

**ASSESSMENT REPORT  
ACADEMIC YEAR 2024–2025**

**Name(s) of program(s) and degree type(s) (Major, Minor, Graduate, or Non-Degree)**

Aggregate report for Art History & Museum Studies major (AHMS), Museum Studies minor (MUSE), and Art History minor (ARTH).

**Names and contact information of the faculty coordinating the assessment of each program and report.**

Nathan S. Dennis, AHMS program director for Fall 2025.

**Your Mission Statement; note any changes since last report.**

No changes to mission statements in 2024–2025.

- **Mission Statement (AHMS Major):** The Art History & Museum Studies Program trains students in the history, visual literacy, critical thinking, research, and communication skills necessary to become ethical, forward-thinking leaders in the art world and beyond.
- **Mission Statement (ARTH Minor):** The Art History minor trains students in the history, visual literacy, critical thinking, and research and writing skills that will help them to become successful professionals in the art world and well beyond.
- **Mission Statement (MUSE Minor):** The minor in Museum Studies offers students training in the history, theory, and practice of museums and other cultural institutions, and provides significant “hands on” experience designed to complement a student’s major area of study.

**PLOs (no changes since last report; all PLOs were revised in spring 2019 in tandem with program changes that went into effect in fall 2019):**

**AHMS Major:**

1. Analyze a broad range of works of visual art and architecture in their aesthetic, historical, and/or cultural contexts.
2. Develop persuasive art historical arguments in oral or written form using common disciplinary methodologies.
3. Articulate critical roles that art and arts institutions can play in considering ethical issues and effecting positive social change.
4. Apply skills and knowledge essential for successful professional patterns of behavior and practice in museums and arts organizations.

**Art History Minor:**

1. Analyze works of visual art and architecture in their aesthetic, historical, and/or

- cultural contexts.
2. Develop art historical arguments in oral or written form using common disciplinary methodologies.
  3. Articulate critical roles that art can play in considering ethical issues and effecting positive social change.

**Museum Studies Minor:**

1. Articulate a critical understanding of the histories, challenges, and methodologies related to museums and/or arts organizations as complex public service organizations.
2. Explore critical roles that museums and arts institutions can play in considering ethical issues and effecting positive social change.
3. Apply skills and knowledge essential for successful professional patterns of behavior and practice in museums and arts organizations.

**Current Curricular Maps are attached to email; no changes since last report.**

**Your assessment schedule between APRs: a year-by-year list of PLOs assessed since your last APR and those to be assessed before your next APR.**

Our last APR took place in 2016–2017 (our next APR has been deferred until 2026). The assessment schedule since the 2016–2017 APR has been as follows:

- Fall 2017 (AY 2016–2017): Major PLO 1
- Fall 2018 (AY 2017–2018): Major PLO 2
- Fall 2019 (AY 2018–2019): Major PLO 3
- Fall 2020 (AY 2019–2020): Remote instruction assessment
- Fall 2021 (AY 2020–2021): Major PLO 4 (also MUSE minor PLO 3)
- Fall 2022 (AY 2021–2022): In consultation with Ella Frazier, no report submitted because we had assessed each PLO once since last APR.
- Fall 2023 (AY 2022–2023): Reflection
- Fall 2024 (AY 2023–2024): Major PLO 1
- Fall 2025 (AY 2024–2025: Current Report): Major PLO 2

Note that we are not currently assessing the two minors; given the small number of students enrolled in the minors, we do not have sufficient data to assess. We would appreciate guidance about how to plan for ongoing assessment for the minors under current circumstances (very low numbers, and students often not enrolled in the same class or classes, making it difficult to select appropriate assignments).

**Description of the methodology including rubrics or other instruments for the required and/or alternative assessment process.**

- This year, PLO 2 was assessed (“Develop persuasive art historical arguments in oral or written form using common disciplinary methodologies”) via direct assessment of student work. We examined work produced in three classes: ART 101, Survey of Western Art 1, listed as “Introductory” on the PLO map; ART 199, Methods/Theory

in Art History, which is listed as “Developing” on the PLO map; and ART 318, Roman Art, which is listed as “Mastery” on the PLO map.

- The following assignments were assessed, using the rubric attached with this email:
  - ART 101: Object formal analysis assignment drawing on ancient, medieval, or early modern works of art on display at the Legion of Honor or Asian Art Museum (12 assignments total).
  - ART 199: Paper requiring students to apply select studied methodologies to a specific work of art of their choosing (15 assignments total).
  - ART 318: Final research paper analyzing a specific work or art or architecture, a relevant group of works, or an artistic phenomenon in the Roman world (13 assignments total).

**Description of your results noting any significant findings from the data or assessment process.**

Summaries of the results are as follows:

Outcomes Across All Levels	Percentage of Students
Mastery	40%
Competence	43%
Developing	18%
Beginning	0%

ART 101 (Introductory):

- 33% of the students (4 of 12) were marked as developing (meets expectations)
- 50% of the students (6 of 12) demonstrated competence (exceeds expectations)
- 17% of the students (2 of 12) demonstrated mastery (exceeds expectations)

ART 199 (Developing):

- 13% of the students (2 of 15) were marked as developing (below expectations)
- 47% of the students (7 of 15) demonstrated competence (meets expectations)
- 40% of the students (6 of 15) demonstrated mastery (exceeds expectations)

ART 318 (Mastery):

- 7% of the students (1 of 13) were marked as developing (below expectations)
- 31% of the students (4 of 13) demonstrated competence (meets expectations)
- 62% of the students (8 of 13) demonstrated mastery (exceeds expectations)

The results for this year’s assessment are consistent with previous results evaluating PLOs 1–4, although there were higher levels of Mastery in the introductory (ART 101) and intermediate (ART 199) levels. They indicate that the students are learning the breadth and depth of skills, subject knowledge, and methods of analysis that our program is aiming to teach them. At the introductory level they are successfully acquiring the ability to use disciplinary terminology to describe and analyze specific works of art, effectively using the method of formal analysis. At the intermediate level they are learning core methods of the

field and how to apply them to engage in effective analysis, with nearly all students doing this at the level of either “Competence” or “Mastery.” At the advanced level, students (mostly seniors) are engaging in significant research projects and are successfully producing sophisticated methodological and historical analyses of works of art that draw on visual and textual materials, with most of these (62%) exceeding expectations. At each level of the curriculum the vast majority of students are performing at or above expectations.

**Description of how the results were shared with faculty and how your department/program responded to the results.**

Results of this assessment have been added to our assessment folder and shared with the FT program faculty; we are satisfied that we are meeting our goals with this PLO. We continue to refine the rubric for this PLO. Overall, we are waiting for the new Core requirements to revise some of our existing major courses that also meet the current Core F requirement (ART 101 from this particular assessment report), and we continue to discuss potential upcoming changes.

**Discussion of any significant feedback from your previous year’s report and how your department/program responded to that feedback.**

N/A due to faculty members on leave.