

Student Learning Assurance Report Requirements Word Template

AY 2012

Report Date: 10/1/2012

School/College: Arts & Sciences

Department/Program: Art + Architecture/ Art History/Arts Management

Person completing the Report: Paula Birnbaum

1. **Overview Statement:** Briefly summarize the student learning assurance activities that were undertaken this academic year, indicating:
- a. which program learning outcomes were assessed this year.
 - b. who in your department/program was involved in the evaluation of the above learning outcomes

We covered program learning outcome 1a and 1b for ART 306, Women & Art, a CORE F course that draws both non-majors (fulfilling their Arts CORE) and upper division ARTM majors. We evaluated 2 mid-term exams and the final research paper. I was the professor involved with the evaluation of these learning outcomes and I used the following rubric:

Assessment of how ART 306: *Women & Art*, meets Dept. of Art + Architecture

Learning Outcomes 1a and 1b

Based upon Final Essay Exams, taken in December 2011

Program/Departmental Outcome Rubrics: Depart. of Art + Architecture, University of San Francisco

Majors being evaluated: Art History/Arts Management

Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
1a. Identify sources and tools for art historical research and produce formal analytic written papers or projects.	Student produces writing that lacks verbal competency and that contains flaws in thesis development based on elementary research. <div style="text-align: right;"><input type="checkbox"/></div>	Student is able to produce writing that is verbally competent and that demonstrates the student's ability to apply elementary research. <div style="text-align: right;"><input type="checkbox"/></div>	Student is able to produce writing that is verbally competent and that demonstrates the student's ability to conduct independent research and to establish a personal thesis. <div style="text-align: right;"><input type="checkbox"/></div>	Student is able to write an original paper/exam that features engaging rhetoric, a strong thesis, and advanced knowledge of formal analysis. <div style="text-align: right;"><input type="checkbox"/></div>

1b. Evaluate, compare and criticize different forms of art, architecture, and design representing diverse social, cultural, religious, and aesthetic contexts, in visual, written, and oral formats.	Student fails to express ideas or understanding of works of art and their contexts, either in written form, verbally, and/or in group discussion. During class discussions, student does not speak unless asked by the professor. <div style="text-align: right;"><input type="checkbox"/></div>	Student is able to adequately describe and compare different styles of art, artists, and movements in written form with some grammatical errors, while adequately participating in classroom and discussions. <div style="text-align: right;"><input type="checkbox"/></div>	Student can express connections between the formal, social, and cultural ideas in the arts of various places and historical contexts in writing with only occasional grammatical errors, while regularly participating in classroom discussions. <div style="text-align: right;"><input type="checkbox"/></div>	Student can eloquently express connections between the formal, social, and cultural ideas arts of various places and historical contexts, in both written form and regularly participating in classroom discussions. <div style="text-align: right;"><input type="checkbox"/></div>
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2. Please Answers the Following Questions for Each of the Student Outcomes Assessed:

a. **What did you do?**

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.).

- Faculty member evaluated formal analysis papers, in class writing assignments, two mid-term exams and final research paper using the rubric above to assess each assignment.
- Faculty member observed students giving oral presentations of course readings as well as of final research projects.

b. Faculty member observed students showing that they are capable of evaluating, comparing and criticizing different forms of art, architecture, and design representing diverse social, cultural, religious, and aesthetic contexts, in visual, written, and oral formats.

c. **What did the faculty in the department or program learn?**

Summarize your findings and conclusions as a result of the student learning assurance indicating strengths and weaknesses in student learning demonstrated by this evaluation.

Faculty member observed that 95% of students in Women & Art succeed in meeting Learning Outcomes 1a and 1b. 5 % of students struggled with one or more assignments, particularly the final research paper.

d. **What will be done differently as a result of what was learned?**

Discuss how courses and/or curricula will be changed to improve student learning as a result of the evaluation. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

This year (fall 2012) I experimented with differentiated assignments given that ART 306 attracts upper division majors as well as non-majors taking their first course in art history. I made the final Research Paper a requirement for ARTM majors and minors, however it became optional for non-majors/minors, who can elect to take a Final Exam instead. This has allowed me more time to focus on the ARTM majors and minors and their goal of writing an original research paper that reflects their ability to conduct art-historical research, and critically analyzing their sources and developing a comparative art-historical analysis that is sensitive to diverse social, cultural, religious an aesthetic contexts.

e. **What student learning improvement initiatives did you implement as a result of what was learned from this Year's student learning assurance report?**

Discuss how courses and/or curricula were changed to improve student learning as a result of the Year's student learning assurance. Include a discussion of how the faculty has helped students overcome their learning weaknesses and improve their strengths.

Group discussion with Art History/Arts Management faculty has generated ideas to overcome the learning weaknesses in Women & Art and other upper division art history seminars, with regards to creating more "milestones" in the process of conducting art-historical research papers. These include requiring students to complete an annotated bibliography very early in the semester, as well as to write a critical abstract. Early required milestones ensure that students begin the research and reflection process early enough to develop their ideas in a timely fashion. In addition the differentiated final assignments for this course, given its Core F status, created a better environment for students to learn and develop as critical thinkers in art history at the appropriate level.

3. **Attach a copy of the components of the department/program student learning assurance plan that have been modified since its initial submission:**

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes
- e. Curriculum map that shows the courses that pertain to the outcome

Please return to: Office of Student Learning Assurance by September 30.

Please send your replies as Word attachment (to: wmurry@usfca.edu).

If you have any questions, please contact: William Murry, Director of Student Learning Assurance (wmurry@usfca.edu or x5486).