



AMERICAN UNIVERSITY  
WASHINGTON, D.C.

## Art History (Major and Minor) (B.A. and M.F.A.)

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

### 1. Learning Outcomes

Students will be able to

1. demonstrate ability to identify major monuments and artists of the western cultural tradition (i.e. names, dates, geographic locations, patronage, function) and to discuss their relationship to other world cultures
2. identify and critique the various theoretical approaches to art historical studies, including: formal analysis, iconology, and social history (with a particular focus on issues of difference)
3. synthesize and apply these theoretical approaches in research or organizing projects in a critical manner.
4. locate appropriate research sources, both primary and secondary, in the field of art history.
5. develop effective research projects in the field of art history, with the formulation of a coherent and persuasive thesis and analytically correct supporting material.

2. Assessment Plan

Measures	Target	Learning Outcomes	Cycle and Reviewers
<p><b>Measure 1:</b>  <b>Student survey</b>                      based on written questionnaire. Designed for senior undergraduate majors/minors and graduate students.</p>	<p>How many students rated their performance in Art History program outcomes with an aggregate score of 3.5 or better?</p>	<p>1,2,3,4,5</p>	<p>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.</p>
<p><b>Measure 2:</b>  <b>Diagnostic assessment exam</b>  <b>given</b> to undergraduate majors and minors (seniors only) and graduate students in a 300-600 level or 500-level Art History course to determine the extent to which students demonstrate ability to meet the stated program outcome goals with high proficiency (senior majors, second-year graduate students) and intermediate proficiency. This</p>	<p>How many students satisfied the learning outcome with an aggregate score of 3.0 or better per exam section?</p>	<p>1,2,3, or 4 (1-2 per cycle)</p>	<p>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). being met) designed</p>

<p>test will be designed for assessment of 1-2 learning outcomes per cycle.</p>			<p>for the assessment of 1-2 learning 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.</p>
<p><b>Measure 3: Final Research Paper</b></p> <p>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</p>	<p>How many students satisfied the learning outcome with an aggregate score of 3.5 (graduate, undergraduate majors), or 3.0 (undergraduate minors)?</p>	<p>2, 3, 4, 5</p>	<p>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.</p>

utilizing these sources.			This process will allow us to pinpoint weaknesses in particular areas of student development; research skills, understanding scholarly debates, developing original interpretations, writing/expressive skills.
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