

# **M.A. in Art History Academic Assessment Plan- AY 12/13**

College of Fine Arts  
Margaret Mertz, Associate Dean  
[mmertz@arts.ufl.edu](mailto:mmertz@arts.ufl.edu)

*Office of the Provost*

*University of  
Florida*

*Institutional  
Assessment*

*Continuous Quality  
Enhancement*

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# **Academic Assessment Plan for M.A. in Art History**

College of Fine Arts

## **A. Mission**

The M.A. Program in Art History is committed to advancing students' education through critical methods of interpretation and in-depth study of the world's art traditions. The curriculum provides the intellectual foundation necessary for developing thorough knowledge of the field and its critical methods, and offers the specialized training needed to conduct advanced scholarly research. This training is intended to culminate in the master's thesis, a work that demonstrates independent thinking, art historical knowledge, and correct scholarly practices.

The MA in Art History program supports the college's primary mission to "to produce artists, performers, scholars, teachers, and practitioners who combine the qualities of academic and professional excellence" (College of Fine Arts Mission Statement).

The program supports the University of Florida mission to "to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past...to advance by strengthening the human condition and improving the quality of life." (University of Florida Mission Statement).

## **B. Student Learning Outcomes and Assessment Measures**

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1. Recalls and describes historiography, methodology, and theory of art.	Thesis	Campus
Skills	2. Summarizes and interprets the state of field for a selected thesis topics  3. Examines and interprets primary source materials.	Thesis	Campus
Professional Behavior	4. Produces written scholarly research that synthesizes the primary and secondary source materials  5. Verbally communicates the claims of the thesis	Thesis	Campus

### C. Research

In the Art History MA program students master a breadth of art historical knowledge, encompassing more than one world region and/or historical period. Students are also expected to develop advanced knowledge of one art historical field, demonstrated by conducting research that synthesizes secondary sources and incorporates primary source material. Students develop their critical thinking and writing skills, become conversant with the historiography of art history, as well as with key methods of art historical research. They must demonstrate their mastery of their thesis topic through written scholarly research and an oral defense of the work. The objective is to prepare the student for a professional career either in academic art history or in one of the related professions, including museums, commercial galleries, and publishing.

Preparation: Master's degree students must take graduate seminars in at least three broad art historical areas, in order to gain a breadth of knowledge across cultures and time periods. They must also become familiar with a range of art historical methods—this begins with a required methods seminar—applying those methods to their own research as appropriate. Students must demonstrate proficiency in one foreign language relevant to their research focus. In addition, they must select a disciplinary focus in

order to develop and write a thesis that offers an extended examination of a single subject, conceptualized as a research question that engages with their field.

## D. Assessment Timeline

Program M.A. in Art History

College of Fine Arts

Assessment	Assessment
<b>SLOs</b>	
<b>Knowledge</b>	
#1 Recalls and describes historiography, methodology, and theory of art.	Thesis and Defense
<b>Skills</b>	
#2 Summarizes and interprets the state of field for a selected thesis topics	Thesis and Defense
#3 Examines and interprets primary source materials.	Thesis and Defense
<b>Professional Behavior</b>	
#4 Produces written scholarly research that synthesizes the primary and secondary source materials	Thesis and Defense
#5 Verbally communicates the claims of the thesis	Thesis and Defense

## E. Assessment Cycle

Assessment Cycle for: **MA in Art History, School of Art & Art History, College of Fine Arts**

Data Collection:	Spring/Fall Terms of Indicated Academic Year (F12-S13)
Analysis and Interpretation:	Subsequent Fall Term (F13)
Improvement Actions:	Subsequent Spring Term (S14)
Dissemination:	Next academic year (F14-S15)

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1				X	X	X	X
<b>Skills</b>							
#3				X	X	X	X
#4				X	X	X	X
<b>Professional Behavior</b>							
#5				X	X	X	X
#6				X	X	X	X

Note: Data collection for these assessments will begin in the 2012-13 academic year. We did not collect data in prior years.

## F. Measurement Tools

Please see appendix A for a comprehensive rubric use to measure the SLOs.

Both direct and indirect measures would be taken into account

Methods:

During the fall review and analysis cycle, a faculty committee will review the DIRECT and INDIRECT DATA, answering key questions such as:

**What does the data show us about each individual SLO?**

And

**What changes do we want to make, based on these observations?**

Should there be observations that lead the faculty to consider revisions, the faculty would have the options to

- \*change the SLOs and ALC
- \*change the data collected (assignments, etc.)
- \*change the curriculum

DIRECT DATA: The MA chair will complete the rubric (Appendix A) based on the committee's findings at the conclusion of the MA thesis defense. The chair will supply the school office with the rubric. The school office will electronically collect a copy of the thesis. These data samples will be submitted online or in hard copy, as appropriate. Both will be de-coupled, meaning that no grades, no student identification, and no comments will be on the data (rubric or paper). In the fall assessment and analysis cycle, samples will be reviewed based on recommended sample sizes according to the number of students in the program.

INDIRECT DATA: The College of Fine Arts Dean's Office will collect institutional data for the program, including but not limited to statistical data such as enrollment, grade distribution, recruitment and retention patterns. An additional source of data, the biennial SERU data, will be collected from the University of Florida Office of Institutional Planning and Research in the Spring. During the spring semesters, the Dean's Office will collect the INDIRECT DATA for the ARH6971 and the degree program.

The assigned committee made of faculty from the degree program would meet the fall semester of the review and analysis year to generate a report that would be submitted to the College office, along with recommendations for changes, if any.

With the concurrence of the administration, the changes would be made for the next academic year.

### G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Dr. Margaret S. Mertz	Associate Dean, College of Fine Arts	<a href="mailto:mmertz@arts.ufl.edu">mmertz@arts.ufl.edu</a>	(352) 273-1484
Prof. Richard Heipp	Director School of Art & Art History	<a href="mailto:heipp@ufl.edu">heipp@ufl.edu</a>	(352) 273-3021
Associate Prof. Lauren Lake	Assistant Director School of Art & Art History	<a href="mailto:lglake@arts.ufl.edu">lglake@arts.ufl.edu</a>	(352) 273-3032



## APPENDIX A. Rubric for assessment of MA THESIS

Score	2	1	0	SCORE
	<b>Exceptional</b>	<b>Acceptable</b>	<b>Unacceptable</b>	
	Evidence of exceptional performance and competence.	Evidence of an accomplished level of competency.	Does not demonstrate competency	
<b>Knowledge</b>				
Recalls and describes historiography, methodology, and theory of art	Thesis accurately describes and identifies key problems in the state of a scholarly field. Demonstrates a critical awareness of historiography, methodology, and theory of art.	Thesis accurately summarizes and surveys secondary materials.	Provides an unclear, confused, or inaccurate account of pertinent scholarship.	
<b>Skills</b>				
Identifies a thesis project that contributes to the state of the field by engaging primary and secondary source materials	Thesis elegantly makes use of appropriate methods and theoretical frameworks to make the claims of the project clearly. Student is able to situate the thesis in relation to the state of the field through the interpretive engagement with primary and secondary source materials.	Thesis able to surveys, discusses, and summarizes state of the field. Thesis adequately addresses primary and secondary source materials in its analysis.	Thesis is disorganized, does not convey appropriate use of primary and secondary source materials.	
<b>Professional Behavior</b>				
Produces written scholarly research that synthesizes the primary and secondary source materials	Thesis is executed with a minimum of errors. Thesis structured clearly, arguments and evidence laid out in a compelling manner.	Formally adheres to the graduate editorial board expectations for a thesis. Thesis structured in a logical manner.	Thesis is riddled with errors at the level of writing, citation, and formatting standards.	
Verbally communicates the claims of the thesis	Oral presentation lays out the key ideas of the thesis fluently and capable of situating the project in relation to the state of the field in conversation.	Oral presentation lays out the key ideas of the thesis.	Oral presentation does not demonstrate the merits or stakes of the thesis.	

## Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
<b>Measurement Tools</b>	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
<b>Assessment Oversight</b>	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				