Evidence collected in spring & fall 2012
Report due March 30, 2013

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</th>
<th>B.A. Art History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department(s)</td>
<td>ART</td>
</tr>
<tr>
<td>College</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Program Assessment Coordinator</td>
<td>Dr. Robert Tracy</td>
</tr>
<tr>
<td>Report submitted by (include phone/email)</td>
<td>Dr. Robert Tracy (5-3658; <a href="mailto:robert.tracy@unlv.edu">robert.tracy@unlv.edu</a>)</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>March 28, 2013</td>
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</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>Survey (Art 260, 261, 266)</td>
<td>1-5</td>
<td>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.</td>
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<tr>
<td>Survey (Art 309)</td>
<td>4-8</td>
<td>Success would be indicated by answers in the mid-high or high range</td>
</tr>
<tr>
<td>Survey (Art 434-495)</td>
<td>4-8</td>
<td>Success would be indicated by answers in the mid-high or high range</td>
</tr>
</tbody>
</table>
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.

Overall, the results have been met at the mid to high range on the assessment scale.
(Please Refer to Chart #1)

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.

The assessment data will be discussed with the Art/Art History faculty and program changes will be determined based on the findings from Fall 2012 Semester and the approaching Spring 2013 Semester)
5. **Progress.** Describe program changes that have been recommended in past reports. What progress has been made since the recommendation?

Forthcoming as we are hiring new faculty to replace those who retired/died or left for another position in a different state.

**Chart 1:** Art History Assessment for Fall 2012 Semester (total of 65 respondents)
Chart 2: Art History Assessment for Fall 2012 Mid to High Range Responses
Assessment for Art History Spring and Fall 2012 Semester

Please answer the following 8 questions using a 1-5 scale with 1 being the lowest and 5 being the highest. Circle the number that you feel best represents your skill level following completion of the Art History course of study during the Fall semesters 2012 (no data could be located for Spring 2012 as Professor Kirsten Swenson did not leave the material behind as she left for another position back East):

1. Are you able to identify major works of art from the time periods and cultures represented in courses taken during the Spring and/or Fall 2012 semesters? (1,2,3,4,5)

2. Are you able to articulate the formal elements (e.g. line, color, composition, perspective, etc.) of works of art? (1,2,3,4,5)

3. Are you able to identify differences and similarities between works of art from the same or different historical moments? (1,2,3,4,5)

4. Are you able to apply theoretical concepts to works of art? (1,2,3,4,5)

5. Do you feel you have learned more about an historical period through studying works of art and artists from that period investigated in your Art History courses? (1,2,3,4,5)

6. Are you able to knowledgeably discuss art historical styles and movements? (1,2,3,4,5)

7. Do you feel you are able to articulate and respond to unfamiliar works of art based on skills developed studying known works? (1,2,3,4,5)

8. Do you understand career routes for art historians and do you feel you are prepared for postgraduate academic, internship, or job opportunities? (1,2,3,4,5)