**ART HISTORY MASTER OF ARTS**

**Department of Art, Graphic Design and Art History, Oklahoma State University**

**PLAN FOR ASSESSMENT OF GRADUATE LEARNING OUTCOMES**

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Date: June 2013

**Mission Statement**

The graduate program (MA) in Art History in the Department of Art is intended to develop in our students the knowledge a solid grounding in art historical content and methodology. This program allows students to engage multiple geographic locations, cultures, time periods and methodological perspectives. They will develop their scholarship around issues such as the evidence of globalization in visual culture; the political, social, economic, and cultural interactions between nations and cultural groups; and the manner in which the aforementioned forces influence and are influenced by visual culture. We seek to prepare students for success in a Ph.D. program in art history, or other art-related careers including museum administration, gallery management, corporate art investment, interior design, clinical art therapy, theater, film and television production, government administration of the arts, library management, journalism and visual resources management.

In addition, art history provides students with a rich and balanced liberal arts education. Art engages in a dialogue with society and through visual representation explores historical and political realities, religious and philosophical values, and cultural attitudes. Art history offers both a comprehensive insight into human cultural development as well as a uniquely challenging area of study that integrates rigorous analysis with creativity and interpretive thought. It is, in its broadest sense, a systematic exploration of imagination that develops in its students the capacity to identify and critically relate to issues inherent in the highest forms of human thought and expression. The practical skills that are developed in this study, particularly in research, writing, and the analysis of complex visual signs, constitute the essential components necessary in all professions and are directly applicable in a wide variety of career options.

**Graduate Learning Outcomes**

1. Graduates will exhibit substantive knowledge of the visual culture of a range of geographic locations, cultures, time periods as well as the methodologies of art history.
2. Graduates will be able to design and carry out art historical research, formulate a research topic and method of investigation, and conduct extensive research appropriate to the topic.
3. Graduates will be able to demonstrate their skills in writing at the level expected in a master’s thesis.
4. Graduates will be able to think critically.

**Assessment Methods**

(Please note: the assessment will be revisited with the goal of evaluating artifacts and documents from relevant courses to evaluate goals 3 and 4)

1. Graduates will exhibit substantive knowledge of the visual culture of a range of geographic locations, cultures, time periods as well as the methodologies of art history.

Method 1: Graduate students will complete a thesis as a requirement for their degree. These manuscripts will be collected and evaluated. A committee of art historians made up of the student’s advisor and a second reader will evaluate the demonstration of substantive knowledge each semester based on a rubric (attached). Theses will be assessed individually and the results collated each June.

Time Line 1: Theses will be collected and assessed at the end of each semester. A committee of art historians made up of the student’s advisor and a second reader will conduct the assessments as necessary for graduation, including an assessment of all results each June.

1. Graduates will be able to design and carry out art historical research, formulate a research topic and method of investigation, and conduct extensive research appropriate to the topic.

Method 2: Graduate students will complete a thesis as a requirement for their degree. These manuscripts will be collected and evaluated. A committee of art historians made up of the student’s advisor and a second reader will evaluate the demonstration of research skills each semester based on a rubric (attached). Theses will be assessed individually and the results collated each June.

Timeline 2: Theses will be collected and assessed at the end of each semester. A committee of art historians made up of the student’s advisor and a second reader will conduct the assessments as necessary for graduation, including an assessment of all results each June.

1. Graduates will be able to demonstrate their skills in writing at the level expected in a master’s thesis.

Method 3: Graduate students will complete a thesis as a requirement for their degree. These manuscripts will be collected and evaluated. A committee of art historians made up of the student’s advisor and a second reader will evaluate the demonstration of writing skills each semester based on a rubric (attached). Theses will be assessed individually and the results collated each June.

Timeline 3: Theses will be collected and assessed at the end of each semester. A committee of art historians made up of the student’s advisor and a second reader will conduct the assessments as necessary for graduation, including an assessment of all results each June.

1. Graduates will be able to think critically.

Method 4: Graduate students will complete a thesis as a requirement for their degree. These manuscripts will be collected and evaluated. A committee of art historians made up of the student’s advisor and a second reader will evaluate the demonstration of critical thinking skills each semester based on a rubric (attached). Theses will be assessed individually and the results collated each June.

Timeline 4: Theses will be collected and assessed at the end of each semester. A committee of art historians made up of the student’s advisor and a second reader will conduct the assessments as necessary for graduation, including an assessment of all results each June.

**Using Results to Improve the Program**

The full Art History faculty (T-TT) will consider the annual assessment results each summer. This committee will recommend actions to improve the graduate curriculum to the full department by August 1. The full department will meet to consider the recommendations and approve actions in the normally scheduled August department meeting. In addition to internal changes, any necessary formal curriculum changes will be completed and submitted by the university’s regular September deadlines.

RUBRIC FOR EVALUATION OF SUBSTANTIVE MASTERY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SKILL | 1 | 2\* | 3 | 4\*\* | 5 |
| Knowledge of main art historical trends applicable to two areas of specialization | Significant references missing; definitions lacking, incorrect, or inadequate. |  | Most important references correctly identified & defined. |  | All important references correctly identified & defined; relationship to topic articulated. |
| Recognize and identify theories and methodologies | Theoretical framework is ignored, incorrectly stated, and/or inappropriate to the question at hand. |  | Applicable theory or theories are correctly identified but not applied or fully articulated. |  | Identification of appropriate theory or theories is complete. Relationship of identified theories to topic is clearly exposed & developed. |
| Identify key scholars and their work | Discussion of specific work in the field missing; incomplete bibliography. |  | Some writers & work correctly identified, but with significant omissions or minor errors; bibliography sufficient for topic. |  | Work in the field fully identified, including relevant controversies. No significant omissions or errors; complete bibliography included. |

\* Exhibits most characteristics of “1” and some of “3”

\*\* Exhibits most characteristics of “3” and some of “5”

RUBRIC FOR EVALUATION OF RESEARCH SKILLS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SKILL | 1 | 2\* | 3 | 4\*\* | 5 |
| Design an appropriate topic for thesis | Research question poorly framed and articulated |  | Research question generally clear; adequate framing |  | Research question precisely and clearly framed and stated |
| Conduct appropriately extensive and in depth research and demonstrate knowledge of work already done on the topic | Review is limited and poorly organized; project is not supported with the relevant literature. |  | Review is adequate and somewhat organized, but incomplete; project not well supported with the relevant literature. |  | Review is thorough and well organized. Project is well supported by the relevant literature. |
| Formulate a thesis that is supported by the content of the paper | Explanatory framework/argument not present |  | Explanatory framework/argument present but incomplete |  | Well-developed explanatory framework/argument |
| Demonstrate awareness of relevant theories or methodologies pertinent to topic | Methodologies are not present or ineffectively presented |  | Methodologies are adequately presented |  | Methodologies are clearly and effectively presented |
| Consultation of primary sources | Poor demonstration of familiarity with the primary sources relevant to topic |  | Adequate demonstration of familiarity with the primary sources relevant to topic |  | Thorough evidence of familiarity with the primary sources relevant to topic |

\* Exhibits most characteristics of “1” and some of “3”

\*\* Exhibits most characteristics of “3” and some of “5”

RUBRIC FOR EVALUATING EFFECTIVE WRITING

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SKILL | 1 | 2\* | 3 | 4\*\* | 5 |
| Content | Topic is poorly developed; support is vague or general; ideas are trite; wording is unclear, simplistic; reflects lack of understanding of topic and audience; minimally accomplishes goal of assignment |  | Topic is evident; some supporting detail; wording is general clear; reflects understanding of topic and audience; generally accomplishes goals of assignment |  | Topic/thesis clearly stated and well-developed; detail/wording is accurate, specific, appropriate for the topic and audience; evidence of effective, clear thinking; accomplishes the goals of assignment |
| Organization | Unstructured; most paragraphs are rambling and unfocused; no clear beginning or ending paragraphs; inappropriate of missing sequence markers |  | Structured; most paragraphs are focused; discernible beginning and ending paragraphs, some appropriate sequence markers |  | Well-structured; paragraphs are clearly focused and organized around a central theme; clear beginning and ending paragraphs; appropriate, coherent sequences and sequence markers |
| Style (including grammar and vocabulary) | Inappropriate or inaccurate word choice; repetitive words and sentence types; inappropriate or inconsistent point of view and tone; frequent non-standard grammar, spelling and punctuation |  | Generally appropriate word choice; variety in vocabulary and sentence types; appropriate point of view and tone; some non-standard grammar, spelling and punctuation |  | Word choice appropriate for the task; precise, appropriate vocabulary; variety of sentence types; consistent and appropriate point of view and tone; standard grammar, spelling, punctuation used |
| Documentation and Citation | Documentation generally inconsistent and incomplete; non-standard citation; citation information not incorporated into document |  | Documentation generally clear, consistent and complete; general use of standard citation; citation information is somewhat incorporated into document |  | Documentation clear, consistent and complete; standard citation; cited information is incorporated effectively into document |

\* Exhibits most characteristics of “1” and some of “3”

\*\* Exhibits most characteristics of “3” and some of “5”

RUBRIC FOR EVALUATION OF CRITICAL THINKING

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CHARACTERISTIC | 1 | 2\* | 3 | 4\*\* | 5 |
| Identification of problem/question at issue | No identification |  | Main question is identified and clearly stated |  | Main question and subsidiary, embedded, or implicit aspects of a question are identified and clearly stated |
| Consideration of other salient perspectives and positions important to analysis | Does not acknowledge other possible perspectives |  | Acknowledges other possible perspectives although they are not clearly stated |  | Uses other perspectives effectively |
| Consideration of influence of context of the issue (e.g., cultural, social, economic, technological, ethical, political, or personal) | Problem is not connected to other issues or placed in context |  | Context of question is provided; not clearly analyzed |  | Issue is clearly analyzed within scope and context of question. |
| Assessment and appropriate use of supporting evidence | No supporting data/evidence |  | Evidence is used but not carefully examined. |  | Evidence is identified and carefully examined. |
| Discussion of conclusions, implication, consequences | No conclusions |  | Conclusions without discussion of implications or consequences. Some reflection. |  | Conclusions clearly stated and discussed. Implications and consequences of conclusions are thoroughly considered. |
| Presentation of student perspective/position as related to issue | Student’s own position relative to question is not provided.  Fact and opinion not stated or clearly distinguished |  | Student’s position is stated; some support  Facts and opinion are stated but not clearly distinguished |  | Student’s position is stated and well-supported by appropriate sources  Fact and opinions stated and clearly distinguished |

\* Exhibits most characteristics of “1” and some of “3”

\*\* Exhibits most characteristics of “3” and some of “5”