

**Form B: Degree-Level Assessment Plan<sup>2</sup>**

**(2018-19)**

**Department/School: HA/CLAS Degree: BA, BGS, BFA**

**Student Learning Outcomes** (Student learning outcomes are what students are expected to know and be able to do when they graduate. Questions like "What should students know? What should they be able to do? How should students do so?" help define student learning outcomes.)

After graduation, students will be able to:

1. Demonstrate an in-depth knowledge of the art, architecture, and/or material culture of a particular locale, region, historical period, artist, medium, or aspect of artistic production studied in an advanced course (typically the capstone)
2. Demonstrate the ability to summarize, analyze, and critically assess an argument
3. Produce a creative product, such as a paper, website, or presentation, demonstrating integration of knowledge from within the discipline of art history or in combination with other disciplines to approach and explain existing questions and problems from new perspectives, to pose new questions, and to generate new ideas

**Measures and Use of Evidence**

<b>Assessment Methods</b> (Use at least one direct measure (i.e., Course Assignments, Projects, Exams, Papers, Presentations, Journals, Rubrics), to measure each learning outcome. Additional indirect measures (i.e., Surveys, Interviews, Focus Groups, etc.) are suggested but not required for assessing learning outcomes.)	<b>Outcomes Addressed</b> (List learning outcomes that the assessment method is used to measure.)	<b>Evidence Collection</b> (Where to collect evidence, when, & by whom?)	<b>Discussion &amp; (Planned) Use of Results</b> (How are the results reviewed, discussed and disseminated within and outside the program? How to link data to actions?)
<p>Rubric to evaluate overall learning and creative products (papers, websites, presentations, etc.) from the HA 550 Capstone course.</p> <p>Rubric to evaluate assignments in 300- and 500-level courses in which HA majors demonstrate the ability to summarize, analyze, and critically assess an argument.</p>	<p>1, 2, 3</p> <p>2</p>	<p><b>Schedule/Cycle:</b> Collect evidence (assignments and completed rubrics) every semester from every instructor teaching a relevant course.</p> <p><b>People Responsible:</b> Office manager reminds instructors to complete rubrics at the end of each semester for qualified students. Instructors fill out rubrics in Campus Labs. Office manager on behalf of HA degree assessment committee collects and archives assignments.</p>	<p>Results will be assessed for the degree to which students demonstrate their mastery of the expected outcomes. Discussion will address any perceived problem areas and explore possible ways of modifying instructional and/or evaluation methods to improve outcomes. Future assessments will determine the degree to which modifications have enhanced student achievement.</p>

**Focus of the 2018-19 Academic Year** (Which student learning outcome(s) is/are going to be assessed during this academic year?)

2. Demonstrate the ability to summarize, analyze, and critically assess an argument

<sup>2</sup>Please use this form to plan your assessment activities for the future academic years. You may list as many student learning outcomes as appropriate for your degree(s). It is highly recommended that you use at least one direct measure to assess each learning outcome.