

## Assessment Plan for History of Art Discipline, UWC

**Assessment Period: Fall 2008 – Spring 2012**

**Number of Majors: 9**

**Number of Minors: 11**

**Full-Time Faculty: 1**

Tina Waldeier Bizzarro

**Adjunct Faculty: 9**

Kimberly Parise

Kathleen Rizzo

Lucetta Strumia

Joan Beaudoin

Jill Furst

Erica Pelta Feldman

Elana Starr

Isabelle Havet

Tara Burk

### **Courses Offered During Assessment Period**

\* Courses Offered During Assessment Period

(Fall Semester, 2009 through Spring Semester, 2012)

**ARH 0175 VISUAL CULTURE OF THE WEST/HISTORY OF ART I**

**ARH 0176 VISUAL CULTURE OF THE WEST/HISTORY OF ART II**

**ARH 0177 HISTORY OF ART I EXPERIENTIAL LEARNING**

**ARH 0178 HISTORY OF ART II EXPERIENTIAL LEARNING**

**ARH 0229 THE SPLENDORS OF ROME (2 cr.)**

**ARH 0231 PAINTED LADIES: WOMEN OF THE ANCIENT WORLD**

**\*ARH 0232 MEDIEVAL ART: THE ARTS OF EARLY CHRISTIANITY AND THE  
MIDDLE AGES ARH T232 THE DEVIL MADE ME DO IT: THE  
ART OF SIN, FAITH, AND PILGRIMAGE: TRAVEL/STUDY IN  
FRANCE AND SPAIN (Spring Semester, 2012)**

**\*ARH 0232 MEDIEVAL ART: THE ARTS OF EARLY CHRISTIANITY AND THE  
MIDDLE AGES ARH T232 THE DEVIL MADE ME DO IT: THE  
ART OF SIN, FAITH, AND PILGRIMAGE: TRAVEL/STUDY IN  
FRANCE AND SPAIN (Spring Semester, 2010)**

**\*ARH T235 THE ARTS OF DEATH: THE DAYS OF THE DEAD IN MEXICO (Fall  
Semester, 2009)**

**ARH 0266 SENSUOUS MANIPULATION: THE ART OF MANNERISM (2cr.)**

**ARH 0267 SMOKE, MIRRORS, & GESTURE: THE ART OF THE BAROQUE (2 cr.)**

**ARH 0275 AMERICAN ART**

**ARH 0279 BODY ART: TATTOOS, PIERCINGS, AND THEIR RITUAL MEANINGS**

**ARH 0282** THE ARTS OF ASIA: INDIA AND ISLAM  
**ARH 0282** ISLAMIC ART: THE ARTS OF SAFAVID, MUGHAL, AND OTTOMAN EMPIRES (2 crs.)  
**ARH 0286** ARTS OF AFRICA  
**ARH 0299** THE ART OF IRELAND: FROM PREHISTORY through THE TWELFTH CENTURY  
**\*ARH T299** THE ART OF IRELAND: TRAVEL/STUDY IN IRELAND (Fall Semester, 2011)  
**\*ARH T299** THE ART OF IRELAND: TRAVEL/STUDY IN IRELAND (Spring Semester, 2009)  
**ARH 0303** FROM REVOLUTION TO MODERNISM I: ART IN EUROPE, 1789-1889 (2 cr.)  
**ARH 0304** FROM REVOLUTION TO MODERNISM II: ART IN EUROPE, 1789-1889 (2 crs.)  
**ARH 0325** MOVING IMAGE: A HISTORY OF THE FILM  
**ARH 0331** "SCREAM" QUEENS: WOMEN, VIOLENCE, AND THE HOLLYWOOD HORROR FILM  
**ARH 0352** GUERRILLA GIRLS: FEMINIST ART SINCE 1970  
**ARH 0355** SLEEPING BEAUTIES: THE NUDE IN NINETEENTH AND TWENTIETH CENTURY VISUAL CULTURE  
**ARH 0370** SISTERS IN ART: REPRESENTATION VERSUS REALITY  
**\*\*ARH H375** HONORS SEMINAR: EXPLORING THE ARTS AND RITUALS OF EGYPT AND NORTH AFRICA—FROM THE PHAROAHS THROUGH THE EARLY CHRISTIANS  
**ARH 0390** ISSUES IN CONTEMPORARY ART SINCE 1945  
**\*ARH 0460** SEMINAR: CASINO ROYALE: ATLANTIC CITY'S ARCHITECTURAL EXTRAVAGANZA (Experiential Learning Component in Atlantic City, NJ FOR 5 DAYS)  
**ARH 0460** SEMINAR: FRIDA KAHLO AT THE PHILADELPHIA MUSEUM OF ART (2 crs.)

**ARH 0460** SEMINAR: FROM HUMAN BONES to SHELL ART: THE ARTS of THE PACIFIC ISLANDS  
**ARH 0460** SEMINAR: IMPRESSIONISTS AND FAUVISTS, THE WILD BEASTS OF COLOR  
**ARH 0460** SEMINAR: PAINTED VOICES: PHILADELPHIA'S MURAL EXPLOSION  
**\*ARH T460** SEMINAR: PAINTED VOICES: NORTHERN IRELAND POLITICAL MURALS: TRAVEL/STUDY IN NORTHERN IRELAND (QUEEN UNIVERSITY) (Spring Semester, 2009)  
**\*ARH T460** SEMINAR: SCOURING SCOTLAND: FROM THE NEOLITHIC THROUGH ART NOUVEAU (Spring Semester, 2008)  
**ARH 0460** SEMINAR: TWISTED WOMEN: THE ART OF SURREALISM (2 crs.)  
**ARH 0460** SEMINAR: VAN GOGH at NIGHT  
**ARH 0475** ART HISTORICAL METHODOLOGY AND RESEARCH  
**ARH 0475** HISTORY OF ART CRITICISM  
**ARH 0480** INTERNSHIP

\* "T" prefix indicates Travel/Study course which begins on Rosemont's Campus and finishes up on-site in country of study.  
\*\* "H" prefix indicates that this course is part of the Honors Program at Rosemont College.

### **Departmental Factors that Affect Assessment:**

The Department Chair and only full-time faculty was on sabbatical from Fall 2010 – Spring 2011. History of Art Criticism, Art Historical Research and Methodologies, travel study courses and internships were not offered during those semesters. History of Art, I and History of Art, II, usually taught by the Department Chair, were instead taught by part-time faculty during this period.

E-Texts were introduced in a limited number of courses, in Fall Semester, 2011 requiring students to spend more time utilizing their own personal computers for reading text, course work, and exam preparation.

### **Introduction:**

For the purposes of organizational clarity and common sense, it is appropriate to divide the assessment of the History of Art Discipline into three separate components:

1. The first section addresses, by and large, **Goal 1** and includes courses such as “History of Art, I” and “History of Art, II.” These two courses, while required of History of Art majors, are populated, for the most part, by non-majors, by students across disciplines. These two are the most introductory and generalized of all History of Art courses.
2. The second section addresses **Goal 2**, and includes courses populated by History of Art majors, and the occasional interested History of Art minor. The courses selected to assess here are “The History of Art Criticism,” and “Art Historical Research and Methodologies.”
3. The third section addresses **Goal 3**, which includes our study abroad students and internship students and courses which satisfy these experiential learning requirements.

Throughout this report, the data is based on the following score range:

- 4 - Superior Competence: (A/A-)
- 3 – Considerable Competence: (B+/B/B-)
- 2 – Adequate Competence: (C+/C/C-)
- 1 – Minimal Competence: (D+/D/D-)
- 0 – Lack of Competence: (F)

**Goal 1: History of Art majors will be able to recognize and classify canonical works of art in major media--painting, sculpture, architecture, and minor arts--in terms of name of work, artist, chronology, and culture and to apply their knowledge to today’s visual culture.**

Objective 1-1: History of art majors will learn to recognize and classify canonical works of art in terms of name of work, artist, chronology, style, and culture in their course lectures and work, in their reading assignments, and in their in-class presentations.

Outcome 1: On senior comprehensive examinations, students will be able to recognize and classify canonical works of art in 80% of the examples given.

Outcome 2: In “History of Art, I” and “History of Art, II”, students will study the western canon of art –painting, sculpture, architecture, and minor arts—and learn to visually recognize and classify these works according to a formalist method. They will write short responses on key art works as well as be tested. Students will earn a B grade or Score Range 3 in these endeavors. Students will also visit local museums at least 4 times per semester, and write responses to questions about the understanding of objects they’ve see. On these museum responses, they will earn a “B” grade/Score Range 3 or better.

Objective 1-2: History of art majors will recognize when historical and canonical works of art are used in popular visual culture such as advertising, signage, film, television, printed ephemera.

Outcome 1: In “History of Art, II,” students will present written reports before the class in which they recognize, question, and analyze the quotation of canonical works of art used in advertising, signage, television, or film, to the understanding of historical artistic quotation in contemporary visual culture. These reports will earn grades of 80% or higher.

Outcome 2: In courses which involve the understanding and manipulation of canonical and historical works of art within contemporary visual culture such as any Modern Art course, students will write papers and give presentations based on determining the influence of historical works of art in contemporary visual culture. These papers and oral and written testing will earn grades of Score Range 3 or higher or higher.

**Results:**

History of Art, I Assessment Data

Semester	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Totals
Students Assessed	13	13	19	15	60
Score 4	46%	23%	42%	27%	35%
Score 3	15%	31%	11%	40%	23%
Score 2	39%	15%	32%	33%	30%
Score 1	0%	23%	5%	0%	7%
Score 0	0%	8%	10%	0%	5%

## History of Art, II Assessment Data

Semester	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Totals
Students Assessed	13	10	6	21	50
Score 4	30%	50%	67%	33%	40%
Score 3	54%	40%	17%	57%	48%
Score 2	8%	10%	17%	5%	8%
Score 1	8%	0%	0%	0%	2%
Score 0	0%	0%	0%	5%	2%

### Conclusions:

According to the data 58% of students in History of Art, I and 88% in History of Art, II met the projected score expectation of Score Range 3 or higher for their overall grade.

N.B. A considerable percentage of those not meeting projected score expectation of Score Range 3 in both courses were non-majors.

Some projected methods to increase these scores would be:

#### In-Class Resources:

- continued use of e-text in History of Art I and II; scores recorded after the adoption of the e-text using this text reflect improvement in students' achievement;
- increased visits to local and area museums, which students claim help them to connect with the discipline, help them to remember the images and classify them into periods, and help them understand the various mediums.
- more museum-exhibition based courses (see above), for example, like the recent courses Rosemont's History of Art Department has offered, based on shows at: The Philadelphia Museum of Art, The Franklin Institute, and The Metropolitan Museum of Art.

#### Outside Resources:

- that students be provided with personal computers by College so as to provide them with ample opportunity to prepare their course work and prepare for regular periodic assessments; too many students do not have their own computers, and can not manage time in Computer Labs because of their job/extracurricular/family time commitment. Increasingly, the type of student Rosemont is enrolling are facing these time-constraints. Personal computers would help in this regard.
- increased use of tutoring center at Student Academic Support Center with History of Art student tutor since students who scored poorly on first quiz and first written reports, within the first three weeks of class, were encouraged to visit Student Academic Support Center.

Those who did and continued to do so throughout semester, had a higher rate of success on subsequent tests and projects;

- Study guide to be produced by “A” students in consult with Instructor. This should help students in the C/C- to F or 2 to 1 Score range

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**Goal 2: History of Art majors will be able to formally analyze works of art -- painting, sculpture, architecture, minor arts--with regard to their formal elements and mediums and to understand and apply other critical methods necessary for effective research within works of art.**

Objective 2.1: History of Art majors will be taught to formally analyze works of art--painting, sculpture, architecture, minor arts--with regard to material, color size, composition, design, color, line, materials, and other formal elements—in class lectures and discussions, with reading assignments, and in small weekly written assignments.

Outcome 2-1: In courses which involve formal analysis of works of art, students will write papers and be tested on this ability and score a grade of B- or better.

Objective 2.2: History of Art majors will be able to apply other critical methods necessary for effective research within works of art.

Outcome 2-2: In “History of Art Criticism,” students will write regular reports on significant periods in the history of western writing on art, on which they will earn a B- or higher.

Outcome 2-3: In “Art Historical Methodologies,” students will take a comprehensive final examination responding to questions on the history of western writing on art and have a grade of B- or higher.

Outcome 2-4: In the course, “Art Historical Methodologies,” students will be tested on art historical methodological issues and earn a grade of B- or better.

Outcome 2-5: In the course, “Art Historical Methodologies,” students will be tested on their ability to research art historical materials, and to write a coherent senior thesis paper on a pre-approved topic, developed within the course. Students’ writing will be vetted by three blind professional art historians/readers, and students must earn a B+ or higher from all three readers to qualify as passing the course.

**Results:**

History of Art Criticism Assessment Data

Semester	Spring 2009
Students Assessed	5
Score 4	100%
Score 3	0%
Score 2	0%
Score 1	0%
Score 0	0%

Art Historical Research and Methodologies Assessment Data

Semester	Spring 2010	Spring 2012	Totals
Students Assessed	1	3	4
Score 4	100%	100%	100%
Score 3	0%	0%	0%
Score 2	0%	0%	0%
Score 1	0%	0%	0%
Score 0	0%	0%	0%

**Conclusions:**

According to the data 100% of students in History of Art Criticism and 100% in Art Historical Research and Methodologies met the projected score expectation of 80% or higher for their overall grade. Due to the low ratio of students to instructor, these courses are conducive to adaptation based on the learning style of each individual student. No recommendations for improvement at this time.

**Goal 3: History of art majors will have at least one study abroad experience or on-site Internship experience in order to investigate first-hand and work with the primary objects of their discipline.**

Objective 3.1: History of art majors will be advised to enlist in study abroad experiences, in consultation with the major advisor and in tandem with the Coordinator of Experiential Learning. Students may choose from among the many travel/study programs sponsored by Rosemont College or in other pre-approved, vetted study abroad programs offered by other Colleges or Universities. On-site Internship experiences will also be offered to History of Art

students in order that they may investigate first-hand the primary art objects they study as well as gain on-site employment experience.

Outcome 3.1: In Study Abroad experiences, students will earn grades of B- or better in approved courses, keep journals, report on film and other pertinent assignments, and prepare analytical photo-essays on pre-approved works of art.

Outcome 3.2: In Internship experiences, students will keep diaries, work logs, and receive positive letters of evaluation from their on-site supervisors.

**Results:**

**Travel Abroad Assessment Data**

Semester	Spring 2010	Fall 2011	Spring 2012	Totals
Students Assessed	2	6	10	18
Score 4	100%	100%	90%	95%
Score 3	0%	0%	10%	5%
Score 2	0%	0%	0%	0%
Score 1	0%	0%	0%	0%
Score 0	0%	0%	0%	0%

**Internship Assessment Data**

Spring 2009: One internship successfully completed at Winterthur

Fall 2009: One internship successfully completed at Winterthur

Spring 2010: One internship successfully completed at the Main Line Art Center

Conclusions: In travel study programs, 100% of students achieved the intended goal of score range 3 for their overall grades. All students who participated in on-site internships received favorable evaluations from their supervisors, and their journals were more than adequately job-descriptive, factual (days/hours doing each task, etc), and providing critical feedback on nature of internship.

Additionally, the Art Internship experience in History of Art has provided bridge to jobs for approximately 14% of Rosemont College's graduates in History of Art. Senior Exit Interviews document this. This number has decreased from 24%, before the job crisis of 10 years ago. Students have also elected to do fewer Internships and opted for graduate school more over the past 10 years, probably due to economic factors.

Recommendations: Increase travel abroad programs, based here at RC, to offer to more Rosemont students.