



## 2008-2009 Assessment Plan Report

### **PROGRAM ASSESSMENT REPORT AY 2008-2009**

**Report Date:** June 1, 2009

**School/College:** University of San Francisco, College of Arts & Sciences

**Department/Program:** Department of Art + Architecture/ Art History/Arts Management Major

**Person completing the Report:** Paula Birnbaum, Asst. Professor, Art History/Arts Management, Department of Art + Architecture

1. **Overview Statement:** Briefly summarize the assessment 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 assessment of the above learning outcomes

This year our first two learning outcomes were assessed by the Art History/Arts Management major, and they are as follows:

- **1a. Identify sources and tools for art historical research and produce formal analytic written papers or projects.**
- **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.**

As we share learning outcomes with our colleagues in the Design and Fine Arts majors, we have assessed these same outcomes across different majors within the Department.

The Art History/Arts Management Assessment activities involved Professors Lucas and Birnbaum assessing their respective Fall 2008 Art History courses by evaluating their students' final exams.

#### 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.). [please use bullet



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points to answer this question]

- Lucas assessed VA 101, Survey of Western Art History 1, a required introductory lecture course for all students majoring in Art History/Arts Management, Design, and Fine Arts.
- Lucas analyzed the results of students' take-home final exams questions that reflected the learning outcomes 1a and 1b described above. For the assessment he re-read each student exam, and then completed a rubric based upon their written performance as well as his notes on their oral performance and contributions in class.
- In Lucas' class, students were expected to do basic iconographic research and be able to analyze both the content and social dimensions of various works. The five take home exam questions required the students to visit the Fine Arts Museums of San Francisco's Legion of Honor and Nob Hill (Grace Cathedral's Ghiberti Doors, Huntington Park's Fountain of the Tortoises). The take home exam was given to students 3 weeks before the due date. Other assessment indicia included two in-class midterms and three short assignments, including a blog.
- Birnbaum assessed VA 306, Women and Art, a class that counts as an upper division elective for majors in Art History/Arts Management, Design, and Fine Arts, but is also a "Core F" class that students in other majors may take without any prerequisites or requirement of prior art-historical knowledge.
- Birnbaum also re-read her students final in-class exams and assessed them for student mastery of learning outcomes 1a and 1b above. The exam had two parts: Part 1 included three short slide comparison questions and asked students to analyze, compare, and contrast actual works of art from different art-historical periods covered in class; Part Two involved students writing an essay question in class about the social dimensions of women's art production. Three questions were given to the students a week earlier, and one of them was randomly chosen on the day of the exam.
- Birnbaum completed an accompanying rubric per student based upon their written performance on the two parts of the exam as well as her notes on their oral performance and contributions in class.
- Other assessment indicia in VA 306 included a midterm exam and three short writing assignments based upon class field trips and museum visits.

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



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- The majority of students perform at a “Good” to “Very Good” level on both our Learning Outcomes 1a and 1b.
- More than 70 % of our students are able to produce writing that is verbally competent and that demonstrates an ability to conduct independent research and to establish a personal thesis.
- We have a number of student majors with English as a second language who require assistance with writing beyond what the faculty member is able to provide.

**b. 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 assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

- We will require that English-as-a-second language learners always consult a tutor at the Writing Center before turning in their work.
- We will send more students to the Writing Center for assistance.
- We will expand our class site visits to museums, and enhance the use local museums as sources for on site study and exam exercises.
- We will offer more “practice exam” type exercises in class, where students are asked to identify and chronologically sequence works of art in an informal, classroom (non-exam) setting.

**3. Attach a copy of the components of the department/program assessment 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 see our attached revised rubric that we used to assess our Learning Outcomes 1a and 1b for VA 101 and VA 306.**

**Please return to: Provost Office by June 1, 2009**

You can send your replies as either a Word attachment (to: [marin@usfca.edu](mailto:marin@usfca.edu)) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4<sup>th</sup> floor.

If you have any questions, please contact: William Murry, Director of Institutional Assessment ([wmurry@usfca.edu](mailto:wmurry@usfca.edu) or x5486).