



1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and-Level Assessment Plan). ARTH 4900

effectively acts a capstone course in which
ing research project that is largely determined by
uctor.

In ARTH 4900 Research Methods, students are assigned to write a 5,000-

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

After review, it was determined that of the seven research methods papers turned in, five were deemed to have achieved a score of excellent in all categories (format, sources/citations, and content), one was satisfactory in format and unsatisfactory in sources/citations and content and, and one was considered to be largely unsatisfactory in all categories. The students whose paper was unsatisfactory in sources/citations and content was attending the class remotely throughout the semester. However, given the nature of the course and—as a capstone course—the freedom that the students were given to construct their own projects, the teaching modality should not be considered a significant factor in this assessment result. Moreover, all students were required to meet regularly with the instructor outside of class hours, all of which took place over Zoom, so the meetings in which the students' own projects were discussed were no different from each other, regardless of the modality. Results from the Madrid campus are pending.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

Two observations came out of this assessment: both of the students who attained unsatisfactory results suffered from indecision about making a final selection of a methodological approach. Rather than making a firm determination regarding what direction they intended to go with their research, they changed numerous times well into the semester, resulting in insufficient time to complete the assignment at a satisfactory level in all categories. Part of the indecisiveness can be attributed to the students not always taking advice or following instructio(h)0.5 (g)1 (o)-3 1.3 (

D. How do you plan to (continue to) use this information moving forward?

While this is a new change and has not yet been assessed, we will continue to focus our assessment of Student Learning Outcome 1 on how students contextualize works of art with the expectation that, due to the curricular change, students who are interested in contextualizing art from global perspective will not be limited to doing so from a Western perspective.

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.