 5 | 4 | 3 | 2 | 1 | 0 | TOTAL SCORE |
|---|--|---|--|--|---|---|-------------|
| | Exceptional | Accomplished | Competent | Developing | Unsatisfactory | Insufficient | |
| Content | | | | | | | |
| Identifies, describes, and interprets works of art and other materials about art's cultural and historical context. | Accurately describes and interprets all relevant aspects of work(s) of art and context, cogently and with unusual insight and attention to detail. | Accurately describes and interprets all relevant aspects of work(s) of art and context. | Mostly accurate in describing and interpreting many relevant aspects of work(s) of art and context. | Describes and interprets aspects of work(s) of art and context, but lacks consistent accuracy and/or overlooks relevant aspects. | Provides an inaccurate and/or largely incomplete account of work(s) of art and context. | Provides an unclear, confused, inaccurate, and/or wholly incomplete account of work(s) of art and context. | |
| Critical Thinking | | | | | | | |
| Examines and assesses an art historical topic by applying appropriate research practices. | Student conducts a thorough program of research, and by examining and assessing the results, s/he integrates all high caliber sources into the presentation. | Student conducts an extensive program of research, and by examining and assessing the results, s/he integrates many high caliber sources into the presentation. | Student conducts a program of research, and by examining and assessing the results, s/he integrates some high caliber sources into the presentation. | Student conducts a program of research, and by examining and assessing the results, s/he integrates some sources of mixed quality into the presentation. | Research is largely incomplete, and in examining and assessing the results, the student does not distinguish the differing quality of sources integrated into the presentation. | Research is wholly incomplete, and student does not assess and examine sources. | |
| Examines and assesses scholarly literature, including scholarly methodology. | Thoroughly expresses the state of the scholarly literature on the topic with excellent understanding of all the issues. | Expresses the state of almost all key scholarly literature on the topic, with good understanding of the issues. | Expresses much of the key scholarly literature on the topic, with understanding of many of the issues. | Expresses some of the scholarly literature on the topic, with some understanding of the issues. | Neglects most of the scholarly literature on the topic, with little understanding of the issues. | Examination and assessment of the scholarly literature on the topic is wholly incomplete and without understanding of the issues. | |
| Communication | | | | | | | |
| Formulates oral analysis of works of art in their historical or cultural context. | Lays out the key arguments and evidence in a fluent, compelling, and precise manner. Excellent pace, poise, diction, volume, and demeanor. | Lays out the key arguments and evidence clearly and precisely. Good pace, poise, diction, volume, and demeanor. | Lays out many of the key arguments and pieces of evidence clearly. Acceptable pace, poise, diction, volume, and demeanor. | Some disorganization, lack of clarity, and/or imprecision. Some deficits in pace, poise, diction, volume, and/or demeanor. | Notable disorganization, confusion, and/or vague expression. Notable deficits in pace, poise, diction, volume, and/or demeanor. | Wholly incoherent presentation. Gross deficits in pace, poise, diction, volume, and/or demeanor. | |