

DEPARTMENT: School of Art

Table 1. Documentation that learning outcomes are incorporated into the curriculum for all undergraduate and graduate programs.

In the table below, state the expected learning outcomes from the Program-Level Assessment Plans and then list the course or courses, including prefix, number, and title, in the Relevant Courses column that address that expected outcome. If 3 or more courses address an expected learning outcome, list only 3 courses that are most important for students to achieve the expected outcome.

Degree Program: BA Art History

Item	Expected Learning Outcomes	Relevant Courses
1.	Students will acquire sufficient understanding of historical and critical developments in Art History and technical skills involved in research and writing.	Art 1310 - Art History Survey I Art 2311 - Art History Survey II Art 3312 - Art History Survey II
2.	Students will acquire a sufficient understanding of the appreciation of the production of visual art.	Art 1302 - Design Introduction Art 1303 - Drawing Introduction
3.	Students will acquire sufficient understanding of the foundations in art historical and theoretical literatures and demonstrate comprehensive, in depth knowledge of art historical and critical developments in the field of art history. Students demonstrate the ability to write an in depth bachelor's thesis.	Art 4311 - Senior Thesis in Art History All Art History Courses

Table 2. Discussion of the methods used to assess the learning outcomes as well as the instruments used to assess the attainment of learning outcome goals by undergraduate and graduate programs.

For each degree program, provide a brief discussion of the methods, including specific instruments, used to assess student learning outcomes. The Program-Level Assessment Plans, submitted in December 2005, list the methods of assessment for each expected outcome. In the boxes below describe those methods of assessment. If national standardized exams are used state the name of the exam. The information in Table 2 should be an overview description of the methods used. If specific assessment instruments (or assessment rubrics) need to be developed to conduct an assessment, then clearly indicate what is still needed and when those instruments will be used (which should be Fall Semester 2007).

Degree Program: BA Art History

- ◆ Successful completion of all exams, papers, projects involved in Art 1310, Art 2311, and Art 3312
- ◆ Successful completion of assignments, exams, portfolio reviews; and successful participation in critiques involved in Art 1302 and Art 1303.
- ◆ Successful completion of exams, papers, and projects involved in all Art History Courses.
- ◆ Successful completion of all exams and papers culmination in Art 4311 - Senior Thesis in Art History.

Table 3. Summarize the data collected and evidence of the use of results of those data

For each degree program, describe the data that has been collected to date and indicate how the results of the data analysis have been used. It should be noted that in some cases, the results will indicate that at this time the expected learning outcomes are being achieved and there is not a need to change or improve a program. However, it is unlikely that all data for all programs indicate that no improvements are needed. If no data has been collected for a degree program assessment, indicate that is the case and provide a justification for the lack of data and a detailed discussion of how data collection will begin in the Fall Semester 2007 and be reported in the next Annual Assessment Report.

Degree Program: BA Art History

During 2008, twelve students successfully completed their thesis and presented their material in a public presentation. All Art History Faculty were in attendance as well as other faculty and community members. Feedback from Art History faculty was provided, and all student passed.

At the end of the Fall term (2008), seven students declared their intent to begin capstone course, Art 4311, in the Spring 2009.

To date, we have relied on a single thesis for a capstone experience. Discussions on the potential for allowing students to track onto two paths to the capstone are still being weighed. The options include offering the traditional thesis track and the other to complete three short papers. The latter may better serve those students who are not bound for graduate school.