

**Review of Assessment Report
Assessment Review Committee (ARC)**

Academic Program: **ART AND ART HISTORY**

Date: **September 2016**

Criteria	Description of Criteria	Beginning	Developing	Accomplished	Comments from Assessment Review Committee
SLOs	The Student Learning Outcomes (SLOs) establish the critical components of student learning that define the program and articulate the knowledge and abilities expected of program graduates in ways that are observable and measurable.		X		Some of your LO's in Art History are strong and meaningful, such as 8, 9, and 12, but I think 10, 11, and 13 can be stronger. 10. Acquire a deep <i>understanding</i> for historical works of art in a variety of mediums and cultures. 11. Acquire an <i>awareness</i> of traditions of art and architecture.... 13. <i>Be introduced</i> to the discipline of art history.... 13. refers to work the professor is doing— <i>introducing</i> —but “the one who does the work is the one who learns,” so ask what work the student is doing here. Regarding 10. and 11., it is very difficult to measure or operationalize “understanding” and “awareness.” Instead, think in terms of what students do to show understanding and awareness. More active verbs might be more helpful, like <i>recognize, explain, synthesize, apply</i> , and so on.
Evidence of Student Learning	Results are based upon evidence of student learning, and evidence can be provided to both internal and external reviewers (preferably in electronic form)			X	Progress is being made! Faculty are looking at student work, evaluating it, and aggregating it. The quantitative approach has its advantages, but I wonder if there is a way to simplify this to make it more meaningful and manageable. Would it be useful to think in terms of <i>high pass/pass/low pass</i> , on these individual criteria and on a holistic basis? What conclusions about holistic proficiency can you draw from the many assessment tools you use? How many students are excelling, how many are merely proficient, and how many fall short of proficient? And what can we learn about the strengths and weaknesses of the program based upon this holistic evaluation?

Meaningful Rubrics	Criteria for successful performance are provided through rubrics or other specific descriptions.		X	X	The quantitative approach has its advantages, but I wonder if there is a way to simplify this to make it more meaningful and manageable. Would it be useful to think in terms of <i>high pass/pass/low pass</i> , on these individual criteria and on a holistic basis? How many students are excelling, how many are merely proficient, and how many fall short of proficient? And what can we learn about the strengths and weaknesses of the program based upon this holistic evaluation?
---------------------------	--	--	---	---	--

**Review of Art and Art History Assessment Report
September 2016**

Additional Comments:

We are pleased with the assessment work _____ has done and want to encourage you to continue to move in this direction.

TO elaborate on the not

For the 2016-17 Assessment Report (due in June), please include one or more key assessment results, and a corresponding recommendation for action. See the "Program Assessment Report Worksheet" for a detailed explanation of this guideline at <http://www.drury.edu/academicaffairs/pdf/biannual.pdf>.

Next Steps:

- 1—Please discuss your assessment report and the ARC review with your department so all faculty are contributing to the assessment of student learning.
- 2—Continue to collect evidence of student learning (preferably in electronic form) according to your LO Matrix.
- 3—Based on recommendations from Program Assessment Committees, the next Assessment Report will be due June 2017 (rather than in January 2017 as originally planned). Departments should continue to collect and assess student learning (as described in your LO Matrix), but ARC will ask for just one annual Assessment Report instead of two.