



Department of *Art* *History*

Assessment Scheme for Graduate Education

Approved by vote of Department of Art History, February 24, 2010

For immediate implementation

The Department of Art History seeks to prepare recipients of the M.A. and Ph.D. degrees for a career in one of several different areas within the art world, most commonly for careers in college and university teaching, in museums, and with such related employers as galleries, auction houses, and publishers. Recipients of either degree can and do find employment in all these areas, although college and university teaching careers are generally open only to holders of the Ph.D. As a result, goals for and expectations of students in the two programs have common features and some differences.

Learning goals/outcomes:

Goal 1) Students will demonstrate knowledge of artistic traditions across a wide diversity of times and places, and also a high level of knowledge in one particular area of study, whether chronological, geographical and/or thematic.

Goal 2) Students will demonstrate the ability to write about works of art clearly and with appropriate attention to such factors as style, iconography, condition, provenance and reception. They will demonstrate the ability to present their writing with the appropriate citations of evidence from both primary and secondary, visual and textual, sources, and to use one or more foreign languages as necessary for their scholarship.

Goal 3) Recipients of the Ph.D. degree will demonstrate the ability to communicate their knowledge concerning works of art in oral form, both to other art professionals and to more general audiences.

Learning opportunities (Curriculum mapping):

Outcome 1) Graduate curriculum requirements for course distribution across different times and places, with considerable flexibility. Master's thesis, and for Ph.D. candidates preliminary examinations in major and minor fields, and doctoral dissertation are designed to develop knowledge in depth.

Outcome 2) Seminars that address works of art as objects, as well as historical issues. Students will have the opportunity to develop their foreign language abilities through seminar research and papers.

Outcome 3) Supervised teaching opportunities of several kinds are available to graduate students, in which they can develop skills in communicating with students while receiving support and feedback. Both the doctoral preliminary examination and the dissertation defense will have an oral component, encouraging students to develop skills in articulating their studies for a scholarly audience. Students will be strongly encouraged to present their work to the entire Department in the annual Graduate Student Symposium at least once during their time in the Department, at least in the case of Ph.D. candidates, and they will be encouraged and supported in preparing their work for presentation at appropriate scholarly conferences.

Direct and indirect measures:

Measure 1) Assessment committee review of transcripts, theses and dissertations, and results of doctoral examinations.

Measure 2) Assessment committee review of theses and dissertations, and progress on language examinations.

Measure 3) Assessment committee review of written reports for examining committees, which will include separate evaluations of the written and oral performance. Also review of reports of supervising faculty members, submitted for all teaching assistants.

Annual report by Assessment Committee:

Each year the Assessment committee will evaluate the portfolios of all students who received graduate degrees in the preceding year. The portfolios will include a complete transcript, thesis and/or doctoral dissertation, and written assessments from the faculty member supervising each experience as a teaching assistant, and written assessments of the oral performance of the student in preliminary doctoral examinations and in the dissertation defense. Other materials, such as notes concerning public lectures presented by the students, will also be solicited and compiled where available. In compiling these portfolios, every effort will be made to remove students' names from the material collected, so as to be clear that it is the program rather than the student that is being assessed. It is envisaged that the portfolios will not be organized by student, but by type of material, i.e. theses in one folder, dissertations in another, reports from supervising faculty about teaching assistants in another, and so forth. Each year the Assessment Committee, consisting of the Assessment Fellow and the Director of Graduate Studies for that year, will examine these portfolios and will give a written report to the Department about the degree to which students are meeting our goals, and if failing to do so will make recommendations for improvements to the program.