**Oakland University Assessment Committee/General Education Committee**

**Assessment Plan Template for Integrated Program and General Education Capstone Course Assessment**

This assessment plan template is for programs that wish to incorporate assessment of their General Education Capstone into their program assessment plan. Members of the University Assessment Committee (UAC) and General Education Committee (GEC) are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed [on their website](http://www.oakland.edu/oira). If at any time you have any questions or need any assistance, contact Reuben Ternes (ternes@oakland.edu) for matters related to program assessment or Susanne Condron (dscondron@oakland.edu) for matters related to General Education assessment.

**Step 1: Basic Information**

Program name: Art History Major

Name of General Education Capstone Course(s): Senior Thesis Seminar, AH 4998 and AH 4999

School or College in which your program resides: College of Arts and Sciences

Program level (check all that apply):

Undergrad x☐

Master’s ☐

Doctoral ☐

Date most recent assessment report submitted: 2019

Current assessment contact representative (& email): Galina Tirnanic, tirnanic@oakland.edu

Current department or program chair (& email): Stephen Goody, goody@oakland.edu

Current Dean (& email): Elaine Carey, cas@oakland.edu

**Step 2: Type of Assessment Plan**

**Option A.** Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor’s response in lieu of following the UAC’s standard process. These programs use the UAC’s ‘external accreditation mapping’ form instead of this form. Programs without external accreditation should proceed to option B.

**Option B**. If you are not accredited by an external body (or your accreditor’s standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan.

**Step 3: Aligning Program Goals, Student Learning Outcomes, and Assessment Measures**

**A.** Please begin your integrated assessment plan by populating the table below with program-specific information. Use the “Table Tools” in Word to add rows, merge cells, etc. as needed.

* In column 1, record your program goals as they relate your unit’s program goals.
* In column 2, record your program’s planned Student Learning Outcomes (SLOs) related to each program goal.
* In column 3, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).

**B.** Next, incorporate into the table information pertaining to your General Education Capstone course. You have the option of assessing *either* the two General Education Student Learning Outcomes (GESLOs) for Capstone courses *or* the three University Learning Outcomes (ULOs, formerly Cross-Cutting Capacities) that apply to your Capstone course. Please add the following to the table:

* In column 2, record either the two GESLOs or the three ULOs in the rows aligning with their relevant program goals. Also include a brief description of how they reflect your program goals; this might involve including course objectives from the syllabus for example.
* In column 3, record the assessment measures that will be used in the Capstone course to evaluate each of the GESLOs and/or ULOs.

For your reference, the two GESLOs are: (1) Student demonstrates appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise; (2) Student demonstrates the ability to integrate the knowledge learned in general education and its relevance to the student’s life and career. The ULOs are: effective communication, critical thinking, social awareness, and information literacy.

The table below is pre-populated to illustrate one possible scenario: A program has two program goals and one SLO for each of those goals and has chosen to assess the three ULOs (two aligning with the first program goal and one with the second). Your situation may differ from this; the key is to have a logical flow of program goal 🡪 SLO/GESLO/ULO 🡪 assessment measure from left to right across the table.

| **(1) Program Goals** | **(2) Program SLOs and Gen Ed Capstone GESLOs or ULOs** | **(3) Assessment Measures** |
| --- | --- | --- |
| Goal #1: Visual Literacy | **Upon completion of an AH major, the student should be able to:**SLO…Examine materiality of worksSLO…Identify formal elementsSLO…Analyze formal elements**ULO…Information Literacy:** analyze the primary sources of art history.**ULO…Critical Thinking:** interpret those sources. | **Measure #1**: Oral presentation at end of AH 4999, to be assessed according to the attached rubric by at least two department members. **Measure #2**: Written thesis presented at end of AH 4999, to be assessed according to the attached rubric by at least two department members.  |
| Goal #2: Proper Contextualization | SLO…Recognize visual language of diverse cultures & regionsSLO…Consider physical contexts of worksSLO…Consider circumstances of patronage and productionSLO…Consider audience and receptionSLO…Interpret meaning of works**ULO…Information Literacy:** Find, use and interpret secondary sources.**ULO…Critical Thinking:** weigh validity of information from various sources. **ULO…Social Awareness/Responsibility:** gain awareness of diversity of cultures as reflected in the visual arts, and understanding of how those works function in their contexts. | Measures 1 and 2 |
| Goal #3: Systematic Research | SLO…Select topic SLO…Find sourcesSLO….Critically evaluate sourcesSLO…Use and interpret sourcesSLO..Document sources**ULO…Information literacy:** find, use and interpret both primary and secondary sources.**ULO…Critical Thinking:** weigh validity of information from various sources. **ULO…Social Awareness/Responsibility:** Properly document sources, demonstrating intellectual integrity.  | Measures 1 and 2 |
| Goal #4:Persuasive Argumentation | SLO: Formulate research questionSLO: Establish conceptual frameworkSLO: State thesis SLO: Organize argumentSLO: Support with evidence**ULO: Information Literacy:** find, use and interpret both primary and secondary sources.**ULO…Critical thinking:** weigh validity of information from various sources. **ULO…Effective communication:** Present interpretations clearly to readers or audience. | Measures 1 and 2 |
| Goal #5:Effective Communication | **Measure 1, Oral Presentation**: SLO…Speak clearly and engage audience SLO…Make clear transitions SLO…Use visual materials effectivelySLO…Handle Q&A session skillfully**Measure 2, Written Thesis**: SLO…Write with good prose styleSLO…Structure argument clearly, making logical transitionsSLO…Use visual materials wellSLO…Display excellent grammar, syntax, spelling and punctuation**ULO…Effective communication:** Present interpretations clearly to readers or audience. | Measure 1Measure 2 |

**Step 4: Participation in Assessment Process**

| List who will participate in carrying out the assessment | What will be their specific role/s? |
| --- | --- |
| The Assessment Committee of the Department of Art and Art History. | A three-member subcommittee of the departmental committee, consisting of tenured, tenure-track or full-time visiting faculty members in Art History, will review all senior theses submitted for AH 4999 during the period under review, and all oral presentations of those theses. If the number of papers is unusually large, members will not be asked to read all of them, but each paper should have at least two readers. No member should evaluate papers for which he or she was the instructor. Each thesis paper will be assigned scores on the SLO’s listed above. (See above, and also see attached rubrics). All members of the committee will also attend the senior thesis symposium, and will fill out a form assessing the oral presentations according to a departmental rubric. The chair of the subcommittee will draft a report based on the scores submitted by the members, and after receiving their feedback, will present the report to the Department of Art and Art History for discussion.  |

**Step 5: Plan for Analyzing and Using Assessment Results to Improve Program**

A. How will you analyze your assessment data?

The AH Assessment committee will review collected assessment data as it relates to our program goals. We will identify areas of program strength and weakness to present to the full AAH faculty at a department meeting.

B. How will you use results to improve your program and/or your capstone course?

The full department will review the committee’s assessment report, evaluating the areas of strengths and weaknesses. The department will discuss ways to address the latter, by making changes to our curriculum, encouraging changes in teaching strategies, etc.

**Step 6: Submit Assessment Plan**

Send completed form electronically to ternes@oakland.edu.