Annual Academic Assessment Report Cover Sheet

Program Information:

<table>
<thead>
<tr>
<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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<tr>
<td>Department Chair</td>
<td>Sean Clark (Acting)</td>
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<td>Assessment Coordinator</td>
<td>Sean Clark (Acting)</td>
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<td>Date Submitted</td>
<td>5-16-18</td>
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Contact Person for This Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Sean Clark</th>
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<td>702-895-4536</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

Department Overview:
This is a department in a state of flux. Almost two years ago an outside consultant determined that the Department of Art had become unable to function as a unit. I am an outside administrator who agreed to take the acting chair role. They have not kept even the most rudimentary of records. Meetings, of any sort, had become contentious marathons. There are faculty who refuse to be in the same room as other faculty without me present. I am not sure if anyone had attended any of the formal Assessment training sessions.

In my first year as the Acting Chair, I relied on my observations to establish some sort of assessment protocol and completed those reports. This year has been more difficult as my engagement in the day-to-day operations has sometimes proven even more divisive as I prepare the department to heal. I have spoken with several individual faculty about criteria for assessment, but the on-going situation, especially with some obstructive faculty, have prevented me from conducting an appropriate academic assessment environment. If anything, I finally got them to get their syllabi up to a certain standard – at least from those who cooperate.

I have been able to communicate needs to certain faculty and have worked quietly to put some things in place in order to respond to what are the best needs of the students.

I would like to point out that some studio faculty have questioned the need for Art History and there is a definite schism between the studio faculty and the art history faculty, adding to a level of frustration on accomplishing the objective of this report.

A new Chair person has been hired and will begin in July. His experience in curriculum and assessment is impressive and, certainly, is superior to me in that regard. Next year’s report will be far more professional and useful. That all said, here is the body of the report:

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, 5, and 6

Assessment of Student Learning – I met individually with the Art History faculty to determine their assessment of the current state of the program. We agreed to in order to really bring the knowledge of a historical period to life and to be able to discuss the historical art style and movement and to open the students up to images and experience that cannot be seen with the classroom visuals, we determined to take as many field trips as possible. Especially since, coincidentally, there were a couple of relevant exhibits in Los Angeles.

Program Response -- When the group travel funding was expired, I utilized individual travel money and reassigned it to the class so that Aztec and Mexican exhibits in Los Angeles were completely engaged, in person, by our students. Combined with the Bellagio course, all upper division Art History classes had field trips that we were, one way or another, able to fund. Student evaluation response has been overwhelmingly positive. While we have always had field trips in one way or another, we stepped up the funding, here, to insure as many people could embrace these learning outcomes in a significant way.