Directions: Please complete a form for each of the programs within your department. This form was designed to provide a format for assessment reporting and should not be used to limit the amount of information provided. Each box that is attached to each of the sections is designed to adjust to varying lengths. If you have any questions, please contact Dr. Dan Bubb at x51506 or via email.

***Email form to assessment@unlv.edu (Academic Assessment/UNLV)

Program Information:

<table>
<thead>
<tr>
<th>Program Information</th>
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<tbody>
<tr>
<td>Program</td>
<td>Bachelor of Arts in Art History</td>
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<tr>
<td>Department(s)</td>
<td>ART</td>
</tr>
<tr>
<td>College</td>
<td>Fine Arts</td>
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<tr>
<td>Program Assessment Coordinator</td>
<td>Kirsten Swenson</td>
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<tr>
<td>Report submitted by</td>
<td>Kirsten Swenson: <a href="mailto:kirsten.swenson@unlv.edu">kirsten.swenson@unlv.edu</a>, 5-4196</td>
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<td>(include phone/email)</td>
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<td>Date Submitted</td>
<td>March 26, 2012</td>
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1. Student Learning Outcomes for the program. List the Student Learning Outcomes for the program. Number for later reference.

1. Identify major works of art from the time periods and cultures represented in courses taken this semester.

2. Articulate the formal elements (e.g. line, color, composition, perspective, etc.) of works of art.

3. Identify differences and similarities between works of art from the same or different historical moments.

4. Apply theoretical concepts to works of art.
5. Learn more about an historical period through studying works of art and artists from that period.

6. Knowledgeably discuss art historical styles and movements.

7. Articulate and respond to unfamiliar works of art based on skills developed studying known works.

8. Understand career routes for art historians and prepare for postgraduate academic, internship, or job opportunities.

2. Planned assessments: Methods, Instruments and Analysis. According to the Assessment Plan for this program, what were the planned assessments to be conducted during the Spring & Fall 2011 Academic Semesters?

<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Expected Measures (results that would indicate success)</th>
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| Survey                                        | Q1. Identify major works of art from the time periods and cultures represented in courses taken this semester.  
Q2. Articulate the formal elements (e.g. line, color, composition, perspective, etc.) of works of art.  
Q3. Identify differences and similarities between works of art from the same or different historical moments.  
Q4. Apply theoretical concepts to works of art. | We expected that students evaluating themselves (and the program by extension) might slightly underestimate improvement in some skill areas and over-estimate them in others. We expected that the results would give us at least an indication of their perceptions concerning their progress or accomplishments during Spring semester. We expected that most students would give answers in the mid-high range.  
Success would be indicated by answers in the mid- |
a scale of 1-5, with 1 being the lowest and 5 being the highest (in satisfaction). For this semester we added a question on career preparation, and also asked for additional comments.

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<th>Q5. Learn more about an historical period through studying works of art and artists from that period.</th>
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<tbody>
<tr>
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<td>Q6. Knowledgeably discuss art historical styles and movements.</td>
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<td>Q7. Articulate and respond to unfamiliar works of art based on skills developed studying known works.</td>
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<tr>
<td></td>
<td>Q8. Understand career routes for art historians and prepare for postgraduate academic, internship, or job opportunities.</td>
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</table>

high or high range.
3. Results, conclusions and discoveries. What are the results of each planned assessment listed above? Is the outcome at, above, or below what was expected? What conclusions or discoveries do you draw from the results? Describe below or attach to the form.

Out of 30 registered art history majors we received 10 responses. Students were asked to “consider how your skills have developed or improved over the Fall 2012 semester. Rank your responses to each item on a scale of 1 to 5, 1 being lowest (‘not at all’) and 5 being highest (‘definitely’).”

A tally of their responses is below.

Q1: 5 students circled 5; 4 circled 4; 1 circled 3; 0 circled 2; 0 circled 1.
Q2: 6 students circled 5; 2 circled 4; 1 circled 3; 0 circled 2; 0 circled 1; 1 circled NA.
Q3: 7 students circled 5; 3 circled 4; 0 circled 3; 0 circled 2; 0 circled 1.
Q4: 9 students circled 5; 1 circled 4; 0 circled 3; 0 circled 2; 0 circled 1.
Q5: 9 students circled 5; 1 circled 4; 0 circled 3; 0 circled 2; 0 circled 1.
Q6: 8 students circled 5; 2 circled 4; 0 circled 3; 0 circled 2; 0 circled 1.
Q7: 6 students circled 5; 3 circled 4; 1 circled 3; 0 circled 2; 0 circled 1.
Q8: 0 students circled 5; 2 circled 4; 4 circled 3; 2 circled 2; 1 circled 1; 1 circled N/A

With the exception of Q8, the majority of responses to all questions fell within the high-next highest range of improvement. Our art history majors perceive high levels of improvement. No respondents circled 1 or 2 in response to any question, except Q8.

Students feel most confident identifying major works of art, identifying differences and similarities between works of art from the same or different historical moments, articulating formal elements, and that they have learned about historical periods through studying art and artists. There are no marked changes between these results and those of past semesters.
Career preparedness continues to be a problematic area and this question yields the lowest ratings. Clearly the Art History program needs to find ways to assist its majors in gaining knowledge about career paths.

4. Use of results. What program changes are indicated, and how will they be implemented? Include a description of who will review and act on the findings. If none, describe why changes are not needed.

We will review these results as part of a review of our Art History program over the Spring, 2012 term, and also this term. Already this term we have organized a career session with a visiting curator who discussed paths and options with our students. This activity is crucial and should become a regular event.

The program is facing challenges due to the loss of a key, longtime faculty member, Dr. Cathie Kelly (one of four full-time art historians), and due to the economic situation in Las Vegas. We no longer have a major non-profit arts organization to provide internships for our students, though some intern at the Bellagio Gallery and smaller spaces throughout town. We need to go further in assisting our students in finding internships at museums elsewhere through educating them about these possibilities.

5. Progress. Describe program changes that have been recommended in past reports. What progress has been made since the recommendation?

Past reports have recommended the encouragement of the formation of a student-run Art History Club, as well as regular meetings with our majors to discuss career options, as well as the possibility of field trips. Art history faculty continue to counsel individual students on career and graduate study options, but clearly we need to do more in this regard. There are many possibilities, including assigning an internship advisor who conducts sessions each semester or annually that presents possibilities for art history majors.