

Department of the History of Art and Architecture

Assessment Plan

Department Mission:

Students and faculty in the History of Art and Architecture (HA&A) at UO explore global histories, cultures, and politics through art and architecture from antiquity to the present day. Trained to celebrate cultural differences and the broad spectrum of human creativity and expression, art history students are natural ambassadors of pluralism and tolerance. Here, students will develop a critical understanding of visual and material culture to make them true global citizens — ideally equipped to correlate historical events and concerns with important contemporary and international phenomena.

The History of Art and Architecture program is thoroughly global in scope. Courses examine artistic production from the ancient Mediterranean to the continents of Asia, North and South America, and Europe. Our mission is to help students become guardians and advocates for culture and the arts within Oregon, the United States, and the world.

Thanks to this rigorous training in critical thinking and communication, art history is not just a pre-professional major for future art historians. An art history major prepares students to embark on an array of professional careers, including those in business, education, law, private and non-profit organizations, professional writing, and publishing. More specialized careers include art-based professions in museums, galleries, archives, libraries, and cultural institutes.

Learning Outcomes:

Having completed a major in Art History, a student will be able to:

1. Recognize human cultural diversity across time and place.
2. Explain basic art historical vocabulary and approaches to visual and material culture.
3. Analyze primary visual and textual sources within their historical contexts.
4. Evaluate secondary art historical scholarship in terms of competing interpretations of historical sources.
5. Present an art historical argument verbally or in writing.
6. Develop an investigative and analytical project independently.

Assessment Methods:

Each of the learning outcomes will be assessed according to the department rubric (see below). All majors are required to take four of our 200-level surveys and ARH 300 (Critical Approaches to Art Historical Studies). Most majors take at least one 200-level survey prior to enrolling in ARH 300. The grades and instructors' evaluations of students' progress in these courses will constitute the core of our assessment.

Because our department prioritizes accessibility to all of our courses, the majority of courses do not have prerequisites. Therefore, there is some flexibility as to which classes will be used to assess students' progress toward meeting the learning outcomes. At the beginning of each term, the Undergraduate Committee will select a few courses that will be most suited to assess the students' mastery of the learning outcomes based on the assignment structure. The committee will then collect the data from these courses at the end of each term.

Learning Objective	Assessment Method	Measurement Procedure
LO1: Recognize human cultural diversity across time and place.	<ul style="list-style-type: none"> Paper Examination 	Department rubric
LO2: Explain basic art historical vocabulary and approaches to visual and material culture.	<ul style="list-style-type: none"> Paper or other shorter writing assignments Examination 	
LO3: Analyze primary visual and textual sources within their historical contexts.	<ul style="list-style-type: none"> Performance during in-class discussion Paper or shorter writing assignment 	
LO4: Evaluate secondary art historical scholarship in terms of competing interpretations of historical sources.	<ul style="list-style-type: none"> Performance during in-class discussion Paper 	
LO5: Present an art historical argument verbally or in writing.	<ul style="list-style-type: none"> Paper Presentation 	
LO6: Develop an investigative and analytical project independently.	<ul style="list-style-type: none"> Paper 	

Department Rubric:

Learning Objective	Satisfactory	Unsatisfactory
LO1: Recognize human cultural diversity across time and place.	Demonstrates a general understanding of one or more cultural traditions outside of one's own in their historical contexts.	Lacks awareness of cultural traditions outside of one's own, or fails to demonstrate ability to understand them within their historical contexts.
LO2: Explain basic art historical vocabulary and approaches to visual and material culture.	Defines art historical vocabulary correctly and recognizes different approaches to visual and material culture in writing.	Defines art historical vocabulary incorrectly, or fails to recognize different approaches to visual and material culture in writing.
LO3: Analyze primary visual and textual sources within their historical contexts.	Extracts meaningful information from primary sources (visual or textual) and analyzes its significance in their historical contexts.	Fails to recognize meaningful information in a primary source, or unable to analyze its significance in its historical contexts.
LO4: Evaluate secondary art historical scholarship in terms of competing interpretations of historical sources.	Applies art historical vocabulary and approaches, as well as student's own analysis of primary sources, to critically evaluate secondary art historical scholarship.	Fails to apply knowledge of art historical vocabulary and approaches, or student's analysis of primary sources, to critically evaluate secondary art historical scholarship.
LO5: Present an art historical argument verbally or in writing.	Adequately synthesizes information provided in class and presents logical argument grounded in visual and textual evidence.	Fails to grasp the information provided in class, or presents incoherent argument unsubstantiated by visual or textual evidence.
LO6: Develop an investigative and analytical project independently.	Formulates a viable thesis statement, which is clearly argued based on evidence found through independent research using both visual and textual sources.	Fails to identify a viable research topic or any reasonable avenues of investigation, or to present a coherent argument using visual or textual sources.

Assessment Processes:

The Undergraduate Committee will be responsible for collecting data and providing a preliminary analysis, which will then be discussed in a faculty meeting.

Each learning outcome will be assessed at least once every five years. The assessment timeline mapped below reflects the current circumstances of the department. For instance, based on the current curriculum map, it is clear that the department offers relatively few courses that provide opportunities for students to master LO2. For this reason, LO2 will be assessed on a shorter cycle to determine whether or not: (a) we provide enough courses for students to achieve this learning outcome; (b) this learning outcome itself must be reassessed.

Learning Objective	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
LO1: Recognize human cultural diversity across time and place.					X
LO2: Explain basic art historical vocabulary and approaches to visual and material culture.	X	X		X	
LO3: Analyze primary visual and textual sources within their historical contexts.		X			
LO4: Evaluate secondary art historical scholarship in terms of competing interpretations of historical sources.			X		
LO5: Present an art historical argument verbally or in writing.			X		
LO6: Develop an investigative and analytical project independently.	X	X			

Status, Outcomes, and Results:

Each year, the Undergraduate Committee will be responsible for analyzing the data, drafting the report, and if applicable preparing recommendations for changes to be proposed to the department. The report and recommendation will be submitted to the Head of the Department sometime before the annual fall retreat prior to the beginning of the new academic year. The findings will be discussed during the fall retreat.

Discussions, Plans, and Recommendations:

Each year, the assessment report from the previous academic year and the recommended changes proposed by the Undergraduate Committee will be discussed during the annual fall retreat, and the new goals for the upcoming academic year will be decided. Each instructor will be responsible for making a reasonable effort to reflect the new goals in her/his teaching.