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| **California State University, Fresno**  **College of Arts and Humanities**  **Art History, BA**  **Department/Program Assessment Coordinator [i]: Wannasarn Noonsuk** |
| **Student Outcomes Assessment Plan (SOAP)** |
| **I.** **Mission Statement** |
| The BA in Art History is designed to provide students with the communication skills, research techniques, and methods of critical inquiry that have become a vital part of contemporary life. Course offerings cover a wide range of topics in World Art, encouraging students to become responsible citizens through an understanding of the aesthetic, cultural and ethical choices inherent in human development. The history of art presents a platform for students to examine, identify, and appreciate the visual arts from prehistory to the present. Art history students acquire an understanding of great art works while developing critical thinking skills. Students successfully completing the BA in Art History are eligible for admission to MA and PhD programs and for entry level positions in the art world and related fields. |

## **II.** **Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]**

1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage:<http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>
2. Acquiring Specialized Knowledge
3. Applying Knowledge
4. Program Learning Outcomes (Also known as Goals) and related SLO’s

Program Learning Outcomes or GOALS are the specific knowledge and skills that the department/program will develop or strengthen in students. These PLO’s or Goals may be broader than SLO’s but must be measurable and each PLO must have at least one SLO to which is directly linked/aligned.

1. **PLO 1: Students will acquire a working knowledge of artistic traditions across major art periods of the past and present in the western and non-western world and will describe and analyze art works.**
2. SLO 1: Students will identify the features that distinguish styles by period, region, and (when applicable) individual artist or movement
3. SLO 2: Students will describe how art styles develop and undergo transformation within a specific cultural and historical context
4. **PLO 2: Students will understand and explain the historical factors (including the religious, political, economic and other factors) that shaped the development of specific art traditions.**
5. SLO 1: Students will explain the meaning and function of both individual artworks and broader art styles within their historical context
6. SLO 2: Students will analyze differences between both individual artworks and broader art styles as these arise from their different historical contexts
7. **PLO 3: Students will analyze and utilize scholarly techniques and strengthen writing skills relevant for the discipline of Art History**
8. SLO 1: Students will describe and critically evaluate artworks in writing employing terminology appropriate to the discipline of Art History
9. SLO 2: Students will analyze artworks in writing providing visual and contextual evidence
10. SLO 3: Students will demonstrate critical understanding of the strengths and limitations of various methods of art historical research (such as documentary research, formal analysis, archaeology, etc.)

1. **PLO 4: Students will demonstrate an understanding of the creative process as well as the use of formal elements and design principles in the visual arts**
2. SLO 1: Students will recognize the formal elements (such as space, color, line, and texture) and explain how they are used in both individual artworks and broader art styles
3. SLO 2: Students will recognize and analyze how formal elements vary by artist, period, and/or geography.
4. SLO 3: Students will identify the materials and describe the techniques involved in the creation of artworks in various artistic traditions.

## **III.** **Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ILO 1 | ​​ILO 2 | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO/SLO  1.1 | PLO/SLO  1.2 | PLO/SLO  2.1 | PLO/SLO  2.2 | PLO/SLO  3.1 | PLO/SLO  3.2 | PLO/SLO  3.3 | PLO/SLO  4.1 | PLO/SLO  4.2 | PLO/SLO  4.3 |
| ARTH 10 | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I |
| ARTH 11 | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I |
| ARTH 12 | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I |
| ART 13 |  | I |  | D | I | I |  |  | D | D | I |  |  | I/D |  | I |
| ART 14 |  | I/D |  |  | I | I |  |  |  |  | I |  |  | I/D |  | I |
| ART 37 |  | I/D |  |  | D | D |  |  |  |  | D |  |  | I/D |  | D |
| ART 101 | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D |
| ART 112 | D | D | D | D | D | D | D | D | D | D | D |  | D | D | D | D |
| ART 116 | D | D |  | D |  | D |  |  | D | D | I |  |  | D | D | D |
| ARTH 120,  122,  124,  126, 127, 128 | D | D/M | D | D | D/M | D/M | D | D | D | D | D/M | D/M | D/M | D/M | D/M | D/M |
| ARTH 131,  132,  136 | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M |
| ARTH  160,  170,  173,  175 | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M |
| ARTH 140, 141, 142, 143 | D/M | D | D/M | D/M | D | D | D/M | D | M | D | D | D | D/M | D | D | D/M |
| ARTH 180 | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M | D/M |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

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| **I = Introduced** | **D = Developed** | **M=Mastered** |  |

## **IV.** **SLO’s Mapped to Assessment Measures and Methods [e]**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assessment Measure | Evaluation  Method | ILO 1 | ILO 2 | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO/SLO  1.1 | PLO/SLO  1.2 | PLO/SLO  2.1 | PLO/SLO  2.2 | PLO/SLO  3.1 | PLO/SLO  3.2 | PLO/SLO  3.3 | PLO/SLO  4.1 | PLO/SLO  4.2 | PLO/SLO  4.3 |
| In-Class Exams | rubric | X | X | X | X | X |  | X | X | X | X | X | X |  | X | X | X |
| Take-home Exams | rubric |  | X |  | X |  |  |  |  |  | X |  |  |  |  |  |  |
| Formal Analysis | rubric |  | X |  |  |  | X |  |  |  |  |  |  |  | X | X |  |
| Iconographic essay | rubric | X |  |  | X | X |  |  |  |  | X | X |  |  |  |  |  |
| Interpretive Essay | rubric | X | X | X | X | X |  | X |  | X |  | X | X |  | X |  |  |
| Reflection Essay | rubric | X | X |  | X | X | X |  |  | X | X |  | X |  |  |  | X |
| Research Paper | rubric | X | X | X | X | X |  | X | X | X |  | X | X | X |  |  |  |
| Exit Survey | scores |  |  |  |  |  |  | X | X | X | X | X | X | X | X | X | X |

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## **V.** **Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]**

1. Direct Measures (Department/Program must use a minimum of three different direct measures)
2. In-Class Exams. These may include multiple choice, identifications, vocabulary terms and essay questions
3. Take-Home Exams. These require typed 2-3 page essays on a choice of topics addressing comparisons and contrasts, socio-historical context, critical thinking, synthesis of information

3. Formal Analysis Essays

4. Iconographical Analysis Essays

5. Reflection Essays

6. Research Essays

1. Indirect Measures
2. Exit Survey -- Art History students will complete a senior exit survey during their last semester in the program and the survey will ask specific questions about how proficient students are in the program’s student learning outcomes

## **VI.** **Assessment Schedule/Timeline [g]**

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| **Academic Year** | **Measure** | **SLO**  **1.1** | **SLO 1.2** | **SLO 2.1** | **SLO 2.2** | **SLO 3.1** | **SLO 3.2** | **SLO 3.3** | **SLO 4.1** | **SLO 4.2** | **SLO 4.3** |
| **2018-2019** | Formal analysis |  |  |  |  |  |  |  | X | X |  |
| **2019-2020** | Assessment was cancelled due to COVID-19 |  |  |  |  |  |  |  |  |  |  |
| **2020-2021** | Museum research paper |  |  |  | X | X | X | X | X |  |  |
| **2021-2022** | Research essay | X | X | X |  |  |  | X |  |  |  |
| **2022-2023** | Iconographic analysis |  |  |  | X | X |  |  |  |  |  |
| **2023-2024** | Exam |  |  |  | X |  |  |  |  |  |  |
| **2024-2025** | Reflection essay |  |  | X | X |  | X |  |  |  | X |
| **2024-2025** | Exit Survey | X | X | X | X | X | X | X | X | X | X |
| **2025-2026** | Formal analysis |  |  |  |  |  |  |  | X | X |  |

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| **VII.** **Closing the Loop [h,j,k]** |
| **Fresno State Closing the Loop process is described immediately below.** |
| **A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State.** |
| Program/Department Closing the Loop process:  The faculty who teaches Art History Courses will evaluate student work and write up a report indicating the extent to which students are proficient in the student learning outcomes for art history. Since Art History students will take some Art courses, the results of Art History assessment activities will be discussed at a department meeting where all faculty are present. Department faculty will discuss any deficiencies and recommendations for improvement. Depending on the issues that emerge, changes will either be implemented by art history faculty in Art History courses or by other faculty in Art courses |