

ART HISTORY CONCENTRATION ASSESSMENT PLAN

Revised in Spring 2018

SECTION 1: Program Learning Outcomes

1. Knowledge: Competence in the Discipline

(Program Learning Outcome #18)

A broad foundation in Western and non-Western art and visual culture and greater literacy in one of four areas of specialization (European Art prior to 1800, Asian Art, Art of the Americas, and Modern/Contemporary Art). This includes familiarity with a wide range of canonical works from throughout the world as well as the most significant art works in regional and Bay Area museum collections and exhibitions. Students will also learn to connect art works with relevant historical and contemporary contexts. The art of women and other underrepresented groups are also addressed in the Art History curriculum. Additionally, this goal includes the development of a professional vocabulary appropriate to the area of specialization and the discipline in general and a knowledge of materials, tools, and processes of art, historical to contemporary, and a basic hands-on understanding of art-making practices.

NASAD G.2a:

A general knowledge of the monuments and principal artists of all major art periods of the past, including a broad understanding of the art of the twentieth century and acquaintance with the art history of non-Western cultures. This knowledge should be augmented by study in greater depth and precision of several cultures and periods in the history of art and concentration in at least one area to the advanced seminar level. Study at the advanced level should include theory, analysis, and criticism.

NASAD G.2b:

A general knowledge of world history.

NASAD G.2d:

Functional knowledge of the creative process. Normally, this is accomplished through one or more foundation or other studio courses; however, there are many methods of ensuring this competence.

2. Skills: Critical Thinking

(Program Learning Outcome #1)

Critical thinking skills, including the ability to ask questions of works of art and texts, to analyze the characteristics and qualities of the elements of art, and to articulate the ways in which artists have used them to convey meanings.

NASAD G.2c: Knowledge of the tools and techniques of scholarship. Active research and the writing of analytical and critical essays should continue throughout the program.

3. **Skills: Information Literacy**
(Program Learning Outcome #2)

The ability to find trustworthy information using digital and traditional resources including: 1) databases, collections, interlibrary loan and other university library resources; and b) primary sources such as archives and personal interviews

NASAD G.2c: Knowledge of the tools and techniques of scholarship. Active research and the writing of analytical and critical essays should continue throughout the program.

4. **Skills: Written Communication**
(Program Learning Outcome #3)

Written communication skills enhanced by competence in the use of digital technologies for art historical research, information management and design

NASAD G.2c: Knowledge of the tools and techniques of scholarship. Active research and the writing of analytical and critical essays should continue throughout the program.

5. **Skills: Oral Communication**
(Program Learning Outcome #4)

Oral communication skills enhanced by competence in the use of digital technologies for art historical research, information management and design (e.g. the use of Powerpoint for oral presentations)

NASAD G.2c: Knowledge of the tools and techniques of scholarship. Active research and the writing of analytical and critical essays should continue throughout the program.

6. **Skills: Reading Comprehension**
(Program Learning Outcome #8)

NASAD G.2a: Study at the advanced level should include theory, analysis, and criticism.

7. **Skills: Inquiry and Analysis**
(Program Learning Outcome #6)

Ability to apply art historical methods, theory, and historiography

8. **Skills: Intercultural Knowledge and Competence**

(Program Learning Outcome #12)

Multiple and trans-cultural consciousness towards global citizenship

NASAD G.2b:

A general knowledge of world history.

9. Skills: Foundations and Skills for Lifelong Learning

(Program Learning Outcome #16)

Interdisciplinary understanding of the relationship of art history to other areas of learning (history, literature, religion, sociology, political science, etc) and to lived experience

SECTION 2: Summary Plans for Program Review Cycle

Schedule for Future Assessment:

Academic Year	PLOs
2017-2018	Critical Thinking (2), Written Communication (4), Overall Disciplinary Knowledge (1)
2018-2019	Critical Thinking (2), Overall Disciplinary Knowledge (1), Information Literacy (3)
2019-2020	Written Communication (4), Information Literacy (3), Foundations and Skills for Lifelong Learning (9)
2020-2021	Critical Thinking (2), Foundations and Skills for Lifelong Learning (9), Reading (6)
2021-2022	Written Communication (4), Reading (6), Inquiry and Analysis (7)
2022-2023	Critical Thinking (2), Inquiry and Analysis (7), Oral Communication (5)

At the beginning of each academic year, the full-time faculty in Art History will select the courses in which these PLOs will be assessed (depending on course availability). At this time, the faculty will also decide which assignments will be used (according to Evidence Map below) and will select and modify the appropriate rubrics. At the end of the academic year, full-time faculty in Art History will analyze the data and use the data to assess the success and failures of the program. Failures will be addressed through collaborative agreement and effort.

Benchmarks

Capstone Course (ART 192B): 75% of students will achieve a 4.0 on the appropriate rubric

