Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term

Email to: assessment@unlv.edu

Program Information:

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<th>Program Assessed</th>
<th>BA Art History</th>
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<tr>
<td>Department</td>
<td>Art</td>
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<tr>
<td>College</td>
<td>Fine Arts</td>
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<td>Department Chair</td>
<td>Sean Clark</td>
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<td>Assessment Coordinator</td>
<td>Sean Clark</td>
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<td>Date Submitted</td>
<td>9-19-17</td>
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Contact Person for This Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Sean Clark</th>
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<tr>
<td>Phone</td>
<td>702-895-4536</td>
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<td>Email</td>
<td><a href="mailto:Sean.clark@unlv.edu">Sean.clark@unlv.edu</a></td>
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Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.

- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
ANNUAL ACADEMIC ASSESSMENT REPORT – Department of Art – BA Art History

Student Learning Outcomes

1. Identify major works of art from the times 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. Apply theoretical concepts to works of art.
4. Learn more about an historical period through studying works of art and artists from that period.
5. Knowledgeably discuss art historical styles and movements.
6. Articulate and respond to unfamiliar works of art based on skills developed studying known works.
7. Be prepared to undertake postgraduate academic study, museum internships, or other job opportunities in the visual arts.

Outcome Assessed: Outcome 4.

Method of Assessment: Accompanied an Art History class to the Barrick Museum of Art as they visited the Braustein collection of Mexican and Meso-American masks. They discussed the reason and history for the masks and did pencil sketches of the masks. I noted the student response, at one point, was a reference that “we should do more stuff like this.” I thought it was in reference to the exercise, but the student corrected me and said “more Mexican stuff.” When I engaged the group in conversation, several of them echoed that response.

Assessment Results: Given the number of Latin-American students in the class, and that UNLV is one of the most diverse campuses in the country, I thought it would be appropriate to specifically find better resources for the study of Art History as it applies to culture in the Southwestern United States and Latin American culture.

Program Response: We were able to contact Emmanuel Ortega, Ph.D., who graduate from UNLV as an undergrad and was completing his doctorate at the University of New Mexico. His focus is on Native American, Spanish, and Mexican art. While he had a couple of tenure-track offers, I realized he was such a good fit for us, I was able to lure him to teach adjunct with a stipend and benefits. His first semester here he was able to offer History of Mexican Art and Modern Latin American Art – both classes filled up quite quickly, establishing that there was a definite need that we were able to fill.