

Program Learning Outcomes
 BA Art History
 December 2013

1. Demonstrate an understanding of works of art and architecture from diverse genres and from a range of historical periods and geographical locations.
2. Apply various critical approaches to the study of art history and visual culture, including close reading and formal, iconographical, and contextual analyses.
3. Formulate a clear and cogent argument in effective written and oral communication.
4. Conduct research by effectively analyzing, interpreting, and evaluating works of art using a wide range of sources.
5. Demonstrate ethical values and behavior in the humanities.
6. Use current technologies to conduct research and deliver competent digital presentations.
7. Complete a substantial, written research project.
8. Prove working knowledge of professional standards and practices.

Assessment Measures Alignment Matrix

Key

HOA1: History of Art (ARTH1001)

HOA2: History of Art (ARTH1002)

A: Methods in Art History and Media (ARTH3014)

S: Senior Seminar (ARTH4050)

1Y: First Year

F2: Fall Second Year

S4: Spring 4th Year

We will review all outcomes at the end of spring annually and make major changes, if any are needed, every 4-5 years.

Program Outcome	Assessment Measures	Course/Experience	Time Line	Responsible Person
Demonstrate...works of art	Exams, research paper Position papers, digital pres., research paper and/or exams Oral and digital presentation, research paper	HOA1/2 (e, d)	1Y	TA and grader
		A (d)	F2	Instructor
		S (d, a)	S4	Instructor
Apply various critical approaches	Exams, research paper Position papers, digital pres., research paper and/or exams Oral and digital presentation, research paper	HOA1/2 (e, d)	1Y	TA and grader
		A (d, a)	F2	Instructor
		S (d, a)	S4	Instructor
Formulate clear and cogent argument...	Research paper Position papers, digital pres., research	HOA1/2 (e, d)	1Y	TA and grader
		A (d, a)	F2	Instructor

	paper and/or exams Oral and digital presentation, research paper	S (a)	S4	Instructor
Conduct research	Research paper Digital pres., research paper	HOA1/2 (e, d) A (d, a)	1Y F2	TA and grader Instructor
	Oral and digital presentation, research paper	S (a)	S4	Instructor
Demonstrate ethical values	Research paper Digital pres., research paper	HOA1/2 (e) A (d,e)	1Y F2	TA and grader Instructor
	Oral and digital presentation, research paper	S (d, a)	S4	Instructor
Use current technologies	Research paper Digital pres., research paper	HOA1/2 (e) A (d,a)	1Y F2	TA and grader Instructor
	Oral and digital presentation, research paper	S (d, a)	S4	Instructor
written research project	Research paper Research paper	A (d, a) S (a)	F2 S4	Instructor Instructor
knowledge of professional standards	Resume Job application, resume, interview	A (d, a) S (d, a)	F2 S4	Instructor Instructor

Note: In addition to the above courses, students are required to take one of the following courses on non-Western art history:

ARTH1040 Survey of East Asian Art

ARTH2070 Survey of Chinese Art

ARTH2071 Survey of Japanese Art

ARTH3030 West and Central African Art

ARTH3042 Early Modern Japanese Art

ARTH3045 East Asian Buddhist Art

ARTH6050 History of Japanese Prints, 1670-1970

ARTH6051 Japanese Art: 1800-1945

IV. Assessment Infrastructure

Assessment Personnel

The committee of the whole (four full-time faculty members and the Director of the School of Art, (current appointment 2012-2017 and a member of the art history faculty)) will review assessment information annually. As needed, graduate assistants may be involved in data collection (e.g., obtaining and organizing assessment items from faculty members). The School Director will be in charge of setting up a Blackboard (or other secure online site) to which faculty can upload the relevant assessment information from their courses. The assessors will be charged with analyzing and interpreting the data, producing an annual report about courses that their peers have taught, and disseminating that report to faculty. Where changes appear to be needed, the assessors will work closely with relevant faculty to modify assessment methods and/or PLOs. Assessors will work directly with relevant faculty to identify and assist in the

design of assignments/rubrics used in assessment. Given the large volume of work associated with assessment activities, assessors should be identified as having a substantial program service load according to unit workload policies.

Assessment schedule

At the beginning of each academic year, assessors will contact all faculty teaching required courses and remind them of the assessment data that will need to be collected for each course. At the conclusion of the semester faculty will submit the relevant data electronically to the Blackboard site set up by the School Director. Assessors will organize these data according to the PLO that they address. The chair of the assessors will produce summaries of these assessments and provide them to the assessment committee. Assessors will meet annually (at the conclusion of the spring semester) to review assessment data for each required course and determine if actual level of achievement for each PLO meets the expected levels. These reviews will be used to generate baseline datasets on student achievement.

Assessors will also meet with the instructors of courses used in assessment to discuss

- a) The assessment tool itself
- b) Whether students met or failed to meet expected levels of achievement for the relevant PLO in that course
- c) Whether the course outcomes outlined in the syllabus are in alignment with the program outcomes.

Assessors will make suggestions for modifications where they observe differences, and they will make recommendations to take advantage of CET&L classes in course design.

By conclusion of summer assessors will produce a report summarizing their findings and present them at a faculty meeting in the beginning of the fall semester for faculty review and comment. This meeting will be devoted to discussion of these findings and to seek faculty input for proposed modifications (if warranted) to the curriculum. After this meeting, assessors will make and circulate a final list of recommendations to all faculty members for their approval, with the goal that any relevant changes may be implemented as early as the following semester. Reports and associated data will be stored and maintained by assessors.

While these annual reports and meetings allow for small-scale changes of courses, it is anticipated that every 4-5 years assessors will conduct a larger-scale analysis of assessment data, with the end goal of identifying (and implementing) any major programmatic changes that may be needed.