Art History (B.A.) & Art History (M.A.)

Department Website: http://www.american.edu/cas/art/

1. Learning Outcomes

A. Recognition and understanding of major works in the field and related social/ cultural/ economic/ political issues raised in art and historical scholarship.
   1. Students demonstrate basic recognition and understanding of major works of art and architecture in the Western Art canon and their relationship to other World cultures.
   2. Students demonstrate understanding of some of the major issues raised in relation to those works.

B. Ability to develop, shape, and complete research projects.
   1. Students demonstrate the ability to identify a topic and develop appropriate questions to shape research projects.
   2. Students demonstrate the ability to find appropriate research sources for a project.
   3. Students demonstrate the ability to write papers using appropriate scholarly sources from books, articles, and web-based sources.
   4. Students demonstrate the ability to construct papers demonstrating a cogent argument, clear analysis, and articulate, grammatically correct language.

C. Ability to recognize and understand methodological systems used in Art History scholarship.
   1. Students demonstrate the ability to recognize and demonstrate understanding of major methodologies used in art historical writing including formalism, iconology, social history, feminism, Marxism, and post-colonialism.
   2. Students demonstrate ability to understand and critique scholarly texts in relation to both basic arguments and methodological groundings.
   3. Students demonstrate the ability to deploy at least an introductory level of methodological theory in their own research projects.
## 2. Assessment Plan

<table>
<thead>
<tr>
<th>Measures</th>
<th>Target</th>
<th>Learning Outcomes</th>
<th>Cycle and Reviewers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure 1:</strong> Student survey</td>
<td>How many students rated their performance in Art History program outcomes with an aggregate score of 3.5 or better?</td>
<td>A, B, C</td>
<td>Cycle is every spring semester. (year 1 and every subsequent year) The survey will be administered annually to students. At least two program faculty members will review the data collected in the survey, and report the results to the Department Chair. This is an indirect assessment, to gather longitudinal data about student satisfaction. This will enable us to keep track of emerging interests and needs crucial for our understanding of student perception of the program.</td>
</tr>
<tr>
<td><strong>Measure 2:</strong> Diagnostic assessment exam</td>
<td>How many students satisfied the learning outcome with an aggregate score of 3.0 or better per exam section?</td>
<td>A or B (1-2 per cycle)</td>
<td>The cycle will be once every other year, at the start of the spring semester, beginning year 1. The diagnostic exams will be evaluated by the course instructor and one other Art History faculty member. The results will be reported to the Department Chair. This is a direct assessment. Each reader will assign the project sections a 1-5 score (1—minimal evidence of the outcome being met; 5—full evidence of the outcome) designed for the assessment of 1-2 learning outcomes.</td>
</tr>
</tbody>
</table>

Plan Date: 7 February 2011
### Measure 3: Final Research Paper

Evaluation of undergraduate major and minor, plus graduate student, final research papers prepared for an upper-level Art History course in the spring semester of senior year. The research papers will be evaluated according to proficiency in: locating and critically evaluating relevant primary sources and secondary literature, and the formulation of a cogent and critical thesis and argumentation utilizing these sources.

| How many students satisfied the learning outcome with an aggregate score of 3.5 (graduate, undergraduate majors), or 3.0 (undergraduate minors)? | B, C | The cycle will be once every 4 years, in the spring semester, beginning year 2. This is a direct assessment. The final projects will be evaluated by the course instructor, and by another member of the AH faculty, by the close of the spring semester. The results will be submitted to the Department Chair. Each reader will assign the project a 1-5 score (1—minimal evidence of the outcome being met; 5—full evidence of the outcome being met) for each learning outcome. This process will allow us to pinpoint weaknesses in particular outcomes.

This process will allow us to identify potential weaknesses and enable us to make curricular adjustments as necessary in order to meet final program goals.
areas of student development; research skills, understanding scholarly debates, developing original interpretations, writing/expressive skills.