Assessment Plan
Revised 2012

Program: B.A. in Art History

Students completing the Bachelor of Arts degree, Major in Art History will acquire an overview of the history of world art and visual culture. Within this overview, the student will have an understanding of how that history itself came to be created, the selection process by which some works of art have been deemed important, the questions which art historians have asked of the art object relative to meaning with the context of visual culture, and the ways evidence has been used in answering those questions (both traditionally in past periods and revisionist relative to current methodologies). The student will understand some of the complex ways art grew out of its culture, and how art in turn affected that culture, and subsequently our own. In addition the student should understand the technical means by which the arts were produced. Students will be expected to acquire research skills that include sophisticated visual analysis, analytical thought, informed judgment, and effective visual, verbal, and written communication.

This degree provides an excellent humanities background and a sophisticated appreciation of the artistic heritage of world civilizations. In addition it prepares the student for graduate study in art history, and an eventual career for those who desire to persevere in graduate studies.

Learning Outcomes

1. Identify and explain the significance of major works of art created in Europe, North America, and Asia at various periods from Antiquity to the late twentieth century.
2. Familiarity with selected global visual cultures.
3. Recognize, understand, and apply various art historical methods for critically evaluating the intersections of art production with other aspects of historical and social development within particular cultures.
4. Identify and develop appropriate research topics and questions.
5. Organize and express their thoughts clearly and coherently both in writing and orally.
# Curriculum Map

<table>
<thead>
<tr>
<th>Curriculum Map</th>
<th>Introductory Courses</th>
<th>Intermediary Courses</th>
<th>Cognate Courses</th>
<th>Advanced Courses</th>
<th>Capstone Course Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. Art History</td>
<td>ARTH 282</td>
<td>ARTH 292</td>
<td>ARTH 294</td>
<td>ARTH 310, 320, 330</td>
<td>ARTH 340, 350, 360</td>
</tr>
</tbody>
</table>

## Content

<table>
<thead>
<tr>
<th>LO 1</th>
<th>Introduced</th>
<th>Reinforced</th>
<th>Reinforced</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 2</td>
<td>Intro</td>
<td>Intro</td>
<td>Reinforced</td>
<td>Reinforced</td>
</tr>
</tbody>
</table>

## Critical Thinking

<table>
<thead>
<tr>
<th>LO 3</th>
<th>Introduced</th>
<th>Reinforced</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 4</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Mastery</td>
</tr>
</tbody>
</table>

## Communication

<table>
<thead>
<tr>
<th>LO 5</th>
<th>Introduced</th>
<th>Reinforced</th>
<th>Mastery</th>
</tr>
</thead>
</table>

## Explanation of Methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Description/Target</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Objectives Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASAD Certification Review 2010</td>
<td>Program was evaluated by a review team from The National Association of Schools of Art and Design to determine if national accreditation standards have been met.</td>
<td>Review each 10 years. Last review March, 2010</td>
<td>Director, School of Art</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Capstone Course Projects (ARTH 486 Art Historical Methodologies)</td>
<td>The capstone experience brings together various skills, including knowledge of art historical periods/objects/topics/cultures, understanding of different art historical methodologies, visual analysis, critical reading, writing, and research. Evaluated by art history faculty. Target 95% of students will meet all project standards.</td>
<td>Spring each year</td>
<td>Art History Division Head</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Student Course Evaluation (Capstone)</td>
<td>The standard School of Art course assessment form has been modified for the art history program to gather program specific feedback from students (Appendix A)</td>
<td>Spring and Fall</td>
<td>Instructor of Record (Capstone Course)</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Introductory Analytical Exercises (ARTH 292, 291, 294)</td>
<td>Specific exercises emphasizing analytical skills and general art historical knowledge. Target 85% of students will meet all project standards. Course Instructors assess the projects.</td>
<td>Spring and Fall</td>
<td>Art History Division Head</td>
<td>1,2</td>
</tr>
<tr>
<td>Alumni Surveys</td>
<td>Students are asked to respond to questions in the university alumni survey and supplementary surveys.</td>
<td>After graduation</td>
<td>Office of Assessment Services</td>
<td>1,2,3,4</td>
</tr>
</tbody>
</table>
### Outcomes-by-Methods

<table>
<thead>
<tr>
<th>Knowledge Area</th>
<th>NASAD Certification Review</th>
<th>Capstone Course Projects</th>
<th>Student Course Evaluation</th>
<th>Introductory Analytical Exercises</th>
<th>Alumni Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of Art History</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Understanding of Art and Culture</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Research</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### B.A. Art History Learning Outcomes Assessment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Proficient</th>
<th>Progressing</th>
<th>Progressing</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and explain the significance of major works of art created in Europe, North America, and Asia at various periods from Antiquity to the late twentieth century.</td>
<td>Demonstrates detailed and convincing knowledge of the breadth of art history.</td>
<td>Demonstrates sufficient knowledge of the breadth of art history.</td>
<td>Demonstrates some knowledge of the breadth of art history.</td>
<td>Knowledge of the breadth of art history is minimally developed.</td>
</tr>
<tr>
<td>2. Familiarity with selected global visual cultures.</td>
<td>Demonstrates detailed and convincing knowledge of selected global visual cultures</td>
<td>Demonstrates generalized knowledge of selected global visual cultures.</td>
<td>Demonstrates some knowledge of selected global visual cultures.</td>
<td>Basic knowledge of selected global visual cultures is minimally developed.</td>
</tr>
<tr>
<td>3. Recognize, understand, and apply various art historical methods for critically evaluating the intersections of art production with other aspects of historical and social development within particular cultures.</td>
<td>Demonstrates broad yet theoretically-grounded understanding of the unique contributions of art to human cultures.</td>
<td>Demonstrates sufficient though generalized understanding of the contributions of art to human cultures.</td>
<td>Demonstrates some understanding of the contributions of art to human cultures.</td>
<td>Understanding of the contributions of art to human cultures is minimally developed.</td>
</tr>
<tr>
<td>4. Identify and develop appropriate research topics and questions.</td>
<td>Consistently employs basic skills in research and analysis.</td>
<td>Demonstrates sufficient skills in basic research and analysis.</td>
<td>Demonstrates adequate skills in research and analysis.</td>
<td>Demonstrates minimal understanding of skills necessary to research and analysis.</td>
</tr>
<tr>
<td>5. Organize and express thoughts clearly and coherently both in writing and orally.</td>
<td>Consistently employs informed judgment in verbal and written communication.</td>
<td>Communication skills inconsistently applied.</td>
<td>Communications skills insufficiently developed.</td>
<td>Minimal understanding of communication skills.</td>
</tr>
</tbody>
</table>
## Adapted Written Communication/Critical Thinking VALUES Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Proficient 4</th>
<th>3</th>
<th>Progressing 2</th>
<th>Developing 1</th>
<th>0 Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue/Problem</td>
<td>Describes the issue/problem clearly and informs readers fully of context(s) in which it occurs.</td>
<td>Describes the issue/problem adequately; gives enough contextual information not to impede readers.</td>
<td>Describes the issue/problem briefly; gives readers contextual information, but some is ambiguous or confusing.</td>
<td>Describes the issue/problem too sketchily, provides little or no contextual information for reading.</td>
<td></td>
</tr>
<tr>
<td>Thesis/Position</td>
<td>Asserts a compelling thesis that thoroughly stipulates its limitations, accounts for the issue’s complexities, and synthesizes other views.</td>
<td>States a thoughtful thesis that sufficiently notes its limitations, addresses the issue’s complexities, and acknowledges a range of other views. Questions common</td>
<td>States a reasonable thesis that touches on the issue’s complexities, but downplays rather than explores thesis’s limitations or other views. Examines some assumptions.</td>
<td>Implies a predictable thesis, but simplifies the issue’s complexities, and only includes supportive views. Readily accepts assumptions.</td>
<td></td>
</tr>
<tr>
<td>Content Development</td>
<td>Develops detailed, convincing ideas that draw insightfully on strong supporting evidence, sources, and disciplinary knowledge. Uses specialized terms with expertise.</td>
<td>Develops ideas sufficiently, incorporating good evidence, sources, and disciplinary knowledge. Uses specialized terms accurately.</td>
<td>Develops ideas to some extent, but could incorporate more evidence, sources, or disciplinary knowledge. At times misunderstands specialized terms.</td>
<td>Develops ideas minimally; needs substantially more evidence and sources. Unsure of disciplinary knowledge and specialized terms.</td>
<td></td>
</tr>
<tr>
<td>Sources and Evidence</td>
<td>Uses high-quality sources that show multiple viewpoints; critiques sources with substantial insight; integrates evidence well; cites correctly in discipline’s preferred style.</td>
<td>Uses appropriate balance of credible sources; accurately represents evidence; identifies sources’ biases; integrates sources satisfactorily; cites with minimal errors.</td>
<td>Uses adequate number of relevant sources, seems to represent them accurately, but needs to integrate evidence more effectively and cite with consistency.</td>
<td>Uses more than one source, but may misread the sources’ relevance, misrepresent evidence, insert sources or evidence without explanation, and/or cite incorrectly.</td>
<td></td>
</tr>
<tr>
<td>Format/Genre</td>
<td>Uses disciplinary format to help systematically present a logical argument. Tables, graphs, images, or electronic links strategically placed.</td>
<td>Shows close attention to disciplinary format, with good command over transitions and logical arrangement. Helpful placement of figures or links.</td>
<td>Shows adequate attention to format requirements, though not consistently logical in arrangement. Figures, links could be better placed.</td>
<td>Shows minimal attention to format requirements—sometimes difficult to follow. Figures or links not well placed or relevant.</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td>Concludes logically, showing a well-crafted effort to prioritize argumentative points, place evidence in order, and discuss consequences, implications, or outcomes clearly.</td>
<td>Concludes with reasonable consequences, implications, and outcomes that adequately connect to the development of content and thesis.</td>
<td>Concludes predictably because content has been developed to fit the desired consequence or outcomes.</td>
<td>Concludes inconsistently, though parts of the content may be connected to the consequences or outcomes in an oversimplified way.</td>
<td></td>
</tr>
<tr>
<td>Syntax and Editing</td>
<td>Uses sentence structures that communicate meaning with clarity, fluency, and syntactic command—nearly 100% free of errors.</td>
<td>Uses sentence structures that unambiguously convey meaning, with minimally distracting errors.</td>
<td>Uses sentence structures that adequately convey meaning, but sometimes confuse or include noticeable errors.</td>
<td>Uses sentence structures that sometimes impede meaning because of unclear order, wording, or errors.</td>
<td></td>
</tr>
</tbody>
</table>