Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

B.A. Art History: The department expects majors to demonstrate an understanding of the broad history of art and to identify major styles and artworks through different historical periods (Outcomes/Objectives 1). As of the 2010/11 reporting cycle, the Department relied primarily upon anecdotal evidence (and quantitative evidence in the form of grades awarded students in various course sections) to confirm student passage rates and thus levels of understanding in specific areas. Other than successful progress to degree, there was no quantifiable standardized measure across courses to demonstrate the “broad understanding” expected of majors at a baseline level. Both assessment activities and a curricular revision have been developed (or are in process) to accurately evaluate student achievement of this goal and advance student learning in this regard. First, a series of standardized Pre- and Post- Tests were developed and administered to students participating in sections of ARH 252 and ARH 253, the introductory Survey courses required of all majors (Measures/Findings 2: ARH Indirect Assessments to Gauge Knowledge Retention). The tests establish a baseline of factual knowledge at the beginning of the semester compared with a baseline factual knowledge at the end of the semester. As such, these tests show students’ (a) rate of learning and (b) knowledge retention. The goal (Target) was that 80% of students would experience a 20% growth (or better) in knowledge during a Survey semester. The results (see Measures/Findings 2, 2011-12; 2012-13) demonstrated an overall significant and acceptable increase in student knowledge over each semester, establishing a baseline measure for quantifying the “understanding of the broad history of art . . . ” among majors. The standard Pre- and Post- Tests do not impact student grades in the Survey course but provide a measure useful in assessing both teaching and learning among early majors. The report of results for the 2013-14 cycle is not yet complete. Anecdotal evidence suggests that the Pre- and Post- Tests have impacted student learning in Surveys as they allow instructors to more accurately gauge student achievement across the semester (rather than in relation to discrete units only) and the effectiveness of various instructional methodologies. The second response to the need for both ensuring and evaluating achievement of a “broad understanding of art . . . ” among majors includes a curricular revision. The development of a Capstone course for Seniors is in process, with potential implementation in the 2015/16 Academic Year.

Mission / Purpose

The Department of Art and Art History provides an innovative, energetic, and interdisciplinary learning environment that focuses on academic excellence in the areas of art history and studio art. We provide specialized education for majors and minors within our department, as well as offer general enrichment to students working within the broader context of a university-wide liberal arts curriculum. Our introductory-level courses aim at developing in students a lifelong appreciation for the visual arts from a global perspective. Our upper-level curriculum continues this goal while also preparing students for graduate study or for positions within the art world, including museum administration, publishing, communication arts, and design.

The graduate program in the Department of Art and Art History encourages a high level of creative thinking and intellectual inquiry, training students to become practicing artists, teachers in higher education, or professionals in other art-related fields. Programs within the Department of Art and Art History provide an informative, resourceful atmosphere that encourages artistic initiative and scholarly investigation. Faculty members are committed to teaching excellence, research, and service. They incorporate traditional methods with emerging scholarship in their teaching and research, regularly publish in regional, national, and international publications, and participate in exhibitions and public presentations. With the Sarah Moody Gallery of Art, the Department of Art and Art History is an important resource for the university, and is an integral part of the local and statewide arts scene.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: ARH Demonstrate Knowledge of Historical Background

The department expects students to demonstrate an understanding of the broad history of art and to identify major styles and artworks through different historical periods.

Connected Documents

BA Art History and BA/BFA Studio Grading Rubrics and Descriptions
BA Art History Curriculum Maps

Relevant Associations:

Student Learning Outcome 1 Improvement Action(s) to be advanced (from 2010/11 report): Students entered the class with no proficiency and left the class with basic proficiency (the standard for an introductory level class), hence meeting the baseline standards set by the department and therein demonstrating an acceptable level of teaching and learning. The department, however, seeks to “raise the bar.”

Student Learning Outcome 1 Improvement Action(s) to be advanced (from 2012/13 report): TBA
Standard Associations

**NASAD Basic Standards**
1 Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3 Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4 The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5 Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6 Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

**M 1: ARH In-class Direct and Summative Assessments**
Instructors use a series of direct and summative assessments (image identification, multiple-choice, true/false, short answer, etc.) to required survey art history classes (ARH 252, 253 and/or 254) to evaluate specific knowledge about particular periods and works of art. The results of these assessments will be summarized.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Data will be collected from individual 200-level Art History classes. Beginning with the 2011-12 cycle, at least 70% of students will demonstrate proficiency or better in the area assessed.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**200-level ARH; summative assessment; factual information**
*Established in Cycle: 2011-2012*
For the 2012-13 cycle, students will continue to gain knowledge and be assessed according to this format.
During the 2012-13 cy...

**M 2: ARH Indirect Assessments to Gauge General Knowledge Retention**
The department administers a series of indirect assessments (pre- and post-tests) at the start and end of the semester to gauge students' abilities to retain general knowledge about the history of art. The results of the pre- and post-tests will be reported, as well as the percent increase from pre- to post-test.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
Data will be collected from individual classes. As proposed in the 2010-11 plan, 80% of students will experience a 20% growth (or better) in knowledge.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Formative assessment; knowledge retention**
*Established in Cycle: 2011-2012*
During the 2013-13 cycle, the Department of Art and Art History will assess the format of its baseline tests (evaluating the que..."

**Revision of measurement**
*Established in Cycle: 2012-2013*
The variation in findings for the 2012/13 cycle suggests that the measure should be adjusted to account for students entering wi...

**M 3: ARH Implement Significant Writing Portions**
The department will "raise the bar" and implement a significant writing portion in each of its introductory/200-level art history classes in order to examine students' abilities to synthesize and critically analyze – through writing – the information they are learning. The results of these assessments will be reported.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
Data will be collected from individual introductory ARH classes. 60% or better of students will demonstrate basic proficiency or above in this area.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**peer review; random instructor sampling**
*Established in Cycle: 2011-2012*
Because this was an initial foray into evaluating the caliber of student writing and since peer review was used, during the 2012...

**Re-evaluation of Data Collection Methodology**
*Established in Cycle: 2012-2013*
In this second year of implementing a significant writing portion into the introductory-level ARH classes, the instructors used ...

**SLO 2: ART Demonstrate Understanding of Fundamentals of Perspective.**
The department expects students to demonstrate an understanding of fundamentals of one- and two-point perspective.

**Connected Documents**
BA Art History and BA/BFA Studio Grading Rubrics and Descriptions
BA Art History Curriculum Maps

**Relevant Associations:**
Student Learning Outcome 2 Improvement Action(s) to be advanced (from 2010-11 report):
In all cases, 80% or more of the students involved in the assessment demonstrated proficiency or better in the fields assessed. This indicates that those being assessed, in most cases, are meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department. As such, standards of teaching and learning are deemed acceptable and no improvements are necessary. The department, however, seeks to "raise the bar."

**Standard Associations**
*NASD Basic Standards*
2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields
8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis
14 Students are encouraged to develop a consistent, personal direction and style

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that graduate students to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 4: ART Rubric-graded basic perspective projects**
In ART 110 (Drawing I), students complete basic projects on perspective. These projects are graded using a rubric developed jointly by the department and the foundations instructors to demonstrate the pace and quality of students’ progression through the foundations curriculum. The results of the rubric will be summarized.

Source of Evidence: Project, either individual or group

**Target:**
Data will be collected from 100 level foundation level course in Drawing (ART 110).

**M 5: ART Rubric-graded multiple-point perspective projects**
In ART 210 (Drawing II), students complete more complicated projects using multiple-point perspective. These projects are graded using a rubric developed jointly by the department and the foundations instructors to demonstrate the pace and quality of students' progression through the foundations curriculum. The results of the rubric will be summarized.

Source of Evidence: Project, either individual or group

**Target:**
Data will be collected from 200 level foundations course in Drawing (ART 210).
M 6: ART Assess Application of Perspective Across Contexts
The department will “raise the bar” by adding secondary projects revolving around the application of these skills to different contexts or across contexts. The results of these assessments will be reported.

Source of Evidence: Project, either individual or group

Target:
The department will “raise the bar” by adding secondary projects revolving around the application of these skills to different contexts or across contexts. Data will be collected from mid- and upper-level courses that supports these skills.

SLO 3: ARH Demonstrate Understanding of the Principles of Design
The department expects students to demonstrate an understanding of the elements and principles of design.

Connected Documents
BA Art History and BFA Studio Grading Rubrics and Descriptions
BA Art History Curriculum Maps

Relevant Associations:
Student Learning Outcome 3 Improvement Action(s) to be advanced (from 2010-11 report):

In all reported cases, 80% or more of the students involved in the assessment demonstrated proficiency or better in the fields assessed. This indicates that those being assessed, in most cases, are meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department. As such, standards of teaching and learning are deemed acceptable and no improvements are necessary. The department, however, seeks to “raise the bar.”

Standard Associations
NASAD Basic Standards
2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13 Students are afforded opportunities to exhibit their work and to experience and participate in critique and discussions of their work and the work of others.
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures
M 7: ART Rubric-graded two-dimensional projects
In ART 130 (Design I), students complete basic projects exploring the foundations of two-dimensional design. These projects are graded using a rubric developed jointly by the department and the foundations instructors to demonstrate the pace and quality of students' progression through the foundations curriculum. The results of the rubric will be summarized.

Source of Evidence: Project, either individual or group

Target:
Data will be collected from ART 130 (Design I) projects in which students demonstrate an understanding of the fundamental of two-dimensional design.

M 8: ART Rubric-graded three-dimensional design projects
In ART 131 (Design II), students will complete advanced projects exploring the foundations of three-dimensional design. These projects are graded using a rubric developed jointly by the department and the foundations instructors to demonstrate the pace and quality of students' progression through the foundations curriculum. The results of the rubric will be summarized.

Source of Evidence: Project, either individual or group

Target:
Data will be collected for an ART 131 project in which students complete a project that demonstrates their understanding of the elements and principles of three-dimensional design.

M 9: ART Assess Application of Design Principles Across Contexts
The department will “raise the bar” by adding secondary projects revolving around the application of these skills to
different contexts or across contexts. The results of these assessments will be reported.

Source of Evidence: Project, either individual or group

Target:
Data will be collected from mid- and upper-level, media specific courses. The department will “raise the bar” by adding secondary projects revolving around the application of these skills to different contexts or across contexts. The results of these assessments will be reported.

SLO 4: ARH Demonstrate Effective Written Communication Skills
The department expects our students to demonstrate effective written communication skills.

Connected Documents
BA Art History and BA/BFA Studio Grading Rubrics and Descriptions
BA Art History Curriculum Maps

Relevant Associations:

Student Learning Outcome 4 Improvement Action(s) to be advanced (from 2010/11 report): A greater emphasis on teaching students the writing skills associated with the discipline will be introduced to survey level ARH classes such that 60% of students demonstrate basic proficiency or above in this area. This will be achieved by the maintenance or introduction of at least ONE writing exercise in each introductory level ARH and ART course.

Student Learning Outcome 4 Improvement Action(s) to be advanced (from the 2012/13 report): Continued emphasis on teaching students the writing skills associated with the discipline will be maintained in survey level ARH classes. Additionally, 300- and 400- level writing classes will "raise the bar" by increasing the emphasis on writing skills through active and collaborative learning techniques (including peer review).

Standard Associations

NASAD Basic Standards
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
3. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
4. Students will become aware of the variety of media and the historical context of the works of art/design.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 10: ARH Standardized Rubrics to Grade Written Assignments
In designated writing courses and elsewhere, instructors use a series of standardized rubrics to grade writing on the following points: thesis, concept, development, organization and language. The results of the rubric will be summarized.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Data from individual classes will be reported. 60% or better of students will demonstrate basic proficiency or above in the area of writing.

M 11: ARH Assessment of the Quality of Peer Review Exercises
Students conduct formal and informal peer review exercises to foster improvement in writing including increased awareness of proper grammatical and syntactical structures. The quality of these exercises is then assessed by the instructor.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Data will be collected from individual classes. At least 70% of students will demonstrate proficiency or better in the area assessed.

M 12: ARH, ART Diagnostic Writing Assessment
Students in introductory ARH (200-level) classes and 200-level ART classes will undertake a diagnostic writing assessment at the beginning and end of the semester. Results of this assessment will be reported.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
Data from individual survey-level ARH classes will be reported. Data from beginning (200 level) media-specific ART courses will be reported.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Re-evaluation of Data Collection Methodology
Established in Cycle: 2012-2013
While the measure was met, the variations in the data collected and the difficulties in assessing the validity of the peer-rev...

**SLO 5: ARH Demonstrate Skills in Historiography and Methodology**

The department expects students to demonstrate skills in historiography and methodology that include understanding of the principles of art history research, theories, and practices used for the pursuit of scholarship in the history of art.

**Connected Documents**
- BA Art History and BA/BFA Studio Grading Rubrics and Descriptions
- BA Art History Curriculum Maps

**Relevant Associations:**

**Student Learning Outcome 5 Improvement Action(s) to be advanced (from 2010/11 report):** The department will continue to integrate analysis and methodology into its classes by encouraging instructors to incorporate a variety of writing/analysis exercises into their curriculum.

**Student Learning Outcome 5 Improvement Action(s) to be advanced (from the 2012/13 report):** Since the department has witnessed an increase in student success in the area of analysis and methodology, instructors will seek to "raise the bar" by incorporating further active and collaborative exercises (including in-class assignments) that encourage this form of student learning.

**Standard Associations**

- **NASAD Basic Standards**
  1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
  2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
  3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
  4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
  5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
  10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.

- **SACS 3.3.1**
  3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**

University of Alabama
- 1.1 Promote and enhance areas of academic, scholarship, and research excellence.
- 3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
- 3.12 Increase the level of academic scholarship support.
- 3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
- 4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 13: ARH Evaluation of Conceptual Strength and Level of Discipline-specific Knowledge**
In the specialized courses (including ARH 481, 400W, 371W, 373W, and 470W), assignments encourage both independent and collaborative work including developing research topics and collaboratively solving research questions. Instructors then evaluate the conceptual strength and the quality of discipline-specific knowledge reflected in these assignments. The results of the assignments will be summarized

Source of Evidence: Academic direct measure of learning - other

**Target:**
Data from upper-level ARH courses will be collected. As suggested in the 2011-12 report, the Department continued (during the 2012-13 cycle) to integrate analysis and methodology into its classes by encouraging instructors to incorporate a variety (stressing different facets of writing and argument) of writing exercises into their curricula.

**M 14: ARH Evaluation by Informal Mentors**
Students interact with and are evaluated indirectly by outside/visiting artists and art historians who informally mentor them. The number and types of opportunities will be listed.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
The number and types of events will be collected and assessed.

**M 15: ARH Assessment of Independent Research Projects**
Students in upper level classes will conduct an independent research assignment (in the form of a paper or take-home exam) that asks them to apply theoretical contexts to the subject-matter under consideration. Results of this assessment will be reported.

Source of Evidence: Project, either individual or group

**Target:**
Data from upper-level ARH courses will be collected. As suggested in the 2011-12 report, the Department continued to integrate analysis and methodology (during the 2012-13 cycle) into its classes by encouraging instructors to incorporate a variety (stressing different facets of writing and argument) of writing exercises into their curricula.
Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 6: PRO Sustained Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Relevant Associations:

Program Outcome 1 Improvement Action(s) to be advanced (from 2010-11 report): The department will continue to improve its course offerings by considering an increase in its faculty in deficient areas.

Program Outcome 1 Improvement Action(s) to be advanced (from 2012/13 report): TBA

Standard Associations

NASAD Basic Standards
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9. Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their areas(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14. Students are encouraged to develop a consistent, personal direction and style.
15. The department supports opportunities for field experiences and internships.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
1.6 Streamline administrative functions and improve their effectiveness.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.9 Ensure user-friendly support services for students, faculty, and staff.
3.10 Continue to modernize information technology resources.
3.11 Increase attention to, and rewards for, excellence in teaching.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 16: PRO Report Department Strengths
A list of the strengths of the department from the most recent program review (specific to the BA in Art History) will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected by the department chair.

M 17: PRO Report Opportunities for Improvement
A list of the opportunities for improvement from the most recent program review (specific to the BA in Art History) will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected from our most recent program review.

**M 18: PRO Report List of Recommendations**
A list of recommendations (specific to the BA in Art History) will be reported.

**Target**: Data will be collected.

**M 19: PRO Report List of Actions in Response to Recommendations**
Measure 1.4 A list of actions in response to the recommendation (specific to the BA in Art History) will be reported.

**Target**: Data will be collected.

**M 20: PRO Report Summary of Action Impacts**
A summary of the impacts of the actions (specific to the BA in Art History) will be reported.

**Target**: Data will be collected.

**M 21: ARH Report Graduating Senior Survey Results**
Graduating seniors complete a survey, including a question asking them to rate the overall quality of the major. The percent of students choosing each possible response to the question will be reported.

**Source of Evidence**: Student satisfaction survey at end of the program

**Target**: Data will be collected from the graduating senior survey.

- **Related Action Plans (by Established cycle, then alpha):**
- **Chair review assessment measure**
  - **Established in Cycle**: 2011-2012
  - The chair will review this assessment measure to see if it is an effective way of tracking post-graduation success.
- **Language of student learning outcomes**
  - **Established in Cycle**: 2011-2012
  - The department will investigate student satisfaction and learning with more in-depth surveys for faculty and students (regarding...)

  For full information, see the Details of Action Plans section of this report.

**M 22: PRO Report Summary of Efforts to Hire a Medievalist**
A summary of efforts to hire a Medievalist will be reported.

**Source of Evidence**: Administrative measure - other

**Target**: The department will initiate a search to hire a medievalist.

- **Related Action Plans (by Established cycle, then alpha):**
- **Request two faculty positions in 2012-2013.**
  - **Established in Cycle**: 2011-2012
  - We will request two new faculty positions in studio art and art history.

  For full information, see the Details of Action Plans section of this report.

**OthOtm 7**: PRO Sustain Optimal Level of Enrollment

The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Relevant Associations:**

**Program Outcome 2 Improvement Action(s) to be advanced (from 2010/11 report)**: The program will continue to reach out to high schools across the state in order to promote enrollment in its undergraduate programs.

**Program Outcome 2 Improvement Action(s) to be advanced (from 2012/13 report)**: TBA

**Standard Associations**

**NASAD Basic Standards**

1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts
fields
8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9 Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11 Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis
13 Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14 Students are encouraged to develop a consistent, personal direction and style
15 The department supports opportunities for field experiences and internships
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
1.6 Streamline administrative functions and improve their effectiveness.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.9 Ensure user-friendly support services for students, faculty, and staff.
3.10 Continue to modernize information technology resources.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.6 Promote leadership development among Alabama's community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the state.

Related Measures

M 23: PRO Examine Number of Students in Undergraduate Major
We will assess this outcome using the number of students in the undergraduate major for the last three fall semesters.

Source of Evidence: Administrative measure - other

Target:
Number of majors will be counted.

M 24: PRO Compare Number of Degrees Conferred to ACHE Standards
We will assess this outcome by comparing the number of degrees awarded in the last three years with the ACHE viability standards.

Source of Evidence: Professional standards

Target:
Data will be collected.

M 25: PRO Analyze Incoming Student Data and Target Productive Recruitment Areas
We will assess this outcome by analyzing data about incoming students (counties and high schools from which they come, etc.) and therein target those areas as productive recruitment areas. Results from these analyses will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

Related Action Plans (by Established cycle, then alpha):
Department will collect data
Established in Cycle: 2011-2012
The department will collect data on our incoming students.
For full information, see the Details of Action Plans section of this report.

OthOtm 8: PRO Highly Valued by Program Graduates and Key Constituencies
The program will be highly valued by its program graduates and other key constituencies it serves.
Relevant Associations:

Program Outcome 3 Improvement Action(s) to be advanced (from 2010/11 report): The program should consider the creation of a capstone course for graduating seniors that focuses attention on professionalization skills.

Program Outcome 3 Improvement(s) to be advanced (from the 2012/13 report): TBA

Standard Associations

**NASAD Basic Standards**
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9. Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14. Students are encouraged to develop a consistent, personal direction and style.
15. The department supports opportunities for field experiences and internships.

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
1.6 Streamline administrative functions and improve their effectiveness.
1.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
1.9 Ensure user-friendly support services for students, faculty, and staff.
3.10 Continue to modernize information technology resources.
3.11 Increase attention to, and rewards for, excellence in teaching.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.5 Develop and reward leadership skills among students, faculty, and staff.
4.7 Support our alumni in serving as leaders in their professions and communities.

Related Measures

**M 26: ARH Report Percentages from Graduating Senior Surveys**
We will assess this outcome using the results of a survey question asking graduating seniors to rate the quality of their courses as preparation for employment or other professional activity. The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Student satisfaction survey at end of the program

**Target:**
Data will be reported from the graduating senior survey.

**Related Action Plans (by Established cycle, then alpha):**

**Graduating Senior Survey**
*Established in Cycle: 2012-2013*

The chair and the assessment co-ordinators for the Department of Art and Art History will assess the value of the questions asked...

For full information, see the Details of Action Plans section of this report.

**M 27: ARH Report Percentages from Graduating Senior Surveys Regarding Preparation for Graduate Study**
We will assess this outcome using the results of a survey question asking graduating seniors to rate the quality of their courses as preparation for graduate school. The percent of students choosing each possible response to the question will be reported.
Source of Evidence: Student satisfaction survey at end of the program

**Target:**
Data from the graduating student survey will be collected.

**Related Action Plans (by Established cycle, then alpha):**

**Graduating Senior Survey**
*Established in Cycle: 2012-2013*
The chair and the assessment co-ordinators for the Department of Art and Art History will assess the value of the questions asked...

For full information, see the *Details of Action Plans* section of this report.

**M 28: ARH Report Results of Student Poll Regarding Benefits of Capstone Course**

We will assess this outcome by polling students as to whether or not a capstone course would benefit their studies and career plans. The results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Data will be collected from a student poll regarding the benefits of a capstone course.

**Related Action Plans (by Established cycle, then alpha):**

**relevance of measure**
*Established in Cycle: 2011-2012*
The chair and faculty will begin discussion in order to determine whether the completion and assessment of this measure will act...

**Further Action re: Capstone Courses**
*Established in Cycle: 2012-2013*
The faculty committee will meet to discuss possible plans of action for implementing a capstone course and will present their fi...

For full information, see the *Details of Action Plans* section of this report.

**OthOtcn 9: PRO Maintain National Accreditation**
The department expects to maintain its national accreditation with the National Schools of Art and Design (NASAD).

**Relevant Associations:**

**Program Outcome 3 improvement action to be advanced (from 2010-11 report):** The department will continue to monitor the changes that made in response to the accreditation report to ensure that they are sustained.

**Program Outcome 3 improvement action to be advanced (from 2012/13 report):** As the department prepares for its upcoming NASAD review, it will continue to monitor the changes and implement suggestions issued in the last review in order to ensure that accreditation standards are met.

**Standard Associations**

**NASAD Basic Standards**
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9. Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14. Students are encouraged to develop a consistent, personal direction and style.
15. The department supports opportunities for field experiences and internships.

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission
Strategic Plan Associations

1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
1.6 Streamline administrative functions and improve their effectiveness.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
1.8 Develop the research infrastructure and enhance the library resources necessary to be competitive for grants and contracts.
2.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.9 Ensure user-friendly support services for students, faculty, and staff.
3.10 Continue to modernize information technology resources.
3.11 Increase attention to, and rewards for, excellence in teaching.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

Related Measures

M 29: PRO Summarize Responses to Recommendation from Accreditation Report
The department will respond to recommendations from the most recent accreditation report. These responses will be summarized.

Source of Evidence: Administrative measure - other

Target:
Data will be collected from the accreditation report.

M 30: PRO Summarize Assessment Results of NASAD Credentials
The chair will assess maintenance of NASAD credentials. Results of this assessment will be summarized.

Source of Evidence: Administrative measure - other

Target:
The department will continue its accreditation.

M 31: PRO Summarize Results of Benchmark Study with Other Universities
The chair will form links with other universities in order to conduct benchmark studies of our progress. Results of these studies will be summarized.

Source of Evidence: Benchmarking

Target:
Data will be collected.

Related Action Plans (by Established cycle, then alpha):

Established in Cycle: 2011-2012
The chair will collect data for analysis to determine benchmarks.

For full information, see the Details of Action Plans section of this report.

OthOtcm 10: PRO Maintain Strong Local, Regional and National Presence
The department expects to have a strong local, regional, and national presence with relation to comparable institutions offering BA, BFA, MA, and MFA programs in Studio Art and Art History.

Relevant Associations:

Program Outcome 4 improvement action to be advanced (from 2010-11 report): The department will continue to monitor any media attention received by our faculty and students, and will publish new issues of The Loupe.

Program Outcome 4 improvement action to be advanced (from 2012/13 report): The department will continue to monitor any media attention received by our faculty and students, and will publish new issues of The Loupe.

Standard Associations

NASAD Basic Standards
1 Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3 Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4 The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5 Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6 Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9 Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11 Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13 Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14 Students are encouraged to develop a consistent, personal direction and style.
15 The department supports opportunities for field experiences and internships.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.2 Increase the recognition of the University’s service priorities that enhance the quality of life for all Alabamians.
2.5 Improve communication among all constituent groups in campus decision-making processes.
4.7 Support our alumni in serving as leaders in their professions and communities.

Related Measures

M 32: PRO Maintain Database of Media Presence
The department will maintain an active record/database of local, regional and national news coverage related to student and faculty achievements in order to record its media presence. The number and types of news coverage will be listed.

Source of Evidence: Administrative measure - other
Target:
The department will compile a list of all of the times the department (including its faculty, students, instructors, and staff) is mentioned in the local and regional press.

M 33: PRO Maintain Active Website and Publications
The department will maintain an active website and produce a series of paper publications (The Loupe, departmental information pamphlets and posters, etc.) to publicize and promote its activities. The number and types of publications will be listed, as well as their circulation data.

Source of Evidence: Administrative measure - other
Target:
Data was collected. Target: 100% of departmental activities are to be posted on our website.

M 34: PRO Implement New Features Within Publication to Monitor Department Influence
The department will implement a new feature of its paper and online publications—“reader requests” and “letters to the editor”—in order to monitor the influence of the department in the community. Responses will be summarized and analyzed.

Source of Evidence: Administrative measure - other
Target:
The department will establish these new features in the Fall 2012 issue of The Loupe, our newsletter.

Related Action Plans (by Established cycle, then alpha):

Department will seek input from the community
Established in Cycle: 2011-2012
The department will seek input from the community through features in our newsletter (online and print versions) called “reader …

For full information, see the Details of Action Plans section of this report.

OthOtom 11: PRO Preparation and Placement of Graduates
The department expects to prepare its graduate for and place them in professional or academic appointments/graduate schools as practicing artists and art historians.

Relevant Associations:

Program Outcome 5 improvement action to be advanced (from 2010/11 report): The department is developing a more efficient reporting mechanism for recording student activities.

Program Outcome 5 improvement action to be advanced (from the 2012/13 report): The department will continue to develop more efficient reporting mechanisms for recording student activities.

Standard Associations

NASA Basic Standards
1 Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3 Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4 The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9. Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14. Students are encouraged to develop a consistent, personal direction and style.
15. The department supports opportunities for field experiences and internships.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services

Strategic Plan Associations
University of Alabama
- Promote and enhance areas of academic, scholarship, and research excellence.
- Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
- Produce scholars who will become academic and civic leaders in their disciplines.
- Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
- Support our alumni in serving as leaders in their professions and communities.

Related Measures

M 35: PRO Report Post-Graduation Student Success using Online Surveys and Social Media
The department will use specific tracking mechanisms (online surveys and social media applications) in order to maintain an active record of student post-graduation successes. The extent to which students achieve post-graduation success will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected.

Related Action Plans (by Established cycle, then alpha):
Chair will review assessment measure
Established in Cycle: 2011-2012
The chair will review this assessment measure to see if it is an effective way of tracking post-graduation success.

For full information, see the Details of Action Plans section of this report.

M 36: PRO Report Number of Students Involved in Professional Development Activities
The department will report the number and percent of current students who request help with and/or attend professionalization activities and will continue to mentor them through graduate school application workshops, participation in regional and national professional and/or academic events including CAA, SECAC, SPE, etc.)

Source of Evidence: Activity volume

Target:
Data will be collected.

Related Action Plans (by Established cycle, then alpha):
Data will be collected on student professional development
Established in Cycle: 2011-2012
Data will be collected on current Art History B.A. students who request help with and/or attend professionalization activities.

For full information, see the Details of Action Plans section of this report.

M 37: PRO Report Number of Alumni in Database
The department will create a web-based collection mechanism (for names, addresses, comments, etc. from alumni) in order to keep its data up to date. The number of names collected will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

OthOtm 12: PRO Technology Use and New Pedagogies
The department expects its instructors to make use of educational technologies and new pedagogies in teaching.

Relevant Associations:
Program Outcome 6 improvement action to be advanced (from 2010/11 report): The department will continue to implement new forms of technology in teaching.

Program Outcome 6 improvement action to be advanced (from 2012/13 report): The department will continue to implement new forms of technology in teaching.

**Standard Associations**

**NASAD Basic Standards**
11. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

**Strategic Plan Associations**
University of Alabama
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.10 Continue to modernize information technology resources.
3.11 Increase attention to, and rewards for, excellence in teaching.

**Related Measures**

**M 38: PRO Report Percentage of Instructors Trained in Tegrity and eLearning**
All FTTIs, PTTIs, and GTAs teaching in a lecture setting will be trained to use Tegrity and all FTTIs, PTTIs, and GTAs (regardless of teaching environment) are trained to use eLearning. The number and percent of instructors trained to use Tegrity or eLearning will be reported.

Source of Evidence: Administrative measure - other

**Target:**
100% of our instructors in lecture courses will be trained to use eLearning. 100% of instructors who teach art history survey courses will also be trained in Tegrity.

**M 39: PRO Report Percentage of Instructors Attending Workshops**
All assistant professors will attend the Learner Centered Workshops hosted by the College of Arts and Sciences during the fall semester each year. The number and percent of assistant professors who attend, and who have attended, the workshop will be reported.

Source of Evidence: Activity volume

**Target:**
100% of our new assistant professors will attend the Learner-Centered College workshop each fall.

**M 40: ARH Report Results of Computer-Based Peer Review Assessments**
Select professors will implement computer-based peer review activities in their classes via open-source Moodle. Results of these assessments will be reported.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Data will be collected from ARH and/or FA designated courses.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

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**200-level ARH: summative assessment; factual information**
For the 2012-13 cycle, students will continue to gain knowledge and be assessed according to this format. During the 2012-13 cycle, less than 7% of students will fall in the "no proficiency" range over the course each semester.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ARH In-class Direct and Summative Assessments | **Outcome/Objective:** ARH Demonstrate Knowledge of Historical Background

**Implementation Description:** fact-based tests

**Projected Completion Date:** 07/2013
**Responsible Person/Group:** Department of Art and Art History

**Chair will review assessment measure**
The chair will review this assessment measure to see if it is an effective way of tracking post-graduation success.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ARH Report Graduating Senior Survey Results | **Outcome/Objective:** PRO Sustained Level of Recognized Quality
- **Measure:** PRO Report Post-Graduation Student Success using Online Surveys and Social Media | **Outcome/Objective:** PRO Preparation and Placement of Graduates

**Implementation Description:** The chair will review the data.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History
Additional Resources: None

Chair will review assessment measure
The chair will review this assessment measure to see if it is an effective way of tracking post-graduation success.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Implementation Description: The chair will review the data.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Data will be collected and compiled.
The chair will collect data for analysis to determine benchmarks.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: PRO Summarize Results of Benchmark Study with Other Universities | Outcome/Objective: PRO Maintain National Accreditation
Implementation Description: Data will be collected to determine benchmarks. The department will then be compared to this data.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Data will be collected on student professional development
Data will be collected on current Art History B.A. students who request help with and/or attend professionalization activities.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: PRO Report Number of Students Involved in Professional Development Activities | Outcome/Objective: PRO Preparation and Placement of Graduates
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Department will collect data
The department will collect data on our incoming students.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: PRO Analyze Incoming Student Data and Target Productive Recruitment Areas | Outcome/Objective: PRO Sustain Optimal Level of Enrollment
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Department will seek input from the community
The department will seek input from the community through features in our newsletter (online and print versions) called “reader requests” and “letters to the editor” in order to monitor the influence of the department in the community. This will be implemented in our next issue of the newsletter, slated for Fall 2012.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: PRO Implement New Features Within Publication to Monitor Department Influence | Outcome/Objective: PRO Maintain Strong Local, Regional and National Presence
Implementation Description: These features will appear in our next issue of the newsletter. We will compile data.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Formative assessment; knowledge retention
During the 2013-13 cycle, the Department of Art and Art History will assess the format of its baseline tests (evaluating the questions pertinent to student experience and eliminating those that are not) and discuss the inclusion of a diagnostic writing portion.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: ARH Indirect Assessments to Gauge General Knowledge Retention | Outcome/Objective: ARH Demonstrate Knowledge of Historical Background
Implementation Description: Possible creation of new questions and addition of writing portion
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Graduate School Preparation
The chair of the Department of Art and Art History will also consider forming a student and/or faculty advisory
committee in order to address the issue of student satisfaction with regard to learning and graduate school preparation. The department will also consider re-phrasing some of its learning outcomes, since the language in which they are currently written may be inaccessible to its primary constituents.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: re-phrasing learning outcomes; possible formation of advisory committee.
Responsible Person/Group: Department of Art and Art History

language of student learning outcomes

The department will investigate student satisfaction and learning with more in-depth surveys for faculty and students (regarding administration, student services, etc.). The chair of the Department of Art and Art History will also consider forming a student and/or faculty advisory committee in order to address the issue of student satisfaction. Finally, the department will consider re-phrasing some of its learning outcomes, since the language in which they are currently written may be inaccessible to its primary constituents.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: ARH Report Graduating Senior Survey Results | Outcome/Objective: PRO Sustained Level of Recognized Quality
Implementation Description: electronic surveys; advisory group formation (possible)
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

peer review; random instructor sampling

Because this was an initial foray into evaluating the caliber of student writing and since peer review was used, during the 2012-13 cycle each instructor of a survey course will implement "random sampling," that is, each instructor will grade a portion of the assignments alongside the peer reviewers to ascertain how student grading relates to instructor grading.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: ARH Implement Significant Writing Portions | Outcome/Objective: ARH Demonstrate Knowledge of Historical Background
Implementation Description: peer review; random sampling
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

relevance of measure

The chair and faculty will begin discussion in order to determine whether the completion and assessment of this measure will actually be beneficial to the department and its students.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low
Relationships (Measure | Outcome/Objective):
Measure: ARH Poll Results of Student Poll Regarding Benefits of Capstone Course | Outcome/Objective: PRO Highly Valued by Program Graduates and Key Constituencies
Implementation Description: discussion between faculty and chair
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Request two faculty positions in 2012-2013.

We will request two new faculty positions in studio art and art history.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: PRO Report Summary of Efforts to Hire a Medievalist | Outcome/Objective: PRO Sustained Level of Recognized Quality
Implementation Description: initiate request will college.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History
Additional Resources: To be determined.

student satisfaction; professional experiences

The department will investigate student satisfaction with regard to professionalization activities by using more in-depth surveys for students. The chair of the Department of Art and Art History will also consider forming a student and/or faculty advisory committee in order to address the issue of student satisfaction with regard to professionalization activities.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: electronic polling; possible advisory committee
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Further Action re: Capstone Courses
The faculty committee will meet to discuss possible plans of action for implementing a capstone course and will present their findings to the department chair. These findings, if feasible, will then be submitted to students and/or other faculty for review.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** ARH Report Results of Student Poll Regarding Benefits of Capstone Course  
- **Outcome/Objective:** PRO Highly Valued by Program Graduates and Key Constituencies

**Graduating Senior Survey**  
The chair and the assessment co-ordinators for the Department of Art and Art History will assess the value of the questions asked on the graduating senior survey and will determine whether or not new questions should be implemented in future instances.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** ARH Report Percentages from Graduating Senior Surveys  
- **Outcome/Objective:** PRO Highly Valued by Program Graduates and Key Constituencies  
- **Measure:** ARH Report Percentages from Graduating Senior Surveys Regarding Preparation for Graduate Study  
- **Outcome/Objective:** PRO Highly Valued by Program Graduates and Key Constituencies

**Projected Completion Date:** 08/2014

**Re-evaluation of Data Collection Methodology**  
In this second year of implementing a significant writing portion into the introductory-level ARH classes, the instructors used a peer review process in order to facilitate grading AND encourage critical reflection (through student assessment of other students’ work). As such, 95.76% of students in one section and 96.67% of students in the other met expectations or better, an increase of nearly 30% over the previous year. While this certainly meets or exceeding the basic objectives of the curriculum, the high level and the peer-reviewed component of the measure suggests that the evaluation methodology should be revisited for a more accurate measure in the next year.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** ARH Implement Significant Writing Portions  
- **Outcome/Objective:** ARH Demonstrate Knowledge of Historical Background

**Re-evaluation of Data Collection Methodology**  
While the measure was met, the variations in the data collected and the difficulties in assessing the validity of the peer-reviewed measures, a reconsideration of the data collection method will be implemented in the 2013/14 year.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** ARH ART Diagnostic Writing Assessment  
- **Outcome/Objective:** ARH Demonstrate Effective Written Communication Skills

**Revision of measurement**  
The variation in findings for the 2012/13 cycle suggests that the measure should be adjusted to account for students entering with a higher knowledge level in the past as a potential variable that would lower the initial percentage increase expectation. For the 2013/14 cycle, the measure will be a final 80% or higher knowledge level rather than a 20% increase as a base.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** ARH Indirect Assessments to Gauge General Knowledge Retention  
- **Outcome/Objective:** ARH Demonstrate Knowledge of Historical Background
Mission / Purpose

The Department of Art and Art History provides an innovative, energetic, and interdisciplinary learning environment that focuses on academic excellence in the areas of art history and studio art. We provide specialized education for majors and minors within our department, as well as offer general enrichment to students working within the broader context of a university-wide liberal arts curriculum. Our introductory-level courses aim at developing in students a lifelong appreciation for the visual arts from a global perspective. Our upper-level curriculum continues this goal while also preparing students for graduate study or for positions within the art world, including museum administration, publishing, communication arts, and design.

The graduate program in the Department of Art and Art History encourages a high level of creative thinking and intellectual inquiry, training students to become practicing artists, teachers in higher education, or professionals in other art-related fields. Programs within the Department of Art and Art History provide an informative, resourceful atmosphere that encourages artistic initiative and scholarly investigation. Faculty members are committed to teaching excellence, research, and service. They incorporate traditional methods with emerging scholarship in their teaching and research, regularly publish in regional, national, and international publications, and participate in exhibitions and public presentations. With the Sarah Moody Gallery of Art, the Department of Art and Art History is an important resource for the university, and is an integral part of the local and statewide arts scene.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: ARH Demonstrate Knowledge of Historical Background
The department expects students to demonstrate an understanding of the broad history of art and to identify major styles and artworks through different historical periods.

Connected Documents
- BA Art History and BA/BFA Studio Grading Rubrics and Descriptions
- BA Art History Curriculum Maps

Relevant Associations:
Student Learning Outcome 1 Improvement Action(s) to be advanced (from 2010/11 report): Students entered the class with no proficiency and left the class with basic proficiency (the standard for an introductory level class), hence meeting the baseline standards set by the department and therein demonstrating an acceptable level of teaching and learning. The department, however, seeks to “raise the bar.”

Student Learning Outcome 1 Improvement Action(s) to be advanced (from 2012/13 report): TBA

Standard Associations

NASA Basic Standards
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 1: ARH In-class Direct and Summative Assessments
Instructors use a series of direct and summative assessments (image identification, multiple-choice, true/false, short
Source of Evidence: Academic direct measure of learning - other

**Target:**
Data will be collected from individual 200-level Art History classes. Beginning with the 2011-12 cycle, at least 70% of students will demonstrate proficiency or better in the area assessed.

**Finding (2012-2013) - Target: Met**
Results Summary: (Węgrzynowski) ARH253-003 test results (first exam) -- 70 students; 18.57% of students (13 total) exceeded expectations; 28.57% of students (20 total) met expectations; 24.29% of students (17 total) demonstrated basic proficiency; 11.42% of students (8 total) demonstrated poor proficiency; 17.14% of students (12 total) demonstrated no proficiency. ARH253-003 test results (second exam) -- 70 students 34.29% of students (24 total) exceeded expectations; 22.86% of students (16 total) met expectations 28.57% of students (20 total) demonstrated basic proficiency; 5.71% of students (4 total) demonstrated poor proficiency; 8.57% of students (6 total) demonstrated no proficiency. ARH253-003 test results (third exam) -- 70 students; 32.86% of students (23 total) exceeded expectations; 22.86% of students (16 total) met expectations; 17.14% of students (12 total) demonstrated basic proficiency; 14.29% of students (10 total) demonstrated poor proficiency; 12.86% of students (9 total) demonstrated no proficiency. ARH253-003 test results (final exam) -- 70 students, 34.29% of students (24 total) exceeded expectations; 31.43% of students (22 total) met expectations; 18.57% of students (13 total) demonstrated basic proficiency; 8.57% of students (6 total) demonstrated poor proficiency; 7.14% of students (5 total) demonstrated no proficiency. Evaluation format: These exams are based upon a basic, internally developed point system for evaluating factual information. Exceeded Expectations = 90-100pts (90 to 100% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review); Met Expectations = 80-90 pts (80 to 90% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review); Basic Proficiency = 70-80pts (70 to 80% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review); Poor Proficiency = 60-70pts (60 to 70% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review); No Proficiency = less than 60 pts (less than 60% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review). Interpretations and Conclusions: In all cases, 70% or more of the students involved in the assessment demonstrated proficiency or better in the fields assessed. This indicates that those being assessed are meeting or exceeding, in most cases, the basic objectives of the curriculum and therein are meeting or exceeding the baseline standards set by the department. This is, overall, roughly consistent with the measurement from the 2011-12 cycle. Importantly, in the 2012-13 cycle the number of students measured who fell within Poor or No Proficiency decreased from roughly 29% on Test 1 to less than 16% on the Test 4, affirming that student performance increased during the course. This significant improvement in performance is attributed in part to instructor mentoring and increased student-instructor interactions.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

200-level ARH: summative assessment; factual information
Established in Cycle: 2011-2012
For the 2012-13 cycle, students will continue to gain knowledge and be assessed according to this format. During the 2012-13 cy...

**M 2: ARH Indirect Assessments to Gauge General Knowledge Retention**
The department administers a series of indirect assessments (pre- and post-tests) at the start and end of the semester to gauge students’ abilities to retain general knowledge about the history of art. The results of the pre- and post-tests will be reported, as well as the percent increase from pre- to post-test.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
Data will be collected from individual classes. As proposed in the 2010-11 plan, 80% of students will experience a 20% growth (or better) in knowledge.

**Finding (2012-2013) - Target: Partially Met**
Results Summary These tests establish a baseline factual knowledge at the beginning of the semester compared with a baseline factual knowledge at the end of the semester. As such, these tests show students’ (a) rate of learning and (b) knowledge retention. ARH Survey: Pre- and Post-test results (sections of ARH252 and 253 as examples). ARH253 (Tucker) 147 students enrolled, Average Grade in January 2013 73.50%, Average Grade in April 2012 84.5%, Increase/change 11%; ARH253 (Węgrzynowski) 87 students enrolled, Average Grade in January 2013 63.50%, Average Grade in April 2013 85.53%, Increase/change 22%. Evaluation Format: The evaluation of these tests are based upon a basic, internally developed point system for evaluating factual information. Exceeded Expectations = 90-100pts (90 to 100% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review) Basic Proficiency = 70-80 pts (70 to 80% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review) Poor Proficiency = 60-70 pts (60 to 70% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review) No Proficiency = less than 60 pts (less than 60% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review) Interpretations and Conclusions Students entered the class with no proficiency and left the class with basic proficiency (the standard for an introductory level class) or better, hence meeting the baseline standards set by the department and therein demonstrating an acceptable level of teaching and learning. During the 2010-11 cycle, increases in knowledge ranged from 18.65% to 20.0%. During the 2011-12 cycle, increases in knowledge range from 20.37% to 23%. During the 2012-13 cycle, increases in knowledge range from 11% to 22%. Although this represents a slight decrease from the 2011-12 cycle, students in this cycle scored nearly 20% higher on the pre-test (initial measure) in one of the courses, a positive result that suggests students entered that course with a greater knowledge base. Overall, the findings are consistent with prior years in that post-test scores demonstrate students with an 80%
or higher score. This suggests that that measure may need to be revisited in coming years to consider level of improvement as well as level of final score - with a goal of 80% or higher.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Formative assessment; knowledge retention
Established in Cycle: 2011-2012
During the 2013-13 cycle, the Department of Art and Art History will assess the format of its baseline tests (evaluating the que…

Revision of measurement
Established in Cycle: 2012-2013
The variation in findings for the 2012/13 cycle suggests that the measure should be adjusted to account for students entering w…

M 3: ARH Implement Significant Writing Portions
The department will “raise the bar” and implement a significant writing portion in each of its introductory/200-level art history classes in order to examine students’ abilities to synthesize and critically analyze – through writing – the information they are learning. The results of these assessments will be reported.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Data will be collected from individual introductory ARH classes. 60% or better of students will demonstrate basic proficiency or above in this area.

Finding (2012-2013) - Target: Met
Results Summary: The students enrolled in introductory ARH classes were each given a short writing assignment, which was then scored/assessed by their peers using a series of quality-oriented questions. ARH 252-002 (Tucker) First Essay Results (216 participating students): 23.15% of students (50 total) exceeded expectations; 73.61% of students (159 total) met expectations; 3.24% of students (7 total) demonstrated basic proficiency. 45% of students (5 total) demonstrated poor proficiency; 0% of students (0 total) demonstrated no proficiency. ARH 253-001 (Tucker) First Essay Results (90 participating students): 17.78% of students (16 total) exceeded expectations: 78.89% of students (71 total) met expectations; 3.33% of students (3 total) demonstrated basic proficiency; 0% of students (0 total) demonstrated poor proficiency; 0% of students (0 total) demonstrated no proficiency. Interpretations and Conclusions: In this second year of implementing a significant writing portion into the introductory-level ARH classes, the instructors used a peer review process in order to facilitate grading AND encourage critical reflection (through student assessment of other students’ work). As such, 95.76% of students in one section and 96.67% of students in the other met expectations or better, an increase of nearly 30% over the previous year. While this certainly meets or exceeding the basic objectives of the curriculum, the high level and the peer-reviewed component of the measure suggests that the evaluation methodology should be revisited for a more accurate measure in the next year. Please see "action plan" for further information.

Finding (2012-2013) - Target: Met
Results Summary: The students enrolled in introductory ARH classes were each given a short writing assignment, which was then scored/assessed by their peers using a series of quality-oriented questions. ARH 252-002 (Tucker) First Essay Results (216 participating students): 23.15% of students (50 total) exceeded expectations; 73.61% of students (159 total) met expectations; 3.24% of students (7 total) demonstrated basic proficiency. 45% of students (5 total) demonstrated poor proficiency; 0% of students (0 total) demonstrated no proficiency. ARH 253-001 (Tucker) First Essay Results (90 participating students): 17.78% of students (16 total) exceeded expectations: 78.89% of students (71 total) met expectations; 3.33% of students (3 total) demonstrated basic proficiency; 0% of students (0 total) demonstrated poor proficiency; 0% of students (0 total) demonstrated no proficiency. Interpretations and Conclusions: In this second year of implementing a significant writing portion into the introductory-level ARH classes, the instructors used a peer review process in order to facilitate grading AND encourage critical reflection (through student assessment of other students’ work). As such, 95.76% of students in one section and 96.67% of students in the other met expectations or better, an increase of nearly 30% over the previous year. While this certainly meets or exceeding the basic objectives of the curriculum, the high level and the peer-reviewed component of the measure suggests that the evaluation methodology should be revisited for a more accurate measure in the next year. Please see "action plan" for further information.

Finding (2012-2013) - Target: Met
Results Summary: The students enrolled in introductory ARH classes were each given a short writing assignment, which was then scored/assessed by their peers using a series of quality-oriented questions. ARH 252-002 (Tucker) First Essay Results (216 participating students): 23.15% of students (50 total) exceeded expectations; 73.61% of students (159 total) met expectations; 3.24% of students (7 total) demonstrated basic proficiency. 45% of students (5 total) demonstrated poor proficiency; 0% of students (0 total) demonstrated no proficiency. ARH 253-001 (Tucker) First Essay Results (90 participating students): 17.78% of students (16 total) exceeded expectations: 78.89% of students (71 total) met expectations; 3.33% of students (3 total) demonstrated basic proficiency; 0% of students (0 total) demonstrated poor proficiency; 0% of students (0 total) demonstrated no proficiency. Interpretations and Conclusions: In this second year of implementing a significant writing portion into the introductory-level ARH classes, the instructors used a peer review process in order to facilitate grading AND encourage critical reflection (through student assessment of other students’ work). As such, 95.76% of students in one section and 96.67% of students in the other met expectations or better, an increase of nearly 30% over the previous year. While this certainly meets or exceeding the basic objectives of the curriculum, the high level and the peer-reviewed component of the measure suggests that the evaluation methodology should be revisited for a more accurate measure in the next year. Please see "action plan" for further information.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

peer review; random instructor sampling
Established in Cycle: 2011-2012
Because this was an initial foray into evaluating the caliber of student writing and since peer review was
used, during the 2012...

**Re-evaluation of Data Collection Methodology**
*Established in Cycle: 2012-2013*

In this second year of implementing a significant writing portion into the introductory-level ARH classes, the instructors used ...

**SLO 2: ART Demonstrate Understanding of Fundamentals of Perspective.**
The department expects students to demonstrate an understanding of fundamentals of one- and two-point perspective.

**Connected Documents**
- BA Art History and BFA Studio Grading Rubrics and Descriptions
- BA Art History Curriculum Maps

**Relevant Associations:**
Student Learning Outcome 2 Improvement Action(s) to be advanced (from 2010-11 report):

In all cases, 80% or more of the students involved in the assessment demonstrated proficiency or better in the fields assessed. This indicates that those being assessed, in most cases, are meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department. As such, standards of teaching and learning are deemed acceptable and no improvements are necessary. The department, however, seeks to “raise the bar.”

**Standard Associations**
- **NASAD Basic Standards**
  1. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
  2. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields
  3. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
  12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis
  14. Students are encouraged to develop a consistent, personal direction and style

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
- University of Alabama
  1.1 Promote and enhance areas of academic, scholarship, and research excellence.
  3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
  3.12 Increase the level of academic scholarship support.
  3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
  4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 4: ART Rubric-graded basic perspective projects**
In ART 110 (Drawing I), students complete basic projects on perspective. These projects are graded using a rubric developed jointly by the department and the foundations instructors to demonstrate the pace and quality of students’ progression through the foundations curriculum. The results of the rubric will be summarized.

Source of Evidence: Project, either individual or group

**Target:**
Data will be collected from 100 level foundation level course in Drawing (ART 110).

**M 5: ART Rubric-graded multiple-point perspective projects**
In ART 210 (Drawing II), students complete more complicated projects using multiple-point perspective. These projects are graded using a rubric developed jointly by the department and the foundations instructors to demonstrate the pace and quality of students’ progression through the foundations curriculum. The results of the rubric will be summarized.

Source of Evidence: Project, either individual or group

**Target:**
Data will be collected from 200 level foundations course in Drawing (ART 210).

**M 6: ART Assess Application of Perspective Across Contexts**
The department will “raise the bar” by adding secondary projects revolving around the application of these skills to different contexts or across contexts. The results of these assessments will be reported.

Source of Evidence: Project, either individual or group

**Target:**
The department will “raise the bar” by adding secondary projects revolving around the application of these skills to different contexts or across contexts. Data will be collected from mid- and upper-level courses that supports these skills.
**SLO 3: ARH Demonstrate Understanding of the Principles of Design**
The department expects students to demonstrate an understanding of the elements and principles of design.

**Connected Documents**
- BA Art History and BA/BFA Studio Grading Rubrics and Descriptions
- BA Art History Curriculum Maps

**Relevant Associations:**
Student Learning Outcome 3 Improvement Action(s) to be advanced (from 2010-11 report):
In all reported cases, 80% or more of the students involved in the assessment demonstrated proficiency or better in the fields assessed. This indicates that those being assessed, in most cases, are meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department. As such, standards of teaching and learning are deemed acceptable and no improvements are necessary. The department, however, seeks to "raise the bar."

**Standard Associations**

*NASAD Basic Standards*
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.

*SACS 3.3.1*
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 7: ART Rubric-graded two-dimensional projects**
In ART 130 (Design I), students complete basic projects exploring the foundations of two-dimensional design. These projects are graded using a rubric developed jointly by the department and the foundations instructors to demonstrate the pace and quality of students' progression through the foundations curriculum. The results of the rubric will be summarized.

Source of Evidence: Project, either individual or group  
**Target:**
Data will be collected from ART 130 (Design I) projects in which students demonstrate an understanding of the fundamental of two-dimensional design.

**M 8: ART Rubric-graded three-dimensional design projects**
In ART 131 (Design II), students will complete advanced projects exploring the foundations of three-dimensional design. These projects are graded using a rubric developed jointly by the department and the foundations instructors to demonstrate the pace and quality of students' progression through the foundations curriculum. The results of the rubric will be summarized.

Source of Evidence: Project, either individual or group  
**Target:**
Data will be collected for an ART 131 project in which students complete a project that demonstrates their understanding of the elements and principles of three-dimensional design.

**M 9: ART Assess Application of Design Principles Across Contexts**
The department will "raise the bar" by adding secondary projects revolving around the application of these skills to different contexts or across contexts. The results of these assessments will be reported.

Source of Evidence: Project, either individual or group  
**Target:**
Data will be collected from mid- and upper-level, media specific courses The department will "raise the bar" by adding secondary projects revolving around the application of these skills to different contexts or across contexts. The results of these assessments will be reported.

**SLO 4: ARH Demonstrate Effective Written Communication Skills**
The department expects our students to demonstrate effective written communication skills.

Connected Documents
BA Art History and BA/BFA Studio Grading Rubrics and Descriptions
BA Art History Curriculum Maps

Relevant Associations:
Student Learning Outcome 4 Improvement Action(s) to be advanced (from 2010/11 report): A greater emphasis on teaching students the writing skills associated with the discipline will be introduced to survey level ARH classes such that 60% of students demonstrate basic proficiency or above in this area. This will be achieved by the maintenance or introduction of at least ONE writing exercise in each introductory level ARH and ART course.

Student Learning Outcome 4 Improvement Action(s) to be advanced (from the 2012/13 report): Continued emphasis on teaching students the writing skills associated with the discipline will be maintained in survey level ARH classes. Additionally, 300- and 400-level writing classes will "raise the bar" by increasing the emphasis on writing skills through active and collaborative learning techniques (including peer review).

Standard Associations
NASAD Basic Standards
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
3. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
2.2 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures
M 10: ARH Standardized Rubrics to Grade Written Assignments
In designated writing courses and elsewhere, instructors use a series of standardized rubrics to grade writing on the following points: thesis, concept, development, organization and language. The results of the rubric will be summarized.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Data from individual classes will be reported. 60% or better of students will demonstrate basic proficiency or above in the area of writing.

Finding (2012-2013) - Target: Met

**ARH 385-001 Essay Results (83 students) -- Curzon**
42.17% of students (35 total) exceeded expectations
32.53% of students (27 total) met expectations
15.66% of students (13 total) demonstrated basic proficiency
1.20% of students (1 total) demonstrated poor proficiency
8.43% of students (7 total) demonstrated no proficiency*

*100% of the "no proficiency" results were the product of not handing in the assignment or of students handing the assignment in late with a substantial penalty.

Initial Analysis: 95.36% of students demonstrated basic proficiency or better, with almost half of the class exceeding expectations.

**ARH 381-001 Essay Results (80 students)** -- Curzon
38.75% of students (31 total) exceeded expectations
45% of students (36 total) met expectations
11.25% of students (9 total) demonstrated basic proficiency
1.25% of students (1 total) demonstrated poor proficiency
3.75% of students (3 total) demonstrated no proficiency*

*100% of the "no proficiency" results were the product of not handing in the assignment.
*Please note that enrollment in this class nearly doubled from last year, hence the assessment results—comparatively—appear quite different.

Initial Analysis: 95% of students demonstrated basic proficiency or better, with more than 1/3 of the class exceeding expectations.

**ARH 400W-001 Essay Results (36 students) -- Curzon -- Historical Analysis Paper**
41.67% of students (15 total) exceeded expectations
41.67% of students (15 total) met expectations
11.11% of students (4 total) demonstrated basic proficiency
2.78% of students (1 total) demonstrated poor proficiency
2.78% of students (1 total) demonstrated no proficiency*
*100% of the "no proficiency" results were the product of students handing in the assignment with substantial late penalties.

**Initial Analysis:** 94.45% of students demonstrated basic proficiency or better, with more than 1/3 of the class exceeding expectations.

**ARH 400W-001 Essay Results (36 students) – Curzon – Methodology Paper**

33.33% of students (12 total) exceeded expectations  
33.33% of students (12 total) met expectations  
27.27% of students (9 total) demonstrated basic proficiency  
2.78% of students (1 total) demonstrated poor proficiency  
5.55% of students (2 total) demonstrated no proficiency*  

*100% of the "no proficiency" results were the product of not handing in the assignment or of students handing the assignment in late with a substantial penalty.  

**Initial Analysis:** 93.93% of students demonstrated basic proficiency or better, with 1/3 of students exceeding expectations.  

**Interpretations and Conclusions:**  
In all cases, 93% (with 95% in one class) or better of all students involved in the assessment demonstrated proficiency or better in the fields assessed (please see attached rubric for interpretation of values). This indicates that those being assessed, almost all of the time, are meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department. During the 2011/12 cycle, 90% of students (total) reached this level of proficiency. Although not a huge increase, this is an increase nonetheless for the 2012/13 cycle.

**M 11: ARH Assessment of the Quality of Peer Review Exercises**  
Students conduct formal and informal peer review exercises to foster improvement in writing including increased awareness of proper grammatical and syntactical structures. The quality of these exercises is then assessed by the instructor.

**Source of Evidence:** Written assignment(s), usually scored by a rubric  

**Target:**  
Data will be collected from individual classes. At least 70% of students will demonstrate proficiency or better in the area assessed.

**Finding (2012-2013) - Target: Met**  
Students were given a series of analytic and qualitative questions to guide their review of six (6) of their peers' works.

**ARH 400W-001 Peer Review Results (36 students) – Curzon**  
63.33% of students (36 total) exceeded expectations  
13.88% of students (5 total) met expectations  
0% of students (0 total) demonstrated basic proficiency  
0% of students (0 total) demonstrated poor proficiency  
2.78% of students (1 total) demonstrated no proficiency*  

*100% of the "no proficiency" results were the product of students not handing in the assignment.

**Interpretations and Conclusions:**  
In all cases, over 97% (an improvement over results obtained during the 2011/12, in which only 85% of students achieved proficiency or better) or more of the students involved in the assessment demonstrated proficiency or better in the fields being assessed. This indicates that those being assessed are, most of the time, meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department. As such, standards of teaching and learning are deemed acceptable.

**M 12: ARH, ART Diagnostic Writing Assessment**  
Students in introductory ARH (200-level) classes and 200-level ART classes will undertake a diagnostic writing assessment at the beginning and end of the semester. Results of this assessment will be reported.

**Source of Evidence:** Writing exam to assure certain proficiency level  

**Target:**  
Data from individual survey-level ARH classes will be reported. Data from beginning (200 level) media-specific ART courses will be reported.

**Finding (2012-2013) - Target: Met**  
Results Summary: The students enrolled in introductory ARH classes were each given two short writing assignments, one at the end of the semester and one after the beginning of the semester. ARH 252-002 (Tucker): First Essay Results (216 participating students): 23.15% of students (50 total) exceeded expectations, 73.61% of students (159 total) met expectations, 3.24% of students (7 total) demonstrated basic proficiency, 45% of students (5 total) demonstrated poor proficiency, 0% of students (0 total) demonstrated no proficiency; Second Essay Results (186 participating students): 26.34% (49 total) exceeded expectations, 72.04% (134 total) met expectations, 1.61% (3 total) demonstrated basic proficiency, 0% of students (0 total) demonstrated poor or no proficiency. ARH 253-001 (Tucker): First Essay Results (90 participating students) 17.78% of students (16 total) exceeded expectations, 78.89% of students (71 total) met expectations, 3.33% of students (3 total) demonstrated basic proficiency, 0% of students (0 total) demonstrated poor proficiency, 0% of students (0 total) demonstrated no proficiency. Second Essay Results, (90 participating students): 11.11% of students (10 total) exceeded expectations; 77.78% of students (70 total) met expectations; 10% of students (9 total) demonstrated basic proficiency; 1.11% (1 total) demonstrated poor proficiency, 0.0% of students (0 total) demonstrated no proficiency.
Interpretations and Conclusions: In the second year of working to implement a significant writing portion into the introductory-level ARH classes, the instructors used a peer review process in order to facilitate grading AND encourage critical reflection (through student assessment of other students’ work). In this instance of using a first and second writing assignment to gauge writing improvement in students enrolled in ARH survey classes, one class experienced a slight increase (although sometimes only marginally) in performance on the second assignment. This increase suggests that students benefit from peer-reviewed/instructor reviewed writing assignments, both in terms of the ability to evaluate the work of others and to perform better in their own written work. In the other course, students experienced a slight decrease in performance on the second assignment – which may be attributable to end-of-the-semester fatigue and/or more careful/more stringent evaluation by peer reviewers. Overall, in both instances, 85% of students or more demonstrated met expectations or better. While this certainly meets or exceeding the basic objectives of the curriculum, the variations noted suggest that the evaluation methodology should be revisited for a more accurate measure in the next year.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Re-evaluation of Data Collection Methodology**
*Established in Cycle: 2012-2013*
While the measure was met, the variations in the data collected and the difficulties in assessing the validity of the peer-reve...

**SLO 5: ARH Demonstrate Skills in Historiography and Methodology**
The department expects students to demonstrate skills in historiography and methodology that include understanding of the principles of art history research, theories, and practices used for the pursuit of scholarship in the history of art.

**Connected Documents**
- BA Art History and BA/BFA Studio Grading Rubrics and Descriptions
- BA Art History Curriculum Maps

**Relevant Associations:**

**Student Learning Outcome 5 Improvement Action(s) to be advanced (from 2010/11 report):** The department will continue to integrate analysis and methodology into its classes by encouraging instructors to incorporate a variety of writing/analysis exercises into their curriculum.

**Student Learning Outcome 5 Improvement Action(s) to be advanced (from the 2012/13 report):** Since the department has witnessed an increase in student success in the area of analysis and methodology, instructors will seek to "raise the bar" by incorporating further active and collaborative exercises (including in-class assignments) that encourage this form of student learning.

**Standard Associations**
- **NASAD Basic Standards**
  1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
  2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
  3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
  4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
  5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
  10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
- **SACS 3.3.1**
  3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
- University of Alabama
  1.1 Promote and enhance areas of academic, scholarship, and research excellence.
  3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
  3.12 Increase the level of academic scholarship support.
  3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
  4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 13: ARH Evaluation of Conceptual Strength and Level of Discipline-specific Knowledge**
In the specialized courses (including ARH 481, 400W, 371W, 373W, and 470W), assignments encourage both independent and collaborative work including developing research topics and collaboratively solving research questions. Instructors then evaluate the conceptual strength and the quality of discipline-specific knowledge reflected in these assignments. The results of the assignments will be summarized

Source of Evidence: Academic direct measure of learning - other

**Target:**
Data from upper-level ARH courses will be collected. As suggested in the 2011-12 report, the Department continued (during the 2012-13 cycle) to integrate analysis and methodology into its classes by encouraging instructors to incorporate a variety (stressing different facets of writing and argument) of writing exercises into their curricula.
**Finding (2012-2013) - Target: Met**

**ARH 400W-001 Essay Results (36 students) – Curzon – Historical Analysis Paper**
- 41.67% of students (15 total) exceeded expectations
- 41.67% of students (15 total) met expectations
- 11.11% of students (4 total) demonstrated basic proficiency
- 2.78% of students (1 total) demonstrated poor proficiency
- 2.78% of students (1 total) demonstrated no proficiency*

*100% of the "no proficiency" results were the product of students handing in the assignment with substantial late penalties.

**Initial Analysis:** 94.45% of students demonstrated basic proficiency or better, with more than 1/3 of the class exceeding expectations.

**ARH 400W-001 Essay Results (36 students) – Curzon – Methodology Paper**
- 33.33% of students (12 total) exceeded expectations
- 33.33% of students (12 total) met expectations
- 27.27% of students (9 total) demonstrated basic proficiency
- 2.78% of students (1 total) demonstrated poor proficiency
- 5.55% of students (2 total) demonstrated no proficiency*

*100% of the "no proficiency" results were the product of not handing in the assignment or of students handing the assignment in late with a substantial penalty.

**Initial Analysis:** 93.93% of students demonstrated basic proficiency or better, with at least 1/3 of students exceeding expectations.

**Interpretations and Conclusions**
In ARH 400W, students were assigned two writing projects. The first emphasized analysis of a particular historical period and the second emphasized the use of a particular methodology or concept. In both instances, 93% or more of students demonstrated proficiency or better in the field assessed (please see attached rubric for interpretation of values). This represents an 8% increase in quality from the 2011/12 cycle. As such, standards of teaching and learning are deemed acceptable.

### M 14: ARH Evaluation by Informal Mentors
Students interact with and are evaluated indirectly by outside/visiting artists and art historians who informally mentor them. The number and types of opportunities will be listed.

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
The number and types of events will be collected and assessed.

**Finding (2012-2013) - Target: Met**
Seven (7) outside UA/visiting artists and speakers were present in the Department of Art and Art History during the 2012-13 academic year. These artists/speakers were: Kimberley Phillips, Yvonne Petkus, Karen Brummund, Thornton Willis, Andrew Hotte, Rachel Stephens, Catherine Holoquist. Interpretations and Conclusions: Anecdotal evidence suggests that students in the Studio Art area and the Art History area benefited from the input of these visitors. This evidence was collected through student attendance at the events, informal discussion after the visits, and student demonstrations/discussions that reflected the input of the visitors.

**Finding (2012-2013) - Target: Met**
Seven (7) outside UA/visiting artists and speakers were present in the Department of Art and Art History during the 2012-13 academic year. These artists/speakers were: Kimberley Phillips, Yvonne Petkus, Karen Brummund, Thornton Willis, Andrew Hotte, Rachel Stephens, Catherine Holoquist.

### M 15: ARH Assessment of Independent Research Projects
Students in upper level classes will conduct an independent research assignment (in the form of a paper or take-home exam) that asks them to apply theoretical contexts to the subject-matter under consideration. Results of this assessment will be reported.

**Source of Evidence:** Project, either individual or group

**Target:**
Data from upper-level ARH courses will be collected. As suggested in the 2011-12 report, the Department continued to integrate analysis and methodology (during the 2012-13 cycle) into its classes by encouraging instructors to incorporate a variety (stressing different facets of writing and argument) of writing exercises into their curricula.

**Finding (2012-2013) - Target: Met**

**ARH 400W-001 Essay Results (36 students) – Curzon – Historical Analysis Paper**
- 41.67% of students (15 total) exceeded expectations
- 41.67% of students (15 total) met expectations
- 11.11% of students (4 total) demonstrated basic proficiency
- 2.78% of students (1 total) demonstrated poor proficiency
- 2.78% of students (1 total) demonstrated no proficiency*

*100% of the "no proficiency" results were the product of students handing in the assignment with substantial late penalties.

**Initial Analysis:** 94.45% of students demonstrated basic proficiency or better, with more than 1/3 of the
class exceeding expectations.

**ARH 400W-001 Essay Results (36 students) – Curzon – Methodology Paper**

33.33% of students (12 total) exceeded expectations
33.33% of students (12 total) met expectations
27.27% of students (9 total) demonstrated basic proficiency
2.78% of students (1 total) demonstrated poor proficiency
5.55% of students (2 total) demonstrated no proficiency

*100% of the “no proficiency” results were the product of not handing in the assignment or of students handing the assignment in late with a substantial penalty.

**Initial Analysis:** 93.93% of students demonstrated basic proficiency or better, with at least 1/3 of students exceeding expectations.

**Interpretations and Conclusions**

In ARH 400W, students were assigned two writing projects. The first emphasized analysis of a particular historical period and the second emphasized the use of a particular methodology or concept as proposed by the student in an independently researched artist or body of work. In both instances, 93% or more of students demonstrated proficiency or better in the field assessed (please see attached rubric for interpretation of values). This represents an 8% increase in quality from the 2011/12 cycle. As such, standards of teaching and learning are deemed acceptable.

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**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtm 6: PRO Sustained Level of Recognized Quality**

The program will improve and sustain a high level of recognized quality.

**Relevant Associations:**

**Program Outcome 1 Improvement Action(s) to be advanced (from 2010-11 report):** The department will continue to improve its course offerings by considering an increase in its faculty in deficient areas.

**Program Outcome 1 Improvement Action(s) to be advanced (from 2012/13 report):** TBA

**Standard Associations**

**NASAD Basic Standards**

1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9. Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their areas(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14. Students are encouraged to develop a consistent, personal direction and style.
15. The department supports opportunities for field experiences and internships.

**SACS 3.3.1**

3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission

**Strategic Plan Associations**

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
1.6 Streamline administrative functions and improve their effectiveness.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.9 Ensure user-friendly support services for students, faculty, and staff.
3.10 Continue to modernize information technology resources.
3.11 Increase attention to, and rewards for, excellence in teaching.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and
productive careers and professions.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses,
educational systems, health care, the arts, and other professions, and who will be leaders in their
communities.

Related Measures

M 16: PRO Report Department Strengths
A list of the strengths of the department from the most recent program review (specific to the BA in Art History) will be reported.

Source of Evidence: Administrative measure - other
Target:
Data will be collected by the department chair.
Finding (2012-2013) - Target: Met
Summary, Interpretation and Conclusions
Data was collected.
Our strengths include the following: 1. The faculty’s focus on the analytical component of art history. 2. The faculty have created assignments in their art history courses that allow for the student’s creative interaction with the artwork. 3. The program’s size allows for close interaction between faculty and students. 4. The curriculum encourages students to pursue breadth rather than depth in order to concentrate on theories and practices that cross field disciplines. 5. Students are mentored by faculty who encourage them to investigate graduate programs in art history. 6. Students are mentored by faculty who encourage them to investigate research and work opportunities in museums and galleries. 7. The faculty regularly offers courses that focus on academic writing skills.

M 17: PRO Report Opportunities for Improvement
A list of the opportunities for improvement from the most recent program review (specific to the BA in Art History) will be reported.

Source of Evidence: Administrative measure - other
Target:
Data will be collected from our most recent program review.
Finding (2012-2013) - Target: Met
Summary, Interpretation and Conclusions
Data was collected. No improvements were needed.

M 18: PRO Report List of Recommendations
A list of recommendations (specific to the BA in Art History) will be reported.

Source of Evidence: Administrative measure - other
Target:
Data will be collected.
Finding (2012-2013) - Target: Met
Summary, Interpretation and Conclusions
Data was collected. There were no improvements required by our accreditation review.

M 19: PRO Report List of Actions in Response to Recommendations
Measure 1.4 A list of actions in response to the recommendation (specific to the BA in Art History) will be reported.

Source of Evidence: Administrative measure - other
Target:
Data will be collected.
Finding (2012-2013) - Target: Met
Summary, Interpretation and Conclusions
Data was collected. No improvements were needed.

M 20: PRO Report Summary of Action Impacts
A summary of the impacts of the actions (specific to the BA in Art History) will be reported.

Source of Evidence: Administrative measure - other
Target:
Data will be collected.
Finding (2012-2013) - Target: Met
Summary, Interpretation and Conclusions
Data was collected. As no recommendations were given, there are no actions.

M 21: ARH Report Graduating Senior Survey Results
Graduating seniors complete a survey, including a question asking them to rate the overall quality of the major. The percent of students choosing each possible response to the question will be reported.
Source of Evidence: Student satisfaction survey at end of the program

Target:
Data will be collected from the graduating senior survey.

Finding (2012-2013) - Target: Not Reported This Cycle
The graduating senior survey was not employed during the 2012-13 year. The department did, however, revisit the language of its learning outcomes and has revised them to reflect ideas and contexts that the students can more readily understand.

Related Action Plans (by Established cycle, then alpha):
Chair will review assessment measure
Established in Cycle: 2011-2012
The chair will review this assessment measure to see if it is an effective way of tracking post-graduation success.

Language of student learning outcomes
Established in Cycle: 2011-2012
The department will investigate student satisfaction and learning with more in-depth surveys for faculty and students (regarding...)

For full information, see the Details of Action Plans section of this report.

M 22: PRO Report Summary of Efforts to Hire a Medievalist
A summary of efforts to hire a Medievalist will be reported.

Source of Evidence: Administrative measure - other

Target:
The department will initiate a search to hire a medievalist.

Finding (2012-2013) - Target: Met

Results

Our medievalist in art history joined us in Fall 2012 and continues to be an active and productive member of the department.

Related Action Plans (by Established cycle, then alpha):
Request two faculty positions in 2012-2013.
Established in Cycle: 2011-2012
We will request two new faculty positions in studio art and art history.

For full information, see the Details of Action Plans section of this report.

OthOtm 7: PRO Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Relevant Associations:

Program Outcome 2 Improvement Action(s) to be advanced (from 2010/11 report): The program will continue to reach out to high schools across the state in order to promote enrollment in its undergraduate programs.

Program Outcome 2 Improvement Action(s) to be advanced (from 2012/13 report): TBA

Standard Associations

NASAD Basic Standards
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9. Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14. Students are encouraged to develop a consistent, personal direction and style.
15. The department supports opportunities for field experiences and internships.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission
Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
1.6 Streamline administrative functions and improve their effectiveness.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.9 Ensure user-friendly support services for students, faculty, and staff.
3.10 Continue to modernize information technology resources.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.6 Promote leadership development among Alabama’s community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the state.

Related Measures

M 23: PRO Examine Number of Students in Undergraduate Major
We will assess this outcome using the number of students in the undergraduate major for the last three fall semesters.

Source of Evidence: Administrative measure - other

Target:
Number of majors will be counted.

Finding (2012-2013) - Target: Met
Summary, Interpretation and Conclusions

Number of majors are as follows:
Fall 2009: 44
Fall 2010: 53
Fall 2011: 59
Fall 2012: 39

More data is needed in order to draw conclusions.

M 24: PRO Compare Number of Degrees Conferred to ACHE Standards
We will assess this outcome by comparing the number of degrees awarded in the last three years with the ACHE viability standards.

Source of Evidence: Professional standards

Target:
Data will be collected.

Finding (2012-2013) - Target: Met
Summary, Interpretation and Conclusions

Data was collected. The following is the number of students who graduated with an art history degree for the past three years (July 1 to June 30):
2009: 17
2010: 14
2011: 12
2012: 17

We are within ACHE viability standards.

M 25: PRO Analyze Incoming Student Data and Target Productive Recruitment Areas
We will assess this outcome by analyzing data about incoming students (county and high schools from which they come, etc.) and therein target those areas as productive recruitment areas. Results from these analyses will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

Finding (2012-2013) - Target: Partially Met
Summary, Interpretation and Conclusions

Some data was collected. Because the data was incomplete it is not possible to draw conclusions at this time.

Related Action Plans (by Established cycle, then alpha):

Department will collect data
Established in Cycle: 2011-2012
The department will collect data on our incoming students.

For full information, see the Details of Action Plans section of this report.
OthOtc 8: PRO Highly Valued by Program Graduates and Key Constituencies
The program will be highly valued by its program graduates and other key constituencies it serves.

Relevant Associations:
Program Outcome 3 Improvement Action(s) to be advanced (from 2010/11 report): The program should consider the creation of a capstone course for graduating seniors that focuses attention on professionalization skills.
Program Outcome 3 Improvement(s) to be advanced (from the 2012/13 report): TBA

Standard Associations
  NASAD Basic Standards
  1 Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
  2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
  3 Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
  4 The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
  5 Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
  6 Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
  7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
  8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
  9 Students are afforded opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
  10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
  11 Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
  12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
  13 Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
  14 Students are encouraged to develop a consistent, personal direction and style.
  15 The department supports opportunities for field experiences and internships.

SACS 3.3.1
  3.3.1.1 Educational programs, to include student learning outcomes
  3.3.1.2 Administrative support services
  3.3.1.3 Educational support services
  3.3.1.4 Research within its educational mission

Strategic Plan Associations
  University of Alabama
  1.1 Promote and enhance areas of academic, scholarly, and research excellence.
  1.5 Effectively use course offerings and class size to support priorities.
  1.6 Streamline administrative functions and improve their effectiveness.
  3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
  3.9 Ensure user-friendly support services for students, faculty, and staff.
  3.10 Continue to modernize information technology resources.
  3.11 Increase attention to, and rewards for, excellence in teaching.
  3.12 Increase the level of academic scholarship support.
  3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
  4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
  4.5 Develop and reward leadership skills among students, faculty, and staff.
  4.7 Support our alumni in serving as leaders in their professions and communities.

Related Measures
M 26: ARH Report Percentages from Graduating Senior Surveys
We will assess this outcome using the results of a survey question asking graduating seniors to rate the quality of their courses as preparation for employment or other professional activity. The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Student satisfaction survey at end of the program
Target:
Data will be reported from the graduating senior survey.
Finding (2012-2013) - Target: Not Reported This Cycle
The graduating senior survey was not employed during the 2012-13 year.
Related Action Plans (by Established cycle, then alpha):
Graduating Senior Survey
Established in Cycle: 2012-2013
The chair and the assessment co-ordinators for the Department of Art and Art History will assess the value of the questions ask...
For full information, see the Details of Action Plans section of this report.

M 27: ARH Report Percentages from Graduating Senior Surveys Regarding Preparation for Graduate Study

We will assess this outcome using the results of a survey question asking graduating seniors to rate the quality of their courses as preparation for graduate school. The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Student satisfaction survey at end of the program

Target:
Data from the graduating student survey will be collected.

Finding (2012-2013) - Target: Not Reported This Cycle
The graduating senior survey was not employed during the 2012-13 year.

Related Action Plans (by Established cycle, then alpha):
Graduating Senior Survey
Established in Cycle: 2012-2013
The chair and the assessment co-ordinators for the Department of Art and Art History will assess the value of the questions asked...

For full information, see the Details of Action Plans section of this report.

M 28: ARH Report Results of Student Poll Regarding Benefits of Capstone Course

We will assess this outcome by polling students as to whether or not a capstone course would benefit their studies and career plans. The results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected from a student poll regarding the benefits of a capstone course.

Finding (2012-2013) - Target: Partially Met
During the 2012-13 cycle, the Department of Art and Art History formed a group of Art History faculty to discuss the relevance and structure of a potential capstone course. When the group devises various plans for its implementation, these will be put to the students in the form of a survey.

Related Action Plans (by Established cycle, then alpha):
relevance of measure
Established in Cycle: 2011-2012
The chair and faculty will begin discussion in order to determine whether the completion and assessment of this measure will act...

Further Action re: Capstone Courses
Established in Cycle: 2012-2013
The faculty committee will meet to discuss possible plans of action for implementing a capstone course and will present their fi...

For full information, see the Details of Action Plans section of this report.

OthOtcm 9: PRO Maintain National Accreditation

The department expects to maintain its national accreditation with the National Schools of Art and Design (NASAD).

Relevant Associations:

Program Outcome 3 improvement action to be advanced (from 2010-11 report): The department will continue to monitor the changes that made in response to the accreditation report to ensure that they are sustained.

Program Outcome 3 improvement action to be advanced (from 2012/13 report): As the department prepares for its upcoming NASAD review, it will continue to monitor the changes and implement suggestions issued in the last review in order to ensure that accreditation standards are met.

Standard Associations

NASAD Basic Standards
1 Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3 Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4 The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5 Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6 Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9 Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11 Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13 Students are afforded opportunities to exhibit their work and experience and participate in critiques and discussions of their work and the work of others.
14 Students are encouraged to develop a consistent, personal direction and style.
15 The department supports opportunities for field experiences and internships.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
1.6 Streamline administrative functions and improve their effectiveness.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
1.8 Develop the research infrastructure and enhance the library resources necessary to be competitive for grants and contracts.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.9 Ensure user-friendly support services for students, faculty, and staff.
3.10 Continue to modernize information technology resources.
3.11 Increase attention to, and rewards for, excellence in teaching.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

Related Measures

M 29: PRO Summarize Responses to Recommendation from Accreditation Report
The department will respond to recommendations from the most recent accreditation report. These responses will be summarized.

Source of Evidence: Administrative measure - other

Target:
Data will be collected from the accreditation report.

Finding (2012-2013) - Target: Met
Summary, Interpretation and Conclusions

Data was collected. There were no recommendations given.

M 30: PRO Summarize Assessment Results of NASAD Credentials
The chair will assess maintenance of NASAD credentials. Results of this assessment will be summarized.

Source of Evidence: Administrative measure - other

Target:
The department will continue its accreditation.

Finding (2012-2013) - Target: Met
Summary, Interpretation and Conclusions

The department is accredited through 2018. No action needed.

M 31: PRO Summarize Results of Benchmark Study with Other Universities
The chair will form links with other universities in order to conduct benchmark studies of our progress. Results of these studies will be summarized.

Source of Evidence: Benchmarking

Target:
Data will be collected.

Finding (2012-2013) - Target: Partially Met
Summary, Interpretation and Conclusions

The chair is collecting data through connections with NASAD and the National Council of Art Administrators.

Related Action Plans (by Established cycle, then alpha):
Data will be collected and compiled.
Established in Cycle: 2011-2012
The chair will collect data for analysis to determine benchmarks.

For full information, see the Details of Action Plans section of this report.

OthOtcm 10: PRO Maintain Strong Local, Regional and National Presence
The department expects to have a strong local, regional, and national presence with relation to comparable institutions offering BA, BFA, MA, and MFA programs in Studio Art and Art History.
Relevant Associations:

Program Outcome 4 improvement action to be advanced (from 2010-11 report): The department will continue to monitor any media attention received by our faculty and students, and will publish new issues of The Loupe.

Program Outcome 4 improvement action to be advanced (from 2012/13 report): The department will continue to monitor any media attention received by our faculty and students, and will publish new issues of The Loupe.

Standard Associations

NASA Basic Standards
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9. Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14. Students are encouraged to develop a consistent, personal direction and style.
15. The department supports opportunities for field experiences and internships.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.2 Increase the recognition of the University's service priorities that enhance the quality of life for all Alabamians.
2.5 Improve communication among all constituent groups in campus decision-making processes.
4.7 Support our alumni in serving as leaders in their professions and communities.

Related Measures

M 32: PRO MAINTAIN DATABASE OF MEDIA PRESENCE
The department will maintain an active record/database of local, regional and national news coverage related to student and faculty achievements in order to record its media presence. The number and types of news coverage will be listed.

Source of Evidence: Administrative measure - other

Target:
The department will compile a list of all of the times the department (including its faculty, students, instructors, and staff) is mentioned in the local and regional press.

Finding (2012-2013) - Target: Met
Summary, Interpretations and Conclusions

Data was collected. A record of our media presence is kept on our website at: "UA Art in the News" http://art.ua.edu/site/resources/loupe/ua-art-in-the-news/ Between August 2012 and May 2013, the department was mentioned in print and online media sources 64 times.

M 33: PRO MAINTAIN ACTIVE WEBSITE AND PUBLICATIONS
The department will maintain an active website and produce a series of paper publications (The Loupe, departmental information pamphlets and posters, etc.) to publicize and promote its activities. The number and types of publications will be listed, as well as their circulation data.

Source of Evidence: Administrative measure - other

Target:
Data was collected. Target: 100% of departmental activities are to be posted on our website.

Finding (2012-2013) - Target: Met
Summary, Interpretations and Conclusions

The department maintains an active website: http://art.ua.edu. 100% of the department's activities were posted on the website. The department published three issues of The Loupe, our newsletter. Print circulation for each issue was 200 copies and a pdf version was sent to a mailing list of 300 addresses. The department will
continue to maintain the website.

**M 34: PRO Implement New Features Within Publication to Monitor Department Influence**

The department will implement a new feature of its paper and online publications—“reader requests” and “letters to the editor” — in order to monitor the influence of the department in the community. Responses will be summarized and analyzed.

**Source of Evidence:** Administrative measure - other

**Target:**
The department will establish these new features in the Fall 2012 issue of *The Loupe*, our newsletter.

**Finding (2012-2013) - Target: Partially Met**
The department modified its method of collecting data from its online/print newsletter to comments and "Likes" on our social media pages.

We monitor our Facebook pages daily (they include "UA Dept. of Art and Art History," "Sella-Granata Art Gallery," "The Loupe, Newsletter of UA Art & Art History," and "Sarah Moody Gallery of Art." The "Admin Panel" for each page summarizes reach and other data. Examples of our posts and their reach:

"Important for all artists": 253 views, I share, 3 likes
"The Grand Opening of the Dinah Washington Gallery": 151 views, 7 likes
"Cathy Pagani just sent us this photo": 208 views, 11 likes

September 12, 2013: 311 likes, 9 talking about the page

**Related Action Plans (by Established cycle, then alpha):**

**Department will seek input from the community**

**Established in Cycle: 2011-2012**
The department will seek input from the community through features in our newsletter (online and print versions) called "reader ..."

For full information, see the Details of Action Plans section of this report.

**OthOtcm 11: PRO Preparation and Placement of Graduates**
The department expects to prepare its graduate for and place them in professional or academic appointments/graduate schools as practicing artists and art historians.

**Relevant Associations:**

**Program Outcome 5 improvement action to be advanced (from 2010/11 report):** The department is developing a more efficient reporting mechanism for recording student activities.

**Program Outcome 5 improvement action to be advanced (from the 2012/13 report):** The department will continue to develop more efficient reporting mechanisms for recording student activities.

**Standard Associations**

**NASAD Basic Standards**

1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9. Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create works in an area of emphasis.
13. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14. Students are encouraged to develop a consistent, personal direction and style.
15. The department supports opportunities for field experiences and internships

**SACS 3.3.1**

3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services

**Strategic Plan Associations**

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.7 Support our alumni in serving as leaders in their professions and communities.

Related Measures

M 35: PRO Report Post-Graduation Student Success using Online Surveys and Social Media
The department will use specific tracking mechanisms (online surveys and social media applications) in order to maintain an active record of student post-graduation successes. The extent to which students achieve post-graduation success will be reported.

Source of Evidence: Academic indirect indicator of learning - other
Target: Data will be collected.
Finding (2012-2013) - Target: Not Met
Summary, Interpretations and Conclusions
Some data was collected but was difficult to interpret. The chair will review this measure to see if this is an effective measure to track students post-graduation.
Related Action Plans (by Established cycle, then alpha):
Chair will review assessment measure
Established in Cycle: 2011-2012
The chair will review this assessment measure to see if it is an effective way of tracking post-graduation success.
For full information, see the Details of Action Plans section of this report.

M 36: PRO Report Number of Students Involved in Professional Development Activities
The department will report the number and percent of current students who request help with and/or attend professionalization activities and will continue to mentor them through graduate school application workshops, participation in regional and national professional and/or academic events including CAA, SECAC, SPE, etc.)
Source of Evidence: Activity volume
Target: Data will be collected.
Finding (2012-2013) - Target: Met
Summary, Interpretations, and Conclusions
Data was collected. No students were involved in professional development activities.
Related Action Plans (by Established cycle, then alpha):
Data will be collected on student professional development
Established in Cycle: 2011-2012
Data will be collected on current Art History B.A. students who request help with and/or attend professionalization activities.
For full information, see the Details of Action Plans section of this report.

M 37: PRO Report Number of Alumni in Database
The department will create a web-based collection mechanism (for names, addresses, comments, etc. from alumni) in order to keep its data up to date. The number of names collected will be reported.

Source of Evidence: Administrative measure - other
Target: Data will be collected.
Finding (2012-2013) - Target: Met
Results
We have established a database to keep track of or alumni. There are now 107 alumni from our undergraduate and graduate programs in the database.
Interpretations
The database is functioning well in keeping the department informed of our alumni. Names are added to the database as we are made aware of them.
Conclusions
In order to keep the database as up to date as possible, the department will gather contact information from all of our future graduates. We will continue to solicit names for the database in The Loupe.

OthOtcm 12: PRO Technology Use and New Pedagogies
The department expects its instructors to make use of educational technologies and new pedagogies in teaching.

Relevant Associations:
Program Outcome 6 improvement action to be advanced (from 2010/11 report): The department will continue to implement new forms of technology in teaching.
Program Outcome 6 improvement action to be advanced (from 2012/13 report): The department will continue to implement new forms of technology in teaching.

Standard Associations

**NASAD Basic Standards**

11. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis

**SACS 3.3.1**

3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

Strategic Plan Associations

University of Alabama
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.10 Continue to modernize information technology resources.
3.11 Increase attention to, and rewards for, excellence in teaching.

Related Measures

**M 38: PRO Report Percentage of Instructors Trained in Tegrity and eLearning**

All FTTis, PTTIs, and GTAs teaching in a lecture setting will be trained to use Tegrity and all FTTis, PTTIs, and GTAs (regardless of teaching environment) are trained to use eLearning. The number and percent of instructors trained to use Tegrity or eLearning will be reported.

Source of Evidence: Administrative measure - other

**Target:**

100% of our instructors in lecture courses will be trained to use eLearning. 100% of instructors who teach art history survey courses will also be trained in Tegrity.

**Finding (2012-2013) - Target: Met**

Summary, Interpretations and Conclusions

100% of our instructors in lecture courses will be trained to use Blackboard Learn (formerly eLearning). 100% of courses will have a shell in Blackboard Learn. 100% of instructors who teach art history survey courses will also be trained in Tegrity. This target has been met.

**M 39: PRO Report Percentage of Instructors Attending Workshops**

All assistant professors will attend the Learner Centered Workshops hosted by the College of Arts and Sciences during the fall semester each year. The number and percent of assistant professors who attend, and who have attended, the workshop will be reported.

Source of Evidence: Activity volume

**Target:**

100% of our new assistant professors will attend the Learner-Centered College workshop each fall.

**Finding (2012-2013) - Target: Met**

Summary, Interpretations and Conclusions

100% of our new assistant professors attended the Learner-Centered College workshop (or its equivalent as determined by the College) in the fall.

**M 40: ARH Report Results of Computer-Based Peer Review Assessments**

Select professors will implement computer-based peer review activities in their classes via open-source Moodle. Results of these assessments will be reported.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

Data will be collected from ARH and/or FA designated courses.

**Finding (2012-2013) - Target: Met**

Students were given a series of analytic and qualitative questions to guide their review of six (6) of their peers’ works.

**ARH 400W-001 Peer Review Results (36 students) – Curzon**

83.33% of students (30 total) exceeded expectations
13.88% of students (5 total) met expectations
0% of students (0 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
2.78% of students (1 total) demonstrated no proficiency*

*100% of the “no proficiency” results were the product of students not handing in the assignment.

**Interpretations and Conclusions:**

In all cases, over 97% (an improvement over results obtained during the 2011/12, in which only 85% of students achieved proficiency or better) or more of the students involved in the assessment demonstrated proficiency or better in the fields being assessed. This indicates that those being assessed are, most of the time, meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department. As such, standards of teaching and learning are deemed acceptable.
Details of Action Plans for This Cycle (by Established cycle, then alpha)

200-level ARH: summative assessment; factual information
For the 2012-13 cycle, students will continue to gain knowledge and be assessed according to this format. During the 2012-13 cycle, less than 7% of students will fall in the "no proficiency" range over the course each semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: ARH In-class Direct and Summative Assessments | Outcome/Objective: ARH Demonstrate Knowledge of Historical Background

Implementation Description: fact-based tests
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Chair will review assessment measure
The chair will review this assessment measure to see if it is an effective way of tracking post-graduation success.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: ARH Report Graduating Senior Survey Results | Outcome/Objective: PRO Sustained Level of Recognized Quality
Measure: PRO Report Post-Graduation Student Success using Online Surveys and Social Media |
Outcome/Objective: PRO Preparation and Placement of Graduates

Implementation Description: The chair will review the data.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History
 Additional Resources: None

Chair will review assessment measure
The chair will review this assessment measure to see if it is an effective way of tracking post-graduation success.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Implementation Description: The chair will review the data.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Data will be collected and compiled.
The chair will collect data for analysis to determine benchmarks.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: PRO Summarize Results of Benchmark Study with Other Universities | Outcome/Objective: PRO Maintain National Accreditation

Implementation Description: Data will be collected to determine benchmarks. The department will then be compared to this data.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Data will be collected on student professional development
Data will be collected on current Art History B.A. students who request help with and/or attend professionalization activities.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: PRO Report Number of Students Involved in Professional Development Activities |
Outcome/Objective: PRO Preparation and Placement of Graduates

Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Department will collect data
The department will collect data on our incoming students.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: PRO Analyze Incoming Student Data and Target Productive Recruitment Areas |
Outcome/Objective: PRO Sustain Optimal Level of Enrollment

Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Department will seek input from the community
The department will seek input from the community through features in our newsletter (online and print versions) called “reader requests” and “letters to the editor” in order to monitor the influence of the department in the
community. This will be implemented in our next issue of the newsletter, slated for Fall 2012.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: PRO Implement New Features Within Publication to Monitor Department Influence 
Outcome/Objective: PRO Maintain Strong Local, Regional and National Presence

Implementation Description: These features will appear in our next issue of the newsletter. We will compile data.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Formative assessment; knowledge retention
During the 2013-14 cycle, the Department of Art and Art History will assess the format of its baseline tests (evaluating the questions pertinent to student experience and eliminating those that are not) and discuss the inclusion of a diagnostic writing portion.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: ARH Indirect Assessments to Gauge General Knowledge Retention | Outcome/Objective: ARH Demonstrate Knowledge of Historical Background

Implementation Description: Possible creation of new questions and addition of writing portion
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Graduate School Preparation
The chair of the Department of Art and Art History will also consider forming a student and/or faculty advisory committee in order to address the issue of student satisfaction with regard to learning and graduate school preparation. The department will also consider re-phrasing some of its learning outcomes, since the language in which they are currently written may be inaccessible to its primary constituents.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: re-phrasing learning outcomes; possible formation of advisory committee.
Responsible Person/Group: Department of Art and Art History

Language of student learning outcomes
The department will investigate student satisfaction and learning with more in-depth surveys for faculty and students (regarding administration, student services, etc.). The chair of the Department of Art and Art History will also consider forming a student and/or faculty advisory committee in order to address the issue of student satisfaction. Finally, the department will consider re-phrasing some of its learning outcomes, since the language in which they are currently written may be inaccessible to its primary constituents.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: ARH Report Graduating Senior Survey Results | Outcome/Objective: PRO Sustained Level of Recognized Quality

Implementation Description: electronic surveys; advisory group formation (possible)
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Peer review; random instructor sampling
Because this was an initial foray into evaluating the caliber of student writing and since peer review was used, during the 2012-13 cycle each instructor of a survey course will implement "random sampling." That is, each instructor will grade a portion of the assignments alongside the peer reviewers to ascertain how student grading relates to instructor grading.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: ARH Implement Significant Writing Portions | Outcome/Objective: ARH Demonstrate Knowledge of Historical Background

Implementation Description: peer review, random sampling
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Relevance of measure
The chair and faculty will begin discussion in order to determine whether the completion and assessment of this measure will actually be beneficial to the department and its students.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):

Measure: ARH Report Results of Student Poll Regarding Benefits of Capstone Course | Outcome/Objective: PRO Highly Valued by Program Graduates and Key Constituencies

Implementation Description: discussion between faculty and chair
Projected Completion Date: 07/2013
Request two faculty positions in 2012-2013.
We will request two new faculty positions in studio art and art history.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: PRO Report Summary of Efforts to Hire a Medievalist |
  Outcome/Objective: PRO Sustained Level of Recognized Quality

**Implementation Description:** Initiate request will college.

**Projected Completion Date:** 07/2013
**Responsible Person/Group:** Department of Art and Art History
**Additional Resources:** To be determined.

**Student Satisfaction; Professional Experiences**
The department will investigate student satisfaction with regard to professionalization activities by using more in-depth surveys for students. The chair of the Department of Art and Art History will also consider forming a student and/or faculty advisory committee in order to address the issue of student satisfaction with regard to professionalization activities.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Implementation Description:** electronic polling; possible advisory committee

**Projected Completion Date:** 07/2013
**Responsible Person/Group:** Department of Art and Art History

**Further Action re: Capstone Courses**
The faculty committee will meet to discuss possible plans of action for implementing a capstone course and will present their findings to the department chair. These findings, if feasible, will then be submitted to students and/or other faculty for review.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: ARH Report Results of Student Poll Regarding Benefits of Capstone Course |
  Outcome/Objective: PRO Highly Valued by Program Graduates and Key Constituencies

**Graduating Senior Survey**
The chair and the assessment co-ordinators for the Department of Art and Art History will assess the value of the questions asked on the graduating senior survey and will determine whether or not new questions should be implemented in future instances.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- Measure: ARH Report Percentages from Graduating Senior Surveys |
  Outcome/Objective: PRO Highly Valued by Program Graduates and Key Constituencies
- Measure: ARH Report Percentages from Graduating Senior Surveys Regarding Preparation for Graduate Study |
  Outcome/Objective: PRO Highly Valued by Program Graduates and Key Constituencies

**Projected Completion Date:** 08/2014

**Re-evaluation of Data Collection Methodology**
In this second year of implementing a significant writing portion into the introductory-level ARH classes, the instructors used a peer review process in order to facilitate grading AND encourage critical reflection (through student assessment of other students’ work). As such, 95.76% of students in one section and 96.67% of students in the other met expectations or better, an increase of nearly 30% over the previous year. While this certainly meets or exceeding the basic objectives of the curriculum, the high level and the peer-reviewed component of the measure suggests that the evaluation methodology should be revisited for a more accurate measure in the next year.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: ARH Implement Significant Writing Portions |
  Outcome/Objective: ARH Demonstrate Knowledge of Historical Background

**Re-evaluation of Data Collection Methodology**
While the measure was met, the variations in the data collected and the difficulties in assessing the validity of the peer-reviewed measures, a reconsideration of the data collection method will be implemented in the 2013/14 year.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: ARH, ART Diagnostic Writing Assessment |
  Outcome/Objective: ARH Demonstrate Effective Written Communication Skills

**Revision of Measurement**
The variation in findings for the 2012/13 cycle suggests that the measure should be adjusted to account for students entering with a higher knowledge level in the past as a potential variable that would lower the initial percentage increase expectation. For the 2013/14 cycle, the measure will be a final 80% or higher knowledge level rather than a 20% increase as a base.
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**Relationships (Measure | Outcome/Objective):**

Measure: ARH Indirect Assessments to Gauge General Knowledge Retention | Outcome/Objective: ARH Demonstrate Knowledge of Historical Background
Mission / Purpose

The Department of Art and Art History provides an innovative, energetic, and interdisciplinary learning environment that focuses on academic excellence in the areas of art history and studio art. We provide specialized education for majors and minors within our department, as well as offer general enrichment to students working within the broader context of a university-wide liberal arts curriculum. Our introductory-level courses aim at developing in students a lifelong appreciation for the visual arts from a global perspective. Our upper-level curriculum continues this goal while also preparing students for graduate study or for positions within the art world, including museum administration, publishing, communication arts, and design.

The graduate program in the Department of Art and Art History encourages a high level of creative thinking and intellectual inquiry, training students to become practicing artists, teachers in higher education, or professionals in other art-related fields. Programs within the Department of Art and Art History provide an informative, resourceful atmosphere that encourages artistic initiative and scholarly investigation. Faculty members are committed to teaching excellence, research, and service. They incorporate traditional methods with emerging scholarship in their teaching and research, regularly publish in regional, national, and international publications, and participate in exhibitions and public presentations. With the Sarah Moody Gallery of Art, the Department of Art and Art History is an important resource for the university, and is an integral part of the local and statewide arts scene.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Demonstrate Knowledge of Historical Background
The department expects students to demonstrate an understanding of the broad history of art and to identify major styles and artworks through different historical periods.

Connected Documents
- BA Art History and BA/BFA Studio Grading Rubrics and Descriptions
- BA Art History Curriculum Maps

Relevant Associations:
Student Learning Outcome 1 Improvement Action(s) to be advanced (from 2010-11 report):

Students entered the class with no proficiency and left the class with basic proficiency (the standard for an introductory level class), hence meeting the baseline standards set by the department and therein demonstrating an acceptable level of teaching and learning. The department, however, seeks to “raise the bar.”

Standard Associations
- **NASAD Basic Standards**
  1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
  2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
  3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
  4. The department offers experiences that encourage familiarity with a broad variety of works in various specializations and media, including broad exposure to works of art.
  5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
  6. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
  10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
- **SACS 3.3.1**
  3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

**M 1: ARH In-class Direct and Summative Assessments**
Instructors use a series of direct and summative assessments (image identification, multiple-choice, true/false, short answer, etc.) in required survey art history classes (ARH 252, 253 and/or 254) to evaluate specific knowledge about particular periods and works of art. The results of these assessments will be summarized.
Source of Evidence: Academic direct measure of learning - other

**Target:**
Data will be collected from individual 200-level Art History classes. As proposed in the 2010-11 report, 65% (5% increase from 2010-11) or more of students will demonstrate proficiency or better in the fields assessed during the 2011-12 cycle.

**Finding (2011-2012) - Target: Met**

**Results Summary**

**ARH 253-001 test results (first exam) -- 106 students**
- 44.30% of students (47 total) exceeded expectations
- 26.30% of students (30 total) met expectations
- 12.60% of students (13 total) demonstrated basic proficiency
- 10.30% of students (11 total) demonstrated poor proficiency
- 4.80% of students (5 total) demonstrated no proficiency

**ARH 253-001 test results (second exam) -- 106 students**
- 48.10% of students (51 total) exceeded expectations
- 35.80% of students (38 total) met expectations
- 8.40% of students (9 total) demonstrated basic proficiency
- 3.70% of students (4 total) demonstrated poor proficiency
- 3.70% of students (4 total) demonstrated no proficiency

**ARH 253-001 test results (third exam) -- 106 students**
- 49% of students (52 total) exceeded expectations
- 25.50% of students (27 total) met expectations
- 17% of students (18 total) demonstrated basic proficiency
- 3.70% of students (4 total) demonstrated poor proficiency
- 8.40% of students (9 total) demonstrated no proficiency

**ARH 253-001 test results (final exam) -- 106 students**
- 85.80% of students (91 total) exceeded expectations
- 7.50% of students (8 total) met expectations
- 3.70% of students (4 total) demonstrated basic proficiency
- 0% of students (0 total) demonstrated poor proficiency
- 2.80% of students (3 total) demonstrated no proficiency

**Evaluation format**
These exams are based upon a basic, internally developed point system for evaluating factual information:

- **Exceeded Expectations = 90-100pts** (90 to 100% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)
- **Met Expectations = 80-90 pts** (80 to 90% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)
- **Basic Proficiency = 70-80pts** (70 to 80% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)
- **Poor Proficiency = 60-70pts** (60 to 70% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)
- **No Proficiency = less than 60 pts** (less than 60% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

**Interpretations and Conclusions**
In all cases, 70% or more of the students involved in the assessment demonstrated proficiency or better in the fields assessed. This indicates that those being assessed are meeting or exceeding, in most cases, the basic objectives of the curriculum and therein are meeting or exceeding the baseline standards set by the department. As such, standards of teaching and learning are deemed acceptable. During the 2010-11 cycle, only 60% or more of students involved in the assessment demonstrated proficiency or better in the fields assessed. This 10% increase represents a significant change, due in part to instructor mentoring and increased student-instructor interactions.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**200-level ARH: summative assessment; factual information**
**Established in Cycle: 2011-2012**
For the 2012-13 cycle, students will continue to gain knowledge and be assessed according to this format. During the 2012-13 cy...

**M 2: ARH Indirect Assessments to Gauge General Knowledge Retention**
The department administers a series of indirect assessments (pre- and post-tests) at the start and end of the semester to gauge students’ abilities to retain general knowledge about the history of art. The results of the pre- and post-tests will be reported, as well as the percent increase from pre- to post-test.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
Data will be collected from individual classes. As proposed in the 2010-11 plan, 80% of students will experience a 20% growth (or better) in knowledge

**Finding (2011-2012) - Target: Met**
Results Summary
These tests establish a baseline factual knowledge at the beginning of the semester compared with a baseline factual knowledge at the end of the semester. As such, these tests show students’ (a) rate of learning and (b) knowledge retention.
ARH Survey: Pre- and Post-test results (sections of ARH 253 as examples)

ARH 253 (Tucker)
106 students enrolled 114 students enrolled
Average Grade in August 2011 56.60% Average Grade in January 2012 57.75%
Average Grade in December 2011 78.60% Average Grade in April 2012 80.32%
Increase/change 22% Increase/change 22.57%

ARH 253 (Arnold)
23 students enrolled 29 students enrolled
Average Grade in August 2011 56.20% Average Grade in January 2012 58.75%
Average Grade in December 2011 79.20% Average Grade in April 2012 80.46%
Increase/change 23% Increase/change 21.71%

ARH 253 (Wegrzynowski)
94 students enrolled 77 students enrolled
Average Grade in August 2011 58.60% Average Grade in January 2012 58.30%
Average Grade in December 2011 80.70% Average Grade in April 2012 78.67%
Increase/change 22.1% Increase/change 20.37%

Evaluation Format
The evaluation of these tests are based upon a basic, internally developed point system for evaluating factual information:

Exceeded Expectations = 90-100pts (90 to 100% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)
Meet Expectations = 80-90 pts (80 to 90% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)
Basic Proficiency = 70-80pts (70 to 80% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)
Poor Proficiency = 60-70pts (60 to 70% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)
No Proficiency = less than 60 pts (less than 60% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

Interpretations and Conclusions
Students entered the class with no proficiency and left the class with basic proficiency (the standard for an introductory level class) or better, hence meeting the baseline standards set by the department and therein demonstrating an acceptable level of teaching and learning. During the 2010-11 cycle, increases in knowledge ranged from 18.65% to 20.0%. During the 2011-12 cycle, increases in knowledge range from 20.37% to 23%. Although this is not a significant increase, it is an increase nonetheless and meets the target set by the Department during the 2010-11 cycle.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Formative assessment: knowledge retention
Established in Cycle: 2011-2012
During the 2013-13 cycle, the Department of Art and Art History will assess the format of its baseline tests (evaluating the que...)

M 3: ARH Implement Significant Writing Portions
The department will “raise the bar” and implement a significant writing portion in each of its introductory/200-level art history classes in order to examine students’ abilities to synthesize and critically analyze – through writing – the information they are learning. The results of these assessments will be reported.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Data will be collected from individual introductory ARH classes. 60% or better of students will demonstrate basic proficiency or above in this area.

Finding (2011-2012) - Target: Met
Results Summary
The students enrolled in introductory ARH classes were each given a short writing assignment, which was then scored/assessed by their peers using a series of quality-oriented questions.

ARH 252-002 (Tucker) First Essay Results (177 students)
44.06% of students (78 total) exceeded expectations
33.33% of students (59 total) met expectations
18.64% of students (33 total) demonstrated basic proficiency
3% of students (5 total) demonstrated poor proficiency
1.13% of students (2 total) demonstrated no proficiency

ARH 252-001 (Tucker) First Essay Results (126 students)
35.51% of students (46 total) exceeded expectations
30.95% of students (39 total) met expectations
23.02% of students (29 total) demonstrated basic proficiency
8% of students (10 total) demonstrated poor proficiency
1.59% of students (2 total) demonstrated no proficiency

Interpretations and Conclusions
In this initial attempt to implement a significant writing portion into the introductory-level ARH classes, the instructors used a peer review process in order to facilitate grading AND encourage critical reflection (through student assessment of other students’ work). As such, over 65% of students involved in the assessment met expectations for better, therein meeting or exceeding the basic objectives of the curriculum. As such, standards of teaching and learning might be deemed acceptable (please see “action plan” for further information).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

peer review; random instructor sampling
Established in Cycle: 2011-2012
Because this was an initial foray into evaluating the caliber of student writing and since peer review was used, during the 2012...

SLO 2: Demonstrate Understanding of Fundamentals of Perspective.
The department expects students to demonstrate an understanding of fundamentals of one- and two-point perspective.

Connected Documents
BA Art History and BA/BFA Studio Grading Rubrics and Descriptions
BA Art History Curriculum Maps

Relevant Associations:
Student Learning Outcome 2 Improvement Action(s) to be advanced (from 2010-11 report):

In all cases, 80% or more of the students involved in the assessment demonstrated proficiency or better in the fields assessed. This indicates that those being assessed, in most cases, are meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department. As such, standards of teaching and learning are deemed acceptable and no improvements are necessary. The department, however, seeks to “raise the bar.”

Standard Associations
NASAD Basic Standards
2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields
8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis
14 Students are encouraged to develop a consistent, personal direction and style
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures
M 4: ART Rubric-graded basic perspective projects
In ART 110 (Drawing I), students complete basic projects on perspective. These projects are graded using a rubric developed jointly by the department and the foundations instructors to demonstrate the pace and quality of students’ progression through the foundations curriculum. The results of the rubric will be summarized.

Source of Evidence: Project, either individual or group

Target:
Data will be collected from 100 level foundation level course in Drawing (ART 110).

Finding (2011-2012) - Target: Met

Results Summary
Students were asked to demonstrate their understanding of perspective by drawing from a still life set-up.
ART 110 (C. Wojnowski) Basic Perspective Exercise (12 Students)
50% of students (6 total) exceeded expectations
50% of students (6 total) met expectations
0% of students (0 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated no proficiency

Interpretations and Conclusions
100% of students met or exceeded expectations on this assignment. Faculty are effectively communicating basic principles of perspective drawing. Students receive sufficient practice time with the material and demonstrate the depth of their understanding through their work.

M 5: ART Rubric-graded multiple-point perspective projects
In ART 210 (Drawing II), students complete more complicated projects using multiple-point perspective. These projects are graded using a rubric developed jointly by the department and the foundations instructors to demonstrate the pace and quality of students’ progression through the foundations curriculum. The results of the rubric will be summarized.

Source of Evidence: Project, either individual or group
Target:
Data will be collected from 200 level foundations course in Drawing (ART 210).

Finding (2011-2012) - Target: Met
Results Summary
First, students worked together in groups to build cardboard structures to serve as still life set-ups. Next, students demonstrated their understanding of multiple-point perspective by drawing from these set-ups.

ART 210 (Dooley) Multiple-Point Perspective Exercise (14 Students)
50% of students (7 total) exceeded expectations
35.8% of students (1 total) met expectations
7.1% of students (1 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
7.1% of students (1 total) demonstrated no proficiency

Interpretations and Conclusions
Over 85% of students met or exceeded expectations on this assignment. Faculty are effectively communicating intermediate and advanced principles of perspective drawing, and students demonstrate their understanding through their work. One student submitted no work for this project, indicating that failure to meet expectations is most likely due to excessive absence or attitude.

M 6: ART Assess Application of Perspective Across Contexts
The department will “raise the bar” by adding secondary projects revolving around the application of these skills to different contexts or across contexts. The results of these assessments will be reported.

Source of Evidence: Project, either individual or group
Target:
The department will “raise the bar” by adding secondary projects revolving around the application of these skills to different contexts or across contexts. Data will be collected from mid- and upper-level courses that support these skills.

Finding (2011-2012) - Target: Met
Results Summary
Examination of course syllabi indicated that faculty already have in place assignments that emphasize and reinforce foundational skills. Data was collected concerning student performance on these projects.

Students were asked to create a black and white relief print in which they represent a space or an object from three views.
ART 220 Printmaking (Marshall) Reinforced Perspective Exercise (15 Students)
87% of students (13 total) exceeded expectations
13% of students (2 total) met expectations
0% of students (0 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated no proficiency

Students were asked to create a digital photograph which explores the space between the "real" and the "fabricated".
ART 326 Digital Photography (Jordan) Reinforced Perspective Exercise (17 Students)
65% of students (11 total) exceeded expectations
35% of students (6 total) met expectations
0% of students (0 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated no proficiency

Interpretations and Conclusions
100% of students met or exceeded expectations on these projects. Foundation level instruction teaches students basic and intermediate concepts in perspective. Learning is retained through upper-level classes and students are able to demonstrate their understanding and synthesis of foundational level principles in concert with learning new technical skills and new concepts.

SLO 3: Demonstrate Understanding of the Principles of Design
The department expects students to demonstrate an understanding of the elements and principles of design.
Connected Documents
BA Art History and BA/BFA Studio Grading Rubrics and Descriptions
BA Art History Curriculum Maps

Relevant Associations:
Student Learning Outcome 3 Improvement Action(s) to be advanced (from 2010-11 report):

In all reported cases, 80% or more of the students involved in the assessment demonstrated proficiency or better in the fields assessed. This indicates that those being assessed, in most cases, are meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department. As such, standards of teaching and learning are deemed acceptable and no improvements are necessary. The department, however, seeks to "raise the bar."

Standard Associations
NASAD Basic Standards
2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine art fields
8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis
13 Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures
M 7: ART Rubric-graded two-dimensional projects
In ART 130 (Design I), students complete basic projects exploring the foundations of two-dimensional design. These projects are graded using a rubric developed jointly by the department and the foundations instructors to demonstrate the pace and quality of students’ progression through the foundations curriculum. The results of the rubric will be summarized

Source of Evidence: Project, either individual or group

Target:
Data will be collected from ART 130 (Design I) projects in which students demonstrate an understanding of the fundamental of two-dimensional design.

Finding (2011-2012) - Target: Met

Results Summary
Students were asked to demonstrate their understanding of the elements and principles of design by rendering objects from a still life set-up using only the elements of line and texture.

ART 130 (Rossow) Elements and Principles of Design Exercise (14 Students)
57.1% of students (8 total) exceeded expectations
21.4% of students (3 total) met expectations
14.3% of students (2 total demonstrated basic proficiency
7.2% of students (1) total demonstrated poor proficiency
0% of students (0) total demonstrated no proficiency

Interpretations and Conclusions
78.5% of students met or exceeded expectations on this assignment. Only one student failed to demonstrate, at minimum, basic proficiency. Faculty are effectively communicating basic understanding of the elements and principles of two-dimensional design. Students receive sufficient practice time with the material and demonstrate their understanding through their responses to assignments and ability to solve visual problems.

M 8: ART Rubric-graded three-dimensional design projects
In ART 131 (Design II), students will complete advanced projects exploring the foundations of three-dimensional design. These projects are graded using a rubric developed jointly by the department and the foundations instructors to demonstrate the pace and quality of students' progression through the foundations curriculum. The results of the rubric will be summarized

Source of Evidence: Project, either individual or group
Target:
Data will be collected for an ART 131 project in which students complete a project that demonstrates their understanding of the elements and principles of three-dimensional design.

**Finding (2011-2012) - Target: Met**

**Results Summary**
Students were asked to demonstrate their understanding of design fundamentals by selecting one element and one principle of design, then building a three-dimensional object that was expressive of the two.

**ART 131 Design II (Grimes) Elements and Principles of Design Exercise (9 Students)**
66.7% of students (6 total) exceeded expectations
22.2% of students (2 total) met expectations
0% of students (0 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
11.1% of students (1 total) demonstrated no proficiency

**ART 131 Design II (Grimes) Elements and Principles of Design Exercise (12 Students)**
66.7% of students (8 total) exceeded expectations
25% of students (3 total) met expectations
8.3% of students (1 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated no proficiency

**Interpretations and Conclusions**
In both classes over 80% of students met or exceeded expectations on this assignment. Only one student failed to demonstrate, at minimum, basic proficiency. Faculty are effectively communicating basic understanding of the elements and principles of three-dimensional design. Students receive sufficient practice time with the material and demonstrate their understanding through their responses to assignments and ability to solve visual problems.

**M 9: ART Assess Application of Design Principles Across Contexts**
The department will “raise the bar” by adding secondary projects revolving around the application of these skills to different contexts or across contexts. The results of these assessments will be reported.

Source of Evidence: Project, either individual or group

**Target:**
Data will be collected from mid- and upper-level, media specific courses. The department will “raise the bar” by adding secondary projects revolving around the application of these skills to different contexts or across contexts. The results of these assessments will be reported.

**Finding (2011-2012) - Target: Met**

**Results Summary**
Examination of course syllabi indicated that faculty already have in place assignments that emphasize and reinforce foundational skills. Data was collected concerning student performance on these projects.

Students were asked to create a color relief print in which they depict themselves in a way that expresses non-visual aspects of their personality.

**ART 220 Printmaking (Marshall) Reinforced Design Exercise (12 Students)**
87% of students (13 total) exceeded expectations
13% of students (2 total) met expectations
0% of students (0 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated no proficiency

Students were asked to create a digital photograph which explores the space between the “real” and the “fabricated”.

**ART 328 Digital Photography (Jordan) Reinforced Design Exercise (13 Students)**
69% of students (9 total) exceeded expectations
31% of students (4 total) met expectations
0% of students (0 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated no proficiency

**Interpretations and Conclusions**
100% of students met or exceeded expectations on these projects. Foundation level instruction teaches students basic and intermediate concepts in perspective. Learning is retained through upper-level classes and students are able to demonstrate their understanding and synthesis of foundational level principles in concert with learning new technical skills and new concepts.

**SLO 4: Demonstrate Effective Written Communication Skills**
The department expects our students to demonstrate effective written communication skills.

**Connected Documents**
- BA Art History and BA/BFA Studio Grading Rubrics and Descriptions
- BA Art History Curriculum Maps

**Relevant Associations**
Student Learning Outcome 4 Improvement Action(s) to be advanced (from 2010-11 report):

A greater emphasis on teaching students the writing skills associated with the discipline will be introduced to survey
level ARH classes such that 60% of students demonstrate basic proficiency or above in this area. This will be achieved by the maintenance or introduction of at least ONE writing exercise in each introductory level ARH and ART course.

**Standard Associations**

**NASAD Basic Standards**

1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
3. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.

**SACS 3.3.1**

3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**

University of Alabama

1. Promote and enhance areas of academic, scholarship, and research excellence.
2. Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3. Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4. Produce graduates who will serve as effective leaders in the state of Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 10: ARH Standardized Rubrics to Grade Written Assignments**

In designated writing courses and elsewhere, instructors use a series of standardized rubrics to grade writing on the following points: thesis, concept, development, organization and language. The results of the rubric will be summarized.

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Target:**

Data from individual classes will be reported. 60% (5% increase from 2010-11 cycle) or better of students will demonstrate basic proficiency or above in the area of writing.

**Finding (2011-2012) - Target: Met**

**Results Summary**

**ARH 385-001 Essay Results (82 students)**

- 19.60% of students (16 total) exceeded expectations
- 37.80% of students (31 total) met expectations
- 35.30% of students (29 total) demonstrated basic proficiency
- 3.60% of students (3 total) demonstrated poor proficiency
- 3.60% of students (3 total) demonstrated no proficiency

**ARH 381-001 Essay Results (51 students)**

- 45.40% of students (23 total) exceeded expectations
- 41.10% of students (21 total) met expectations
- 11.76% of students (6 total) demonstrated basic proficiency
- 0.00% of students (0 total) demonstrated poor proficiency
- 1.96% of students (1 total) demonstrated no proficiency

**ARH 400W-001 Essay Results (33 students)**

- 21.21% of students (7 total) exceeded expectations
- 51.51% of students (17 total) met expectations
- 18.18% of students (6 total) demonstrated basic proficiency
- 3.03% of students (1 total) demonstrated poor proficiency
- 6.06% of students (2 total) demonstrated no proficiency

**Interpretations and Conclusions**

In all cases, 90% (with 98% in one class) or better of all students involved in the assessment demonstrated proficiency or better in the fields assessed (please see attached rubric for interpretation of values). This indicates that those being assessed, almost all of the time, are meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department. During the 2011-12 cycle, 89% of students (total) reached this level of proficiency. Although not a huge increase, this is an increase nonetheless for the 2011-12 cycle. Please see attached rubric for interpretation of values.

**M 11: ARH Assessment of the Quality of Peer Review Exercises**

Students conduct formal and informal peer review exercises to foster improvement in writing including increased awareness of proper grammatical and syntactical structures. The quality of these exercises is then assessed by the instructor.

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Target:**

Data will be collected from individual classes. At least 70% of students will demonstrate proficiency or better in the area assessed.

**Finding (2011-2012) - Target: Met**

**Results Summary**

Students were given a series of analytic and qualitative questions to guide their review of six (6) of their peers’ works.

**ARH 400W-001 (Curzon) Peer Review Results (33 students)**

- 63.63% of students (21 total) exceeded expectations
- 24.24% of students (8 total) met expectations
18.18% of students (6 total) demonstrated basic proficiency
3.03% of students (1 total) demonstrated poor proficiency
9.09% of students (3 total) demonstrated no proficiency
*66% of "no proficiency" students (2 total) did not submit the assignment

**Interpretations and Conclusions**
In all cases, over 85% or more of the students involved in the assessment demonstrated proficiency or better in the fields being assessed. This indicates that those being assessed are, most of the time, meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department. As such, standards of teaching and learning are deemed acceptable.

From the 2010-11 cycle, however, the number of students demonstrating proficiency or better in this area has seemingly dropped. The department has reason to believe that the implementation of computerized peer assessment has led to more accurate results in terms of judging student performance and thus performance levels have not "dropped," rather this new number reflects greater accuracy in grading.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Formative assessment; knowledge retention**

_Established in Cycle: 2011-2012_
During the 2013-13 cycle, the Department of Art and Art History will assess the format of its baseline tests (evaluating the que…

**M 12: ARH, ART Diagnostic Writing Assessment**
Students in introductory ARH (200-level) classes and 200-level ART classes will undertake a diagnostic writing assessment at the beginning and end of the semester. Results of this assessment will be reported.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
Data from individual survey-level ARH classes will be reported. Data from beginning (200 level) media-specific ART courses will be reported.

**Finding (2011-2012) - Target: Met**

**Results Summary**
The students enrolled in introductory ARH classes were each given two short writing assignments, one at the end of the semester and one after the beginning of the semester.

**ARH 252-002 (Tucker) First Essay Results (177 students)**
- 44.06% of students (78 total) exceeded expectations
- 33.33% of students (59 total) met expectations
- 18.64% of students (33 total) demonstrated basic proficiency
- 3% of students (5 total) demonstrated poor proficiency
- 1.13% of students (2 total) demonstrated no proficiency

**ARH 252-002 (Tucker) Second Essay Results (171 students)**
- 37.42% of students (67 total) exceeded expectations
- 35.67% of students (61 total) met expectations
- 15.78% of students (27 total) demonstrated basic proficiency
- 7.02% of students (12 total) demonstrated poor proficiency
- 2.34% of students (4 total) demonstrated no proficiency

**ARH 253-001 (Tucker) First Essay Results (126 students)**
- 35.51% of students (46 total) exceeded expectations
- 30.95% of students (39 total) met expectations
- 23.02% of students (29 total) demonstrated basic proficiency
- 8% of students (10 total) demonstrated poor proficiency
- 1.59% of students (2 total) demonstrated no proficiency

**ARH 253-001 (Tucker) Second Essay Results (134 students)**
- 26.95% of students (35 total) exceeded expectations
- 41.04% of students (55 total) met expectations
- 20.14% of students (27 total) demonstrated basic proficiency
- 10.44% of students (14 total) demonstrated poor proficiency
- 2.23% of students (3 total) demonstrated no proficiency

**Interpretations and Conclusions**
In this initial attempt to implement a significant writing portion into the introductory-level ARH classes, the instructors used a peer review process in order to facilitate grading AND encourage critical reflection (through student assessment of other students’ work). In this instance of using a first and second writing assignment to gauge writing improvement, students enrolled in ARH survey classes experienced a general decrease (although sometimes only marginally) in performance on the second assignment. This might be attributed to end-of-year fatigue. In total, however, in both instances students 85% of students or more demonstrated basic proficiency or above in the field assessed.

**SLO 5: Demonstrate Skills in Historiography and Methodology**
The department expects students to demonstrate skills in historiography and methodology that include understanding of the principles of art history research, theories, and practices used for the pursuit of scholarship in the history of art.

**Connected Documents**
- BA Art History and BA/BFA Studio Grading Rubrics and Descriptions
- BA Art History Curriculum Maps
Relevant Associations:
Student Learning Outcome 5 Improvement Action(s) to be advanced (from 2010-11 report):

The department will continue to integrate analysis and methodology into its classes by encouraging instructors to incorporate a variety of writing/analysis exercises into their curriculum.

Standard Associations

**NASAD Basic Standards**
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations

University of Alabama
1. Promote and enhance areas of academic, scholarship, and research excellence.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

**M 13: ARH Evaluation of Conceptual Strength and Level of Discipline-specific Knowledge**
In the specialized courses (including ARH 481, 400W, 371W, 373W, and 470W), assignments encourage both independent and collaborative work including developing research topics and collaboratively solving research questions. Instructors then evaluate the conceptual strength and the quality of discipline-specific knowledge reflected in these assignments. The results of the assignments will be summarized.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Data from upper-level ARH courses will be collected. As suggested in the 2011-12 report, the Department continued to integrate analysis and methodology into its classes by encouraging instructors to incorporate a variety (stressing different facets of writing and argument) of writing exercises into their curricula.

**Finding (2011-2012) - Target: Met**

**Results Summary**

ARH 400W-001 Historical Analysis Essay Results (first exam) -- 33 students
21.20 of students (7 total) exceeded expectations
51.51% of students (17 total) met expectations
18.18% of students (6 total) demonstrated basic proficiency
3.03 % of students (1 total) demonstrated poor proficiency
6.06% of students (2 total) demonstrated no proficiency*

*100% of students who demonstrated “no proficiency” in the assignment did not complete the exercise.

ARH 400W-001 Historical Methodology Essay Results (first exam) -- 33 students
15.15% of students (5 total) exceeded expectations
45.45% of students (15 total) met expectations
30.3% of students (10 total) demonstrated basic proficiency
3.03 % of students (1 total) demonstrated poor proficiency
9.09% of students (3 total) demonstrated no proficiency*

*100% of students who demonstrated “no proficiency” in the assignment did not complete the exercise.

**Interpretations and Conclusions**
In ARH 400W, students were assigned two writing projects. The first emphasized analysis of a particular historical period and the second emphasized the use of a particular methodology or concept. In both instances, 85% or more of students demonstrated proficiency or better in the field assessed (please see attached rubric for interpretation of values). This represents at least a 15% increase in quality from the 2011-12 cycle. As such, standards of teaching and learning are deemed acceptable.

**M 14: ARH Evaluation by Informal Mentors**
Students interact with and are evaluated indirectly by outside/visiting artists and art historians who informally mentor them. The number and types of opportunities will be listed.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
The number and types of events will be collected and assessed.

**Finding (2011-2012) - Target: Met**

**Results Summary**
Seven (7) visiting artists and speakers were present in the Department of Art and Art History during the 2011-12 academic year. These artists/speakers were: Justin Cooper, Caroline Seebohm, Willie Cole, Fred Stonehouse, Anthony Castronovo, Sheila Pree Bright, and Bridget Cooks.

**Interpretations and Conclusions**

Anecdotal evidence suggests that students in the Studio Art area and the Art History area benefited from the input of these visitors. This evidence was collected through student attendance at the events, informal discussion after the visits, and student demonstrations/discussions that reflected the input of the visitors.

**M 15: ARH Assessment of Independent Research Projects**

Students in upper level classes will conduct an independent research assignment (in the form of a paper or take-home exam) that asks them to apply theoretical contexts to the subject-matter under consideration. Results of this assessment will be reported.

**Source of Evidence: Project, either individual or group**

**Target:**

Data from upper-level ARH courses will be collected. As suggested in the 2011-12 report, the Department continued to integrate analysis and methodology into its classes by encouraging instructors to incorporate a variety (stressing different facets of writing and argument) of writing exercises into their curricula.

**Finding (2011-2012) - Target: Met**

**Results Summary**

ARH 400W-001 Historical Analysis Essay Results (first exam) -- 33 students
21/20 of students (7 total) exceeded expectations
51.51% of students (17 total) met expectations
18.18% of students (6 total) demonstrated basic proficiency
3.03 % of students (1 total) demonstrated poor proficiency
6.06% of students (2 total) demonstrated no proficiency*
*100% of students who demonstrated "no proficiency" in the assignment did not complete the exercise.

ARH 400W-001 Historical Methodology Essay Results (first exam) -- 33 students
15.15% of students (5 total) exceeded expectations
45.45% of students (15 total) met expectations
30.30% of students (10 total) demonstrated basic proficiency
3.03 % of students (1 total) demonstrated poor proficiency
9.09% of students (3 total) demonstrated no proficiency*
*100% of students who demonstrated "no proficiency" in the assignment did not complete the exercise.

**Interpretations and Conclusions**

In ARH 400W, students were assigned two writing projects. The first emphasized analysis of a particular historical period and the second emphasized the use of a particular methodology or concept. In both instances, 85% or more of students demonstrated proficiency or better in the field assessed (please see attached rubric for interpretation of values). This represents at least a 15% increase in quality from the 2011-12 cycle. As such, standards of teaching and learning are deemed acceptable.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtom 6: Sustained Level of Recognized Quality**

The program will improve and sustain a high level of recognized quality.

**Relevant Associations:**

Program Outcome 1 Improvement Action(s) to be advanced (from 2010-11 report):

The department will continue to improve its course offerings by considering an increase in its faculty in deficient areas.

**Standard Associations**

**NASAD Basic Standards**

1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9. Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and
discussions of their work and the work of others.
14 Students are encouraged to develop a consistent, personal direction and style
15 The department supports opportunities for field experiences and internships

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
1.6 Streamline administrative functions and improve their effectiveness.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.9 Ensure user-friendly support services for students, faculty, and staff.
3.10 Continue to modernize information technology resources.
3.11 Increase attention to, and rewards for, excellence in teaching.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 16: PRO Report Department Strengths
A list of the strengths of the department from the most recent program review (specific to the BA in Art History) will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected by the department chair.

Finding (2011-2012) - Target: Met
Summary, Interpretation and Conclusions

Data was collected. Our strengths include the following:
1. The faculty's focus on the analytical component of art history.
2. The faculty have created assignments in their art history courses that allow for the student's creative interaction with the artwork.
3. The program's size allows for close interaction between faculty and students.
4. The curriculum encourages students to pursue breadth rather than depth in order to concentrate on theories and practices that cross field disciplines.
5. Students are mentored by faculty who encourage them to investigate graduate programs in art history.
6. Students are mentored by faculty who encourage them to investigate research and work opportunities in museums and galleries.
7. The faculty regularly offers courses that focus on academic writing skills.

M 17: PRO Report Opportunities for Improvement
A list of the opportunities for improvement from the most recent program review (specific to the BA in Art History) will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected from our most recent program review.

Finding (2011-2012) - Target: Met
Summary, Interpretation and Conclusions

Data was collected. No improvements were needed.

M 18: PRO Report List of Recommendations
A list of recommendations (specific to the BA in Art History) will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

Finding (2011-2012) - Target: Met
Summary, Interpretation and Conclusions

Data was collected. There were no improvements required by our accreditation review.

M 19: PRO Report List of Actions in Response to Recommendations
Measure 1.4 A list of actions in response to the recommendation (specific to the BA in Art History) will be reported.

Source of Evidence: Administrative measure - other
Target: Data will be collected.
**Finding (2011-2012) - Target: Met**
Summary, Interpretation and Conclusions

Data was collected. No improvements were required.

**M 20: PRO Report Summary of Action Impacts**
A summary of the impacts of the actions (specific to the BA in Art History) will be reported.

Source of Evidence: Administrative measure - other
Target: Data will be collected.
**Finding (2011-2012) - Target: Met**
Summary, Interpretation and Conclusions

Data was collected. As no recommendations were given, there are no actions.

**M 21: ARH Report Graduating Senior Survey Results**
Graduating seniors complete a survey, including a question asking them to rate the overall quality of the major. The percent of students choosing each possible response to the question will be reported.
Source of Evidence: Student satisfaction survey at end of the program
Target: Data will be collected from the graduating senior survey.
**Finding (2011-2012) - Target: Met**
Results Summary

**Students were asked to rate the overall quality of the major with regard to departmental resources:**

1. Satisfaction with classroom, studio, and/or lab facilities (technology or equipment available, state of equipment, seating capacity, etc.):
   - Very satisfied: 21% of respondents
   - Mostly satisfied: 43% of respondents
   - Adequate: 14% of respondents
   - Mostly unsatisfied: 7% of respondents
   - Completely unsatisfied: 14% of respondents

2. Satisfaction with the selection or variety of courses offered:
   - Very satisfied: 14% of respondents
   - Mostly satisfied: 21% of respondents
   - Adequate: 29% of respondents
   - Mostly unsatisfied: 36% of respondents
   - Completely unsatisfied: 0% of respondents

3. Satisfaction with the frequency with which required courses were offered:
   - Very satisfied: 29% of respondents
   - Mostly satisfied: 7% of respondents
   - Adequate: 43% of respondents
   - Mostly unsatisfied: 21% of respondents
   - Completely unsatisfied: 0% of respondents

4. Satisfaction with the possibility for extra-curricular and/or community experiences:
   - Very satisfied: 14% of respondents
   - Mostly satisfied: 0% of respondents
   - Adequate: 43% of respondents
   - Mostly unsatisfied: 43% of respondents
   - Completely unsatisfied: 0% of respondents

5. Satisfaction with the possibility for professionalizing activity (e.g. meeting visiting artists and art historians, participating in conferences, etc.):
   - Very satisfied: 14% of respondents
   - Mostly satisfied: 0% of respondents
   - Adequate: 36% of respondents
   - Mostly unsatisfied: 50% of respondents
   - Completely unsatisfied: 0% of respondents

6. Satisfaction with the helpfulness of office staff:
   - Very satisfied: 29% of respondents
   - Mostly satisfied: 36% of respondents
   - Adequate: 14% of respondents
   - Mostly unsatisfied: 0% of respondents
   - Completely unsatisfied: 21% of respondents
Students were asked to rate the overall quality of the major with regard to their learning (self-evaluation of learning outcomes):

1. How well are you able to demonstrate an understanding of the history of art and to identify major styles and artworks?
   Very well: 22% of respondents
   Well enough: 44% of respondents
   Poorly: 22% of respondents
   Not at all: 11% of respondents

2. How well are you able to demonstrate an understanding of the fundamentals of one- and two-point perspective?
   Very well: 44% of respondents
   Well enough: 33% of respondents
   Poorly: 11% of respondents
   Not at all: 11% of respondents

3. How well are you able to demonstrate an understanding of the elements and principles of design?
   Very well: 44% of respondents
   Well enough: 22% of respondents
   Poorly: 33% of respondents
   Not at all: 0% of respondents

4. How well are you able to demonstrate effective written communication skills?
   Very well: 33% of respondents
   Well enough: 44% of respondents
   Poorly: 11% of respondents
   Not at all: 11% of respondents

5. How well are you able to demonstrate skills in historiography and methodology that include understanding of the principles of art history research, theories, and practices used for the pursuit of scholarship in the history of art?
   Very well: 11% of respondents
   Well enough: 33% of respondents
   Poorly: 33% of respondents
   Not at all: 22% of respondents

6. How well are you able to demonstrate the ability to apply research and writing skills in the pursuit of an informed, individual perspective on a specific area of research in the history of art?
   Very well: 33% of respondents
   Well enough: 22% of respondents
   Poorly: 22% of respondents
   Not at all: 22% of respondents

**Interpretations and Conclusions**
In all instances, less than 30% of respondents agreed that they were "very satisfied" with resources offered by the department and in one instance, around 20% of respondents were "completely unsatisfied" with resources in the department. With regard to student learning, responses vary, but roughly 45% of respondents felt that they could demonstrate the skills relevant to the discipline "very well" or "well enough." In two instances, however, 22% of respondents suggested that they could "not at all" demonstrate relevant skills. Obviously, with regard to the information culled from both parts of the survey, there exist issues that must be addressed by the department. Of note (in reference to student learning), the department should perhaps consider using different language to define learning outcomes such that the students actually understand the frameworks or principles that organize their learning (for instance, if the survey had asked whether or not students had learned that "different historians, different countries, etc. view and write history differently" instead of "historiography" or that ideas related to "feminism" or "race" are associated with the methodologies relevant to the study of art, the responses might have been different), since the information garnered from actual class results does not correspond with what the students perceived themselves to have learned.

**Related Action Plans (by Established cycle, then alpha):**

**Language of student learning outcomes**

*Established in Cycle: 2011-2012*

The department will investigate student satisfaction and learning with more in-depth surveys for faculty and students (regarding...)

For full information, see the Details of Action Plans section of this report.

**M 22: PRO Report Summary of Efforts to Hire a Medievalist**

A summary of efforts to hire a Medievalist will be reported.

Source of Evidence: Administrative measure - other

**Target:**
The department will initiate a search to hire a medievalist.

**Finding (2011-2012) - Target: Met**

**Results:**

In the fall of 2011, we conducted a search for a medievalist. We had 56 applicants for the position. We brought two candidates to campus for interviews.

**Interpretations**
The search was successful and we were able to attract strong candidates to campus.

**Conclusions**
Our new faculty member will join us for the fall of 2012.

**Finding (2011-2012) - Target: Met**
Results
In the fall of 2011, we conducted a search for a medievalist. We had 56 applicants for the position. We brought two candidates to campus for interviews.

Interpretations
The search was successful and we were able to attract strong candidates to campus.

Conclusions
Our new faculty member will join us for the fall of 2012.

Related Action Plans (by Established cycle, then alpha):

Request two faculty positions in 2012-2013.
Established in Cycle: 2011-2012
We will request two new faculty positions in studio art and art history.

For full information, see the Details of Action Plans section of this report.

Othotom 7: Sustain Optimal Level of Enrollment

The program will build and sustain an optimal level of annual program enrollments and degree completions.

Relevant Associations:
Program Outcome 2 Improvement Action(s) to be advanced (from 2010-11 report):

The program will continue to reach out to high schools across the state in order to promote enrollment in its undergraduate programs.

Standard Associations

NASAD Basic Standards
1 Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3 Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4 The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5 Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6 Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9 Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11 Students will acquire a working knowledge of technologies, equipment, and materials applicable to their areas(s) of emphasis.
12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13 Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14 Students are encouraged to develop a consistent, personal direction and style.
15 The department supports opportunities for field experiences and internships.

SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
1.6 Streamline administrative functions and improve their effectiveness.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.9 Ensure user-friendly support services for students, faculty, and staff.
3.10 Continue to modernize information technology resources.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.6 Promote leadership development among Alabama's community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the state.
**Related Measures**

**M 23: PRO Examine Number of Students in Undergraduate Major**
We will assess this outcome using the number of students in the undergraduate major for the last three fall semesters.

Source of Evidence: Administrative measure - other

**Target:**
Number of majors will be counted.

**Finding (2011-2012) - Target: Met**
Summary, Interpretation and Conclusions

Number of majors are as follows:

- Fall 2009: 44
- Fall 2010: 53
- Fall 2011: 59

We are showing a steady rise in our art history majors. More data is needed in order to draw conclusions.

**M 24: PRO Compare Number of Degrees Conferred to ACHE Standards**
We will assess this outcome by comparing the number of degrees awarded in the last three years with the ACHE viability standards.

Source of Evidence: Professional standards

**Target:**
Data will be collected.

**Finding (2011-2012) - Target: Met**
Summary, Interpretation and Conclusions

Data was collected. The following is the number of students who graduated with an art history degree for the past three years (July 1 to June 30):

- 2009: 17
- 2010: 14
- 2011: 12

We are within ACHE viability standards.

**M 25: PRO Analyze Incoming Student Data and Target Productive Recruitment Areas**
We will assess this outcome by analyzing data about incoming students (counties and high schools from which they come, etc.) and therein target those areas as productive recruitment areas. Results from these analyses will be reported.

Source of Evidence: Administrative measure - other

**Target:**
Data will be collected.

**Finding (2011-2012) - Target: Not Met**
Summary, Interpretation and Conclusions

Some data was collected. Because the data was incomplete it is not possible to draw conclusions at this time.

**Related Action Plans (by Established cycle, then alpha):**

**Established in Cycle: 2011-2012**
The department will collect data on our incoming students.

For full information, see the Details of Action Plans section of this report.

**OthOtcm 8: Highly Valued by Program Graduates and Key Constituencies**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Relevant Associations:**
Program Outcome 3 Improvement Action(s) to be advanced (from 2010-11 report):

The program should consider the creation of a capstone course for graduating seniors that focuses attention on professionalization skills.

**Standard Associations**

**NASAD Basic Standards**
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from...
a variety of cultural and historical perspectives.

3 Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.

4 The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.

5 Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.

6 Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.

7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.

8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.

9 Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.

10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.

11 Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.

12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.

13 Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.

14 Students are encouraged to develop a consistent, personal direction and style.

15 The department supports opportunities for field experiences and internships.

SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes

3.3.1.2 Administrative support services

3.3.1.3 Educational support services

3.3.1.4 Research within its educational mission

Strategic Plan Associations

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.

1.5 Effectively use course offerings and class size to support priorities.

1.6 Streamline administrative functions and improve their effectiveness.

3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.

3.9 Ensure user-friendly support services for students, faculty, and staff.

3.10 Continue to modernize information technology resources.

3.11 Increase attention to, and rewards for, excellence in teaching.

3.12 Increase the level of academic scholarship support.

3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

4.5 Develop and reward leadership skills among students, faculty, and staff.

4.7 Support our alumni in serving as leaders in their professions and communities.

Related Measures

M 26: ARH Report Percentages from Graduating Senior Surveys

We will assess this outcome using the results of a survey question asking graduating seniors to rate the quality of their courses as preparation for employment or other professional activity. The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Student satisfaction survey at end of the program

Target:

Data will be reported from the graduating senior survey.

Finding (2011-2012) - Target: Met

Results Summary

On the graduating senior exit survey, respondents were asked how satisfied they were with the resources offered by the department with regard to professionalizing activity. The results were as follows:

- Very satisfied: 14% of respondents
- Mostly satisfied: 0% of respondents
- Adequate: 36% of respondents
- Mostly unsatisfied: 50% of respondents
- Completely unsatisfied: 0% of respondents

On the graduating senior exit survey, respondents were also asked the following question: “What kinds of post-graduate preparation (i.e. graduate school selection, professional development, etc.) should the Department of Art and Art History provide?” Responses to the question include the following:

1. I was satisfied with the amount of help I received in this area. With Craig as an adviser and the Career Center being super helpful, I was covered.

2. A lot more - sessions on how to apply for art history graduate school, careers in art history, etc. There should be more interaction between professors and students. There should be a way for students to do research easily and write lengthy papers to increase their chances of success after college.

3. Closer ties to businesses in the community of Tuscaloosa for graphics design opportunities

4. A bit more info about the best Art History grad schools would help.

5. More knowledge among the undergraduate staff and advisers about the benefits of a graduate degree and what courses are available.

6. I know that in the art office there is information about graduate schools, but its not very obvious or talked
about; I found it on my own. So I think more emphasis on graduate school at all.
7. More inclusion in the artwork that goes into the university. I think that students should be much more
involved in setting up the galleries and planning what pieces the university takes and broadcasts.
8. I would have loved to have information about how to enter the art history field after graduation. This could
have taken the form of job fairs, careers talks, better advisory sessions, trips offered to museums/etc.
Secondly, I got very little instruction about how to go about pursuing my studies outside of the personal
contacts I sought out for advice.

Interpretations and Conclusions
With 50% of respondents being "mostly unsatisfied" with the resources being offered by the department with
regard to professionalizing activity, there is clearly a lack (perceived or otherwise) of support for students
being offered in this area.

Related Action Plans (by Established cycle, then alpha):

student satisfaction: professional experiences
Established in Cycle: 2011-2012
The department will investigate student satisfaction with regard to professionalization activities by using
more in-depth survey...
For full information, see the Details of Action Plans section of this report.

M 27: ARH Report Percentages from Graduating Senior Surveys Regarding Preparation for Graduate
Study
We will assess this outcome using the results of a survey question asking graduating seniors to rate the quality of
their courses as preparation for graduate school. The percent of students choosing each possible response to the
question will be reported.

Source of Evidence: Student satisfaction survey at end of the program
Target:
Data from the graduating student survey will be collected.

Finding (2011-2012) - Target: Met
Results Summary
On the graduating senior exit survey, respondents were also asked the following question: "What kinds of
post-graduate preparation (i.e. graduate school selection, professional development, etc.) should the
Department of Art and Art History provide?" Responses to the question include the following:
1. I was satisfied with the amount of help I received in this area. With Craig as an adviser and the Career
Center being super helpful, I was covered.
2. A lot more - sessions on how to apply for art history graduate school, careers in art history, etc. There
should be more interaction between professors and students. There should be a way for students to do
research easily and write lengthy papers to increase their chances of success after college.
3. Closer ties to businesses in the community of Tuscaloosa for graphics design opportunities
4 A bit more info about the best Art History grad schools would help
5. More knowledge among the undergraduate staff and advisers about the benefits of a graduate degree
and what courses are available.
6. I know that in the art office there is information about graduate schools, but it's not very obvious or talked
about; I found it on my own. So I think more emphasis on graduate school at all.
7. More inclusion in the artwork that goes into the university. I think that students should be much more
involved in setting up the galleries and planning what pieces the university takes and broadcasts.
8. I would have loved to have information about how to enter the art history field after graduation. This could
have taken the form of job fairs, careers talks, better advisory sessions, trips offered to museums/etc.
Secondly, I got very little instruction about how to go about pursuing my studies outside of the personal
contacts I sought out for advice.

Students were also asked to rate the overall the quality of their learning with regard to the learning outcomes
established by the Department of Art and Art History:

1. How well are you able to demonstrate an understanding of the history of art and to identify major styles
and artworks?
   Very well: 22% of respondents
   Well enough: 44% of respondents
   Poorly: 22% of respondents
   Not at all: 11% of respondents

2. How well are you able to demonstrate an understanding of the fundamentals of one- and two-point
perspective?
   Very well: 44% of respondents
   Well enough: 33% of respondents
   Poorly: 11% of respondents
   Not at all: 11% of respondents

3. How well are you able to demonstrate an understanding of the elements and principles of design?
   Very well: 44% of respondents
   Well enough: 22% of respondents
   Poorly: 33% of respondents
   Not at all: 0% of respondents

4. How well are you able to demonstrate effective written communication skills?
   Very well: 33% of respondents
   Well enough: 44% of respondents
   Poorly: 11% of respondents
   Not at all: 11% of respondents

5. How well are you able to demonstrate skills in historiography and methodology that include understanding
of the principles of art history research, theories, and practices used for the pursuit of scholarship in the
history of art?
Very well: 11% of respondents
Well enough: 33% of respondents
Poorly: 33% of respondents
Not at all: 22% of respondents

6. How well are you able to demonstrate the ability to apply research and writing skills in the pursuit of an informed, individual perspective on a specific area of research in the history of art?
Very well: 33% of respondents
Well enough: 22% of respondents
Poorly: 22% of respondents
Not at all: 22% of respondents

Interpretations and Conclusions
With regard to student learning, responses vary, but roughly 45% of respondents felt that they could demonstrate the skills relevant to the discipline "very well" or "well enough." In two instances, however, 22% of respondents suggested that they could "not at all" demonstrate relevant skills. Obviously, this is a shortcoming that must be addressed by the department. Of note, the department should perhaps consider using different language to define learning outcomes such that the students actually understand what they are being taught and, in turn, asked for instance, if the survey had asked whether or not students had learned that "different historians, different countries, etc. view and write history differently" or that ideas related to "feminism" or "race" are associated with the methodologies relevant to the study of art, their responses might have been different).

Related Action Plans (by Established cycle, then alpha):

Graduate School Preparation
Established in Cycle: 2011-2012
The chair of the Department of Art and Art History will also consider forming a student and/or faculty advisory committee in ord...

For full information, see the Details of Action Plans section of this report.

M 28: ARH Report Results of Student Poll Regarding Benefits of Capstone Course
We will assess this outcome by polling students as to whether or not a capstone course would benefit their studies and career plans. The results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected from a student poll regarding the benefits of a capstone course.

Finding (2011-2012) - Target: Not Met

Results Summary
No data was collected during the 2011-12 cycle.

Interpretations and Conclusions
After launching a succession of surveys for graduating students, the Department of Art and Art History felt as though it needed to further assess the relevance (usefulness, timeliness, etc.) of the information that it was collecting before beginning a new poll.

Related Action Plans (by Established cycle, then alpha):

relevance of measure
Established in Cycle: 2011-2012
The chair and faculty will begin discussion in order to determine whether the completion and assessment of this measure will act...

For full information, see the Details of Action Plans section of this report.

OthOtcn 9: Maintain National Accreditation
The department expects to maintain its national accreditation with the National Schools of Art and Design (NASAD).

Relevant Associations:
Outcome 1 improvement action to be advanced (from 2010-11 report):

The department will continue to monitor the changes that made in response to the accreditation report to ensure that they are sustained.

Standard Associations

NASDAQ Basic Standards
1 Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3 Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4 The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5 Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6 Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of
fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.

8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.

9 Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.

10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.

11 Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.

12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.

13 Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.

14 Students are encouraged to develop a consistent, personal direction and style.

15 The department supports opportunities for field experiences and internships.

SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes

3.3.1.2 Administrative support services

3.3.1.3 Educational support services

3.3.1.4 Research within its educational mission

**Strategic Plan Associations**

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.

1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.

1.5 Effectively use course offerings and class size to support priorities.

1.6 Streamline administrative functions and improve their effectiveness.

1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.

1.8 Develop the research infrastructure and enhance the library resources necessary to be competitive for grants and contracts.

3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.

3.4 Increase involvement of undergraduate students in research and scholarly activities.

3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.

3.9 Ensure user-friendly support services for students, faculty, and staff.

3.10 Continue to modernize information technology resources.

3.11 Increase attention to, and rewards for, excellence in teaching.

3.12 Increase the level of academic scholarship support.

3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

**Related Measures**

**M 29: PRO Summarize Responses to Recommendation from Accreditation Report**

The department will respond to recommendations from the most recent accreditation report. These responses will be summarized.

Source of Evidence: Administrative measure - other

**Target:**

Data will be collected from the accreditation report.

Finding (2011-2012) - Target: Met

Summary, Interpretation and Conclusions

Data was collected. There were no recommendations given.

**M 30: PRO Summarize Assessment Results of NASAD Credentials**

The chair will assess maintenance of NASAD credentials. Results of this assessment will be summarized.

Source of Evidence: Administrative measure - other

**Target:**

The department will continue its accreditation.

Finding (2011-2012) - Target: Met

Summary, Interpretation and Conclusions

The department is accredited through 2018. No action needed.

**M 31: PRO Summarize Results of Benchmark Study with Other Universities**

The chair will form links with other universities in order to conduct benchmark studies of our progress. Results of these studies will be summarized.

Source of Evidence: Benchmarking

**Target:**

Data will be collected.

Finding (2011-2012) - Target: Not Met

Summary, Interpretation and Conclusions
Data will be collected for analysis.

**Related Action Plans (by Established cycle, then alpha):**

**Data will be collected and compiled.**

*Established in Cycle: 2011-2012*

The chair will collect data for analysis to determine benchmarks.

For full information, see the *Details of Action Plans* section of this report.

**OthOtcm 10: Maintain Strong Local, Regional and National Presence**

The department expects to have a strong local, regional, and national presence with relation to comparable institutions offering BA, BFA, MA, and MFA programs in Studio Art and Art History.

**Relevant Associations:**

Outcome 2 improvement action to be advanced (from 2010-11 report):

The department will continue to monitor any media attention received by our faculty and students, and will publish new issues of The Loupe.

**Standard Associations**

**NASAD Basic Standards**

1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9. Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their areas(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14. Students are encouraged to develop a consistent, personal direction and style.
15. The department supports opportunities for field experiences and internships.

**SACS 3.3.1**

3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission

**Strategic Plan Associations**

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.2 Increase the recognition of the University’s service priorities that enhance the quality of life for all Alabamians.
2.5 Improve communication among all constituent groups in campus decision-making processes.
4.7 Support our alumni in serving as leaders in their professions and communities.

**Related Measures**

**M 32: PRO Maintain Database of Media Presence**

The department will maintain an active record/database of local, regional and national news coverage related to student and faculty achievements in order to record its media presence. The number and types of news coverage will be listed.

Source of Evidence: Administrative measure - other

**Target:**

The department will compile a list of all of the times the department (including its faculty, students, instructors, and staff) is mentioned in the local and regional press.

**Finding (2011-2012) - Target: Met**

**Summary, Interpretations and Conclusions**

Data was collected. A record of our media presence is kept on our website at: "UA Art in the News" [http://art.ua.edu/site/resources/loupe/ua-art-in-the-news/](http://art.ua.edu/site/resources/loupe/ua-art-in-the-news/)

Between August 2011 and May 2012, the department was mentioned in print and online media sources 50
M 33: PRO Maintain Active Website and Publications
The department will maintain an active website and produce a series of paper publications (The Loupe, departmental information pamphlets and posters, etc.) to publicize and promote its activities. The number and types of publications will be listed, as well as their circulation data.

Source of Evidence: Administrative measure - other

Target:
Data was collected. Target: 100% of departmental activities are to be posted on our website.

Finding (2011-2012) - Target: Met

Summary, Interpretations and Conclusions
The department maintains an active website: http://art.ua.edu. 100% of the department's activities were posted on the website.

The department published three issues of The Loupe, our newsletter. Print circulation for each issue was 200 copies and a pdf version was sent to a mailing list of 300 addresses.

The department will continue to maintain the website: a new issue of The Loupe is in press.

M 34: PRO Implement New Features Within Publication to Monitor Department Influence
The department will implement a new feature of its paper and online publications—“reader requests” and “letters to the editor”—in order to monitor the influence of the department in the community. Responses will be summarized and analyzed.

Source of Evidence: Administrative measure - other

Target:
The department will establish these new features in the Fall 2012 issue of The Loupe, our newsletter.

Finding (2011-2012) - Target: Not Met

Summary, Interpretations and Conclusions
There is no data for analysis.

Related Action Plans (by Established cycle, then alpha):
Department will seek input from the community
Established in Cycle: 2011-2012
The department will seek input from the community through features in our newsletter (online and print versions) called “reader ...

For full information, see the Details of Action Plans section of this report.

OthOtm 11: Preparation and Placement of Graduates
The department expects to prepare its graduate for and place them in professional or academic appointments/graduate schools as practicing artists and art historians.

Relevant Associations:
Outcome 3 improvement action to be advanced (from 2010-11 report):

The department is developing a more efficient reporting mechanism for recording student activities.

Standard Associations

*NASAD Basic Standards*
1 Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3 Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4 The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5 Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6 Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9 Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11 Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13 Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14 Students are encouraged to develop a consistent, personal direction and style.
15 The department supports opportunities for field experiences and internships.

*SACS 3.3.1*
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.7 Support our alumni in serving as leaders in their professions and communities.

Related Measures

M 35: PRO Report Post-Graduation Student Success using Online Surveys and Social Media
The department will use specific tracking mechanisms (online surveys and social media applications) in order to maintain an active record of student post-graduation successes. The extent to which students achieve post-graduation success will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected.

Finding (2011-2012) - Target: Partially Met
Summary, Interpretations and Conclusions
Data was collected but was difficult to interpret. The chair will review this measure to see if this is an effective measure to track students post-graduation.

Related Action Plans (by Established cycle, then alpha):
Chair will review assessment measure
Established in Cycle: 2011-2012
The chair will review this assessment measure to see if it is an effective way of tracking post-graduation success.

For full information, see the Details of Action Plans section of this report.

M 36: PRO Report Number of Students Involved in Professional Development Activities
The department will report the number and percent of current students who request help with and/or attend professionalization activities and will continue to mentor them through graduate school application workshops, participation in regional and national professional and/or academic events including CAA, SECAC, SPE, etc.)

Source of Evidence: Activity volume

Target:
Data will be collected.

Finding (2011-2012) - Target: Not Met
Summary, Interpretations, and Conclusions
No data was collected.

Related Action Plans (by Established cycle, then alpha):
Data will be collected on student professional development
Established in Cycle: 2011-2012
Data will be collected on current Art History B.A. students who request help with and/or attend professionalization activities.

For full information, see the Details of Action Plans section of this report.

M 37: PRO Report Number of Alumni in Database
The department will create a web-based collection mechanism (for names, addresses, comments, etc. from alumni) in order to keep its data up to date. The number of names collected will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

Finding (2011-2012) - Target: Met
Results
We have established a database to keep track of or alumni. There are now 70 alumni from our undergraduate and graduate programs in the database.

Interpretations
The database is functioning well in keeping the department informed of our alumni. Names are added to the database as we are made aware of them.

Conclusions
In order to keep the database as up to date as possible, the department will gather contact information from all of our future graduates. We will continue to solicit names for the database in The Loupe.

Finding (2011-2012) - Target: Met

OthOtcn 12: Technology Use and New Pedagogies
The department expects its instructors to make use of educational technologies and new pedagogies in teaching.

**Relevant Associations:**

Outcome 4 improvement action to be advanced (from 2010-11 report):

The department will continue to implement new forms of technology in teaching.

**Standard Associations**

*NASA Basic Standards*

1. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their areas(s) of emphasis.
2. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis
3. SACS 3.3.1 Educational programs, to include student learning outcomes
4. SACS 3.1.3 Educational support services

**Strategic Plan Associations**

University of Alabama

1. Align resources to most effectively support academic, scholarship, and research excellence priorities.
2. Encourage and reward creative strategies for engaging students in learning and life-long learning.
4. Continue to modernize information technology resources.
5. Increase attention to, and rewards for, excellence in teaching.

**Related Measures**

**M 38: PRO Report Percentage of Instructors Trained in Tegrity and eLearning**

All FTTe, PTTe, and GTAs teaching in a lecture setting will be trained to use Tegrity and all FTTe, PTTe, and GTAs (regardless of teaching environment) are trained to use eLearning. The number and percent of instructors trained to use Tegrity or eLearning will be reported.

Source of Evidence: Administrative measure - other

**Target:**
100% of our instructors in lecture courses will be trained to use eLearning. 100% of instructors who teach art history survey courses will also be trained in Tegrity.

**Finding (2011-2012) - Target: Met**

**Summary, Interpretations and Conclusions**

100% of our instructors in lecture courses will be trained to use eLearning. 100% of instructors who teach art history survey courses will also be trained in Tegrity. This target has been met.

**M 39: PRO Report Percentage of Instructors Attending Workshops**

All assistant professors will attend the Learner Centered Workshops hosted by the College of Arts and Sciences during the fall semester each year. The number and percent of assistant professors who attend, and who have attended, the workshop will be reported.

Source of Evidence: Activity volume

**Target:**
100% of our new assistant professors will attend the Learner-Centered College workshop each fall.

**Finding (2011-2012) - Target: Met**

**Summary, Interpretations, and Conclusions**

100% of our new assistant professors attended the Learner-Centered College workshop in the fall of 2011. 100% of our assistant professors have attended previous workshops.

**M 40: ARH Report Results of Computer-Based Peer Review Assessments**

Select professors will implement computer-based peer review activities in their classes via open-source Moodle. Results of these assessments will be reported.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Data will be collected from ARH and/or FA designated courses.

**Finding (2011-2012) - Target: Met**

**Results Summary**

Students were given a series of analytic and qualitative questions to guide their review of six (6) of their peers' works.

**ARH 400W-001 (Curzon) Peer Review Results (33 students)**

- 63.63% of students (21 total) exceeded expectations
- 24.24% of students (8 total) met expectations
- 18.18% of students (6 total) demonstrated basic proficiency
- 3.03% of students (1 total) demonstrated poor proficiency
- 9.09% of students (3 total) demonstrated no proficiency
- “68% of "no proficiency" students (2 total) did not submit the assignment

**Interpretations and Conclusions**

In all cases, over 85% or more of the students involved in the assessment demonstrated proficiency or better in the fields being assessed. This indicates that those being assessed are, most of the time, meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set
by the department. As such, standards of teaching and learning are deemed acceptable.

From the 2010-11 cycle, however, the number of students demonstrating proficiency or better in this area has seemingly dropped. The department has reason to believe that the implementation of computerized peer assessment has led to more accurate results in terms of judging student performance and thus performance levels have not "dropped," rather this new number reflects greater accuracy in grading.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**200-level ARH: summative assessment; factual information**

For the 2012-13 cycle, students will continue to gain knowledge and be assessed according to this format. During the 2012-13 cycle, less than 7% of students will fall in the "no proficiency" range over the course each semester.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ARH In-class Direct and Summative Assessments
- **Outcome/Objective:** Demonstrate Knowledge of Historical Background

**Implementation Description:** fact-based tests

**Projected Completion Date:** 07/2013
**Responsible Person/Group:** Department of Art and Art History

**Chair will review assessment measure**

The chair will review this assessment measure to see if it is an effective way of tracking post-graduation success.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** PRO Report Post-Graduation Student Success using Online Surveys and Social Media
- **Outcome/Objective:** Preparation and Placement of Graduates

**Implementation Description:** The chair will review the data.

**Projected Completion Date:** 07/2013
**Responsible Person/Group:** Department of Art and Art History

**Additional Resources:** None

**Chair will review assessment measure**

The chair will review this assessment measure to see if it is an effective way of tracking post-graduation success.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** PRO Summarize Results of Benchmark Study with Other Universities
- **Outcome/Objective:** Maintain National Accreditation

**Implementation Description:** Data will be collected to determine benchmarks. The department will then be compared to this data.

**Projected Completion Date:** 07/2013
**Responsible Person/Group:** Department of Art and Art History

**Data will be collected and compiled.**

The chair will collect data for analysis to determine benchmarks.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** PRO Report Number of Students Involved in Professional Development Activities
- **Outcome/Objective:** Preparation and Placement of Graduates

**Projected Completion Date:** 07/2013
**Responsible Person/Group:** Department of Art and Art History

**Data will be collected on student professional development**

Data will be collected on current Art History B.A. students who request help with and/or attend professionalization activities.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** PRO Analyze Incoming Student Data and Target Productive Recruitment Areas
- **Outcome/Objective:** Sustain Optimal Level of Enrollment

**Department will collect data**

The department will collect data on our incoming students.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Department will seek input from the community

The department will seek input from the community through features in our newsletter (online and print versions) called "reader requests" and "letters to the editor" in order to monitor the influence of the department in the community. This will be implemented in our next issue of the newsletter, slated for Fall 2012.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: PRO Implement New Features Within Publication to Monitor Department Influence | Outcome/Objective: Maintain Strong Local, Regional and National Presence

Implementation Description: These features will appear in our next issue of the newsletter. We will compile data.

Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Formative assessment: knowledge retention

During the 2013-13 cycle, the Department of Art and Art History will assess the format of its baseline tests (evaluating the questions pertinent to student experience and eliminating those that are not) and discuss the inclusion of a diagnostic writing portion.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: ARH Assessment of the Quality of Peer Review Exercises | Outcome/Objective: Demonstrate Effective Written Communication Skills
  Measure: ARH Indirect Assessments to Gauge General Knowledge Retention | Outcome/Objective: Demonstrate Knowledge of Historical Background

Implementation Description: Possible creation of new questions and addition of writing portion

Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Graduate School Preparation

The chair of the Department of Art and Art History will also consider forming a student and/or faculty advisory committee in order to address the issue of student satisfaction with regard to learning and graduate school preparation. The department will also consider re-phrasing some of its learning outcomes, since the language in which they are currently written may be inaccessible to its primary constituents.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ARH Report Percentages from Graduating Senior Surveys Regarding Preparation for Graduate Study | Outcome/Objective: Highly Valued by Program Graduates and Key Constituencies

Implementation Description: re-phrasing learning outcomes; possible formation of advisory committee.
Responsible Person/Group: Department of Art and Art History

Language of student learning outcomes

The department will investigate student satisfaction and learning with more in-depth surveys for faculty and students (regarding administration, student services, etc.). The chair of the Department of Art and Art History will also consider forming a student and/or faculty advisory committee in order to address the issue of student satisfaction. Finally, the department will consider re-phrasing some of its learning outcomes, since the language in which they are currently written may be inaccessible to its primary constituents.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ARH Report Graduating Senior Survey Results | Outcome/Objective: Sustained Level of Recognized Quality

Implementation Description: electronic surveys; advisory group formation (possible)
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Peer review; random instructor sampling

Because this was an initial foray into evaluating the caliber of student writing and since peer review was used, during the 2012-13 cycle each instructor of a survey course will implement "random sampling," that is, each instructor will grade a portion of the assignments alongside the peer reviewers to ascertain how student grading relates to instructor grading.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: ARH Implement Significant Writing Portions | Outcome/Objective: Demonstrate Knowledge of Historical Background

Implementation Description: peer review, random sampling
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Relevance of measure
The chair and faculty will begin discussion in order to determine whether the completion and assessment of this measure will actually be beneficial to the department and its students.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ARH Report Results of Student Poll Regarding Benefits of Capstone Course  
- **Outcome/Objective:** Highly Valued by Program Graduates and Key Constituencies

**Implementation Description:** discussion between faculty and chair

**Projected Completion Date:** 07/2013

**Responsible Person/Group:** Department of Art and Art History

**Request two faculty positions in 2012-2013.**

We will request two new faculty positions in studio art and art history.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** PRO Report Summary of Efforts to Hire a Medievalist  
- **Outcome/Objective:** Sustained Level of Recognized Quality

**Implementation Description:** Initiate request will college.

**Projected Completion Date:** 07/2013

**Responsible Person/Group:** Department of Art and Art History

**Additional Resources:** To be determined.

**Student Satisfaction; Professional Experiences**

The department will investigate student satisfaction with regard to professionalization activities by using more in-depth surveys for students. The chair of the Department of Art and Art History will also consider forming a student and/or faculty advisory committee in order to address the issue of student satisfaction with regard to professionalization activities.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ARH Report Percentages from Graduating Senior Surveys  
- **Outcome/Objective:** Highly Valued by Program Graduates and Key Constituencies

**Implementation Description:** electronic polling; possible advisory committee

**Projected Completion Date:** 07/2013

**Responsible Person/Group:** Department of Art and Art History
### Curriculum Map I (Student Learning Outcomes)

| Course | ARH 252 | ARH 253 | ARH 254 | ARH 363 | ARH 364 | ARH 365 | ARH 368 | ARH 371 | ARH 373 | ARH 375 | ARH 376 | ARH 381 | ARH 385 | ARH 400 | ARH 405 | ARH 456 | ARH 467 | ARH 470 | ARH 481 | ART 110 | ART 130 | ART 131 | ART 210 |
|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| The department expects students to demonstrate an understanding of the broad history of art and to identify major styles and artworks through different historical periods. | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) |
| The department expects students to demonstrate an understanding of the fundamentals of one- and two-point perspective. | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) |
| The department expects students to demonstrate an understanding of the elements and principles of design. | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) |
| The department expects our students to demonstrate effective written communication skills. | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) |
| The department expects students to demonstrate skills in historiography and methodology that include understanding of the principles of art history research, theories, and practices used for the pursuit of scholarship in the history of art. | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) | X (introduced) |
# Curriculum Map II (Assessment Measures)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>ARH 253 (Fall)</th>
<th>Embedded exam questions; pre- and post-test assessments</th>
<th>Diagnostic and/or graded writing assignment (Exhibition review/response)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 2</td>
<td>ARH 385 (Fall)</td>
<td>Embedded exam questions</td>
<td>Graded writing assignment (response paper and peer review)</td>
</tr>
<tr>
<td>Course 3</td>
<td>ARH 400W (Spring)</td>
<td>Embedded exam questions</td>
<td>Graded writing assignment (research paper and peer review)</td>
</tr>
<tr>
<td>Course 3</td>
<td>ART 110 (Spring)</td>
<td>Embedded exam questions</td>
<td>Graded writing assignment (Exhibition review/response/written critique)</td>
</tr>
<tr>
<td>Course 4</td>
<td>ART 130 (Spring)</td>
<td>Embedded exam questions</td>
<td>Graded writing assignment (Exhibition review/response/written critique)</td>
</tr>
</tbody>
</table>

## Course 1: ARH 253 (Fall)

- **Course**: ARH 253 (Fall)
- **Description**: The department expects students to demonstrate an understanding of the broad history of art and to identify major styles and movements through different historical periods.
- **Assessment**: Embedded exam questions; pre- and post-test assessments; Diagnostic and/or graded writing assignment (Exhibition review/response).

## Course 2: ARH 385 (Fall)

- **Course**: ARH 385 (Fall)
- **Description**: Embedded exam questions.
- **Assessment**: Graded writing assignment (response paper and peer review).

## Course 3: ARH 400W (Spring)

- **Course**: ARH 400W (Spring)
- **Description**: Embedded exam questions.
- **Assessment**: Graded writing assignment (research paper and peer review); Embedded exam questions and graded writing assignment (research paper or take home).

## Course 3: ART 110 (Spring)

- **Course**: ART 110 (Spring)
- **Description**: Biology of the manipulation black and white space on a two-dimensional plane to express an understanding of visual elements such as line, texture, value, shape, etc., and visual principles such as proportion, scale, balance, repetition and variation AND a selection of exercises that combine media or materials to demonstrate design skills across different contexts.
- **Assessment**: Graded writing assignment (Exhibition review/response/written critique).

## Course 4: ART 130 (Spring)

- **Course**: ART 130 (Spring)
- **Description**: Biology (one-point) perspective drawing exercise with graphite, conte, or charcoal AND selection of exercises that combine media or materials to demonstrate perspective across different contexts.
- **Assessment**: Graded writing assignment (Exhibition review/response/written critique).
<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations (90-100 points)</th>
<th>Meets Expectations (80-90 points)</th>
<th>Basic Proficiency (70-80 points)</th>
<th>Developing or Poor Proficiency (60-70 points)</th>
<th>No proficiency (0-60 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis / Argument</strong></td>
<td>Provides a sophisticated thesis that controls the essay and demonstrates independent thinking</td>
<td>Provides a well-framed, specific, and insightful argumentative thesis that remains central to the essay throughout</td>
<td>Provides clear thesis and focuses on topic; but argument may be overly general, simplistic, or broad, or may remain implicit rather than openly stated</td>
<td>Thesis vague or not central to argument</td>
<td>No discernible thesis or argument</td>
</tr>
<tr>
<td><strong>Concepts</strong></td>
<td>Offers insightful interpretation and cogent analysis of texts/materials; shows impressive command of interpretive and conceptual tasks required by assignment</td>
<td>Recognizes complexities of topic and shows evidence of serious consideration; goes beyond the obvious; but may contain a minor factual or conceptual inconsistency; may have left minor terms undefined</td>
<td>Average response to assignment, showing an understanding of the basic ideas or concepts involved; may contain some factual, interpretive, or conceptual errors; may not define several central terms</td>
<td>Fails to respond clearly to the task at hand; shows inadequate command of information or contains significant factual and conceptual errors; confuses significant ideas</td>
<td>Does not show understanding of materials or methods of assignment; paper contains two or more faults listed in previous category</td>
</tr>
<tr>
<td><strong>Development and Support</strong></td>
<td>Supports all claims and ideas with appropriate, fully analyzed examples and compelling, insightful arguments; ideas are supported by reliable and relevant evidence based on original research</td>
<td>Supports most points with appropriate, well-analyzed examples and intelligent arguments; pursues thesis consistently, with clear major points culled from reliable sources; provides substantive and relevant documentation, where applicable, in support of most ideas or claims; quotations are competently integrated</td>
<td>Provides sufficient evidence and detail such that all parts of the essay are developed appropriately (essay has logical beginning, middle and end) occasionally, may contain superficial analysis or unsupported generalizations; may make only limited use of examples or evidence (and sources may not be relevant or reliable); may fail to integrate some quotations appropriately; may contain weakly unified, undeveloped, or multi-focused paragraphs</td>
<td>Digresses from one topic to another without developing ideas or terms; frequently only narrates or describes rather than providing interpretation; makes insufficient or awkward use of evidence (may use entirely irrelevant sources, etc.); paragraphs consistently brief, weakly unified, or undeveloped</td>
<td>Little or no development; may list facts rather than arguing; uses no quotations/consults no sources</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Shows persuasive logical development and organization throughout; paragraph structure is clear and easy to follow; clear, strong transitions advance the argument; causal connections between ideas are evident</td>
<td>Shows logical development and organization throughout; paragraphs are internally developed and cohesive; clear, specific, argumentative transition sentences control most paragraphs</td>
<td>Orders essay logically, from sentence to sentence, paragraph to paragraph, idea to idea; essay is divided into logical paragraphs; each paragraph contains ONE clear assertion; although arrangement may not always appear entirely natural or planned; logical leaps between sentences may occur; may contain weak transitions that narrate or describe rather than advancing the argument; formatting errors do not distract from presentation</td>
<td>Illogical arrangement of ideas; tends to narrate or merely summarize, or wanders from one topic to another; insufficiently edited, therefore presenting material as in a draft; formatting errors</td>
<td>No coherent arrangement; no transitions; incoherent paragraphs; pervasive and significant formatting errors</td>
</tr>
<tr>
<td>Language</td>
<td>Maintains a distinctive voice and consistent viewpoint that incorporates appropriate and varied style; shows mastery of the conventions of written English and manuscript format, making at most a few minor technical errors; clear and effective command of art historical terminology/conventions.</td>
<td>Demonstrates clear sentence writing, relatively free of grammatical and technical errors; may include occasional problematic word choices or occasional spelling or punctuation errors or clichés. The writer demonstrates a good grasp of art historical terminology/conventions.</td>
<td>Has sufficient control of standard written English and accepted formatting guidelines; if grammar, punctuation, and spelling errors are present, they do not cause serious confusion; may contain some unclear or awkward sentences, wordiness, grammatical errors, imprecise word choices, passive voice, or occasional informal language; sometimes confuses art historical terms and/or conventions.</td>
<td>Insufficient control of standard written English, resulting in substantial errors that cause confusion or incoherence; contains major errors (comma splices, sentence fragments), frequent informal language, or proofreading mistakes; incorrect quotation or citation format; little understanding of art historical terminology/conventions.</td>
<td>Numerous errors seriously distract from the presentation; citation of sources is missing or inadequate; failure to use accepted formatting conventions; no understanding of art historical terminology/conventions.</td>
</tr>
<tr>
<td></td>
<td>Exceeds Expectations (90-100 points)</td>
<td>Meets Expectations (80-90 points)</td>
<td>Basic Proficiency (70 to 80 points)</td>
<td>Poor Proficiency (60 to 70 points)</td>
<td>No Proficiency (0-60pts)</td>
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<tr>
<td>Basic Conventions of Perspective (in order to encourage risk taking and self-challenge, percentages may vary depending on whether assignment is formative or summative)</td>
<td>80-100 percent accuracy according to basic rules of perspective (parallel lines appear to recede in space; circles in perspective shown as accurate, symmetrical ellipses; use of horizontal and vertical grids, etc.)</td>
<td>60-80 percent accuracy according to basic rules of perspective (see exceeds expectations qualities)</td>
<td>40-60 percent accuracy according to basic rules of perspective (see exceeds expectations qualities)</td>
<td>20-40 percent accuracy according to basic rules of perspective (see exceeds expectations qualities)</td>
<td>&lt; 20% accurate according to basic rules of perspective (see exceeds expectations qualities)</td>
</tr>
<tr>
<td>Completion</td>
<td>90-100%</td>
<td>80%-90% complete</td>
<td>70%-80% complete</td>
<td>60%-70% complete</td>
<td>&lt; 50% complete</td>
</tr>
<tr>
<td>Scale and Proportion</td>
<td>Drawing shows correct proportions and measurements (demonstrable by actually measuring object) student is able to use sighting tools such as viewfinder or pencil to measure objects being rendered.</td>
<td>Drawing shows correct proportions and measurements 85% of objects, or measurements are accurate to 85%, small errors in scale and proportion</td>
<td>There is evidence of observation and correction of errors in measuring (underdrawing) but errors are noticeable (85% or below) or student is able to correct errors only after instructor points them out. Student has some difficulty using sighting tools.</td>
<td>Internal proportions of objects are incorrect (length to width of same object) or proportions of objects compared to each other are incorrect, or use of proportion to create illusion of space is incorrect (ex. objects that are farther away should appear smaller) and there is no evidence that student sees and attempts to correct errors in drawing. Student’s use of sighting tools indicates failure to understand relationships between objects.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
</tr>
<tr>
<td>Composition (selection of elements to represent, placement of these elements on page)</td>
<td>Student has used the entire page of paper, student has represented between 60-90 percent of still life, unnecessary information has been eliminated or drawn in a manner that creates logical hierarchy, viewer’s eye moves fluidly around the page.</td>
<td>Student has used entire page, work exhibits some “exceeds expectations” level qualities, but composition is occasionally awkward or unbalanced.</td>
<td>Composition uses entire page but is primarily awkward, major elements are present but located poorly, or student has eliminated major elements due to inability to compose effectively.</td>
<td>Student has drawn entire still life very small in center of page, vignette style, or student has zoomed so far in as to create abstract composition, or student has over-focused on unnecessary details leaving basic forms unaddressed.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
</tr>
<tr>
<td>Use of Line (Understanding of Materials)</td>
<td>A variety of line weights and qualities that work together to show space and volume, line shows details of object placement and interaction, student varies line by controlling pressure, rotation, speed, etc. with assigned drawing material</td>
<td>Some change in line weight, line usage, moderate control of materials, changes in line help show space/perspective</td>
<td>There are changes in line weight and quality but these changes appear random or confusing, or use of line quality appears expressive and does not contribute to representation of 3D space on 2D surface.</td>
<td>Student can draw only one kind of line, or lines are shaky and tentative, or student is unable to draw straight lines without using ruler.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
</tr>
<tr>
<td>Performance During Work</td>
<td>Student brings all</td>
<td>Student has some false</td>
<td>Student hesitates and</td>
<td>Student is easily</td>
<td>Student is openly hostile,</td>
</tr>
<tr>
<td>Session (Attitude and Participation)</td>
<td>necessary materials, is focused and working for duration of assignment, takes minimal breaks, requires minimal assistance from instructor but may ask for clarification or bring up more advanced questions.</td>
<td>starts and questions, but is able to see and correct errors when they are pointed out. Student exhibits some but not all “exceeds expectations” level behaviors.</td>
<td>has difficulty but continues to work, or student expresses frustration with task in socially appropriate manner or student struggles to maintain adequate speed to complete task in allotted time, or student requires excessive affirmation from instructor to continue working.</td>
<td>distracted, or fusses repeatedly with materials, complains about difficulty level of assignment, takes many short breaks, avoids work in general grumbles, or leaves room for long periods of time, or distracts others as well as self, or is dismissive/insulting towards coursework, or has come without required materials.</td>
<td></td>
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</tr>
<tr>
<td>Critical Assessment/participation in critique (written or verbal)</td>
<td>Student can point to specific areas of drawing to make points, uses vocabulary accurately, asks metalevel questions about seeing and perspective, relates perspective drawing to other methodological approaches and art forms.</td>
<td>Some change in line weight, line usage, moderate control of materials, changes in line help show space/perspective.</td>
<td>Student demonstrates some understanding of concepts, student struggles with vocabulary (uses words like thingy or stuff).</td>
<td>Student struggles with discussion in general, uses vocabulary incorrectly, has difficulty articulating concepts.</td>
<td>Student is unwilling/unable to use vocabulary, demonstrates no interest in improving, does not articulate concepts.</td>
</tr>
<tr>
<td></td>
<td>Exceeds Expectations (90-100pts)</td>
<td>Meets Expectations (80-90pts)</td>
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</tr>
<tr>
<td><strong>Design Concept</strong></td>
<td>Students has carefully observed and considered multiple aspects of chosen space (light, size, visibility, access, etc). Student has chosen materials that relate to an aspect of the space (complement or contrast). Project demonstrates student’s understanding and synthesis of most/all formal principles (used previously in earlier projects) such as texture, rhythm, weight, etc. Student has used multiple dimensions (length, width, depth, time). Design is abstract not representational.</td>
<td>Student has considered one or two aspects of chosen space. Shows evidence of understanding and synthesis of some formal principles. Material choice shows some relation to space. (Project exhibits “exceeds expectations” level characteristics overall but has a few weak areas).</td>
<td>Design is overly simplistic or representational. Minimal evidence of understanding and synthesis of formal principles previously covered, design represents immediate or obvious response to space, little care given to choice of space.</td>
<td>Materials have no relationship to chosen space, or material choices and choice of space appear wholly arbitrary, or design exhibits no understanding of principles previously covered in class, or design is wholly representational.</td>
<td>Work exhibits multiple “poor” level characteristics, work does not meet assignment criteria.</td>
</tr>
<tr>
<td><strong>Proposal (planning, time management, fulfilling contract)</strong></td>
<td>Submitted on time. Anticipates details of project. All contractual obligations are carefully laid out. Intent is clearly evident either through words, pictures, or a combination of the two. Proposal is precise and accurate. Student has anticipated problems that could arise and communicates well with instructor about aspects of project across timeline.</td>
<td>Submitted on time. Anticipates most details of project. Most contractual obligations are laid out. Intent is evident, but requires some further development. Student has anticipated problems that could arise. (Proposal exhibits “exceeds expectations” level characteristics overall but has a few weak areas).</td>
<td>Submitted on time. Anticipates some details of project. Some contractual obligations are laid out. Intent is evident, but requires substantial development. Student is unaware or has not considered potential problems.</td>
<td>Proposal is missing key components, or is late, is vague or too brief, or is overly repetitive, or is inaccurate, or proposal is unclear.</td>
<td>Proposal exhibits multiple “poor” level qualities, student fails to meet key obligations outlined in proposal.</td>
</tr>
<tr>
<td><strong>Craftsmanship (Design Execution)</strong></td>
<td>Proposal demonstrates understanding of materials, use of materials expresses intent, student has strong hand skills, project demonstrates student’s ability to use shop tools effectively, project shows excellent attention to detail and high level of finish.</td>
<td>Project exhibits “exceeds expectations” level characteristics overall but has a few weak areas</td>
<td>Project is poorly built, project does not perform according to student’s intent, surface finishes are applied hastily or sloppily, student does not understand physical properties of materials used.</td>
<td>Project is poorly built, project does not perform according to student’s intent, surface finishes are applied hastily or sloppily, student does not understand physical properties of materials used.</td>
<td>Project is poorly built, project does not perform according to student’s intent, surface finishes are applied hastily or sloppily, student does not understand physical properties of materials used, student is unable to master use of tools.</td>
</tr>
<tr>
<td><strong>Performance During Work Sessions (Attitude and Participation)</strong></td>
<td>Student plans well, brings necessary materials to class, works both in and out of class, respects school property and community tools, cleans up work area promptly, is helpful and considerate of</td>
<td>Student exhibits some but not all “exceeds expectations” level behaviors.</td>
<td>Project is poorly built, project does not perform according to student’s intent, surface finishes are applied hastily or sloppily, student does not understand physical properties of materials used.</td>
<td>Student tidies up poorly, is careless with community property, uses time or lack of skill as excuse for poor/unfinished work, etc.</td>
<td>Student intentionally leaves messes, damages or disrespects community property, interferes with work of other students, or disregards instruction.</td>
</tr>
<tr>
<td>Critical Assessment</td>
<td>Student is present and offers well considered comments during critiques, is able to comment on work that differs from their own, makes analysis based on observations of self and others work, is able to point to specific details of work and/or examples from previous classes to support their comments during critique.</td>
<td>Student exhibits some but not all “exceeds expectations” level behaviors.</td>
<td>Student misses and/or has no work for one critique session, has basic explanation for key decisions made during project, does not speak unless called on during critiques, is unable to critique work dissimilar to their own, offers unsupported opinions.</td>
<td>Student misses and/or has no work for multiple critique sessions struggles to explain/discuss key decisions made during project, seems unaware of actual outcomes of project, is uncritical/easily satisfied with their own efforts, concept is unclear.</td>
<td>Work exhibits multiple “poor” level characteristics, student is hostile and defensive during critique session, student is dismissive the work of others.</td>
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<tr>
<td>Basic Conventions of Perspective (In order to encourage risk taking and self-challenge, percentages may vary depending on whether assignment is formative or summative)</td>
<td>Exceeds Expectations (90-100 points)</td>
<td>Meets Expectations (80-90 points)</td>
<td>Basic Proficiency (70 to 80 points)</td>
<td>Poor Proficiency (60 to 70 points)</td>
<td>No Proficiency (0-60pts)</td>
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<td>80-100 percent accuracy according to basic rules of perspective (parallel lines appear to recede in space; circles in perspective shown as accurate, symmetrical ellipses; use of horizontal and vertical grids; etc.).</td>
<td>60-80 percent accuracy according to basic rules of perspective (see exceeds expectations qualities)</td>
<td>40-60 percent accuracy according to basic rules of perspective (see exceeds expectations qualities)</td>
<td>20-40 percent accuracy according to basic rules of perspective (see exceeds expectations qualities)</td>
<td>&lt; 20% accurate according to basic rules of perspective (see exceeds expectations qualities)</td>
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<td>Completion</td>
<td>90-100%</td>
<td>80%-90% complete</td>
<td>70%-80% complete</td>
<td>60%-70% complete</td>
<td>&lt; 50% complete</td>
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<td>Scale and Proportion</td>
<td>Drawing shows correct proportions and measurements (demonstrable by actually measuring object) student is able to use sighting tools such as viewfinder or pencil to measure objects being rendered.</td>
<td>Drawing shows correct proportions and measurements 85% of objects, or measurements are accurate to 85%, small errors in scale and proportion</td>
<td>There is evidence of observation and correction of errors in measuring (underdrawing) but errors are noticeable (85% or below) or student is able to correct errors only after instructor points them out. Student has some difficulty using sighting tools.</td>
<td>Internal proportions of objects are incorrect (length to width of same object) or proportions of objects compared to each other are incorrect, or use of proportion to create illusion of space is incorrect (ex. objects that are farther away should appear smaller) and there is no evidence that student sees and attempts to correct errors in drawing. Student’s use of sighting tools indicates failure to understand relationships between objects.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
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<tr>
<td>Composition (selection of elements to represent, placement of these elements on page)</td>
<td>Student has used the entire page of paper, student has represented between 60-90 percent of still life, unnecessary information has been eliminated or drawn in a manner that creates logical hierarchy, viewer’s eye moves fluidly around the page.</td>
<td>Student has used entire page, work exhibits some “exceeds expectations” level qualities, but composition is occasionally awkward or unbalanced.</td>
<td>Composition uses entire page but is primarily awkward, major elements are present but located poorly, or student has eliminated major elements due to inability to compose effectively.</td>
<td>Student has drawn entire still life very small in center of page, vignette style, or student has zoomed so far in as to create abstract composition, or student has over-focused on unnecessary details leaving basic forms unaddressed.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
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<tr>
<td>Use of Line (Understanding of Materials)</td>
<td>A variety of line weights and qualities that work to together to show space and volume, line shows details of object placement and interaction, student varies line by controlling pressure, rotation, speed, etc. with assigned drawing material</td>
<td>Some change in line weight, line usage, moderate control of materials, changes in line help show space/perspective</td>
<td>There are changes in line weight and quality but these changes appear random or confusing, or use of line quality appears expressive and does not contribute to representation of 3D space on 2D surface.</td>
<td>Student can draw only one kind of line, or lines are shaky and tentative, or student is unable to draw straight lines without using ruler.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
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<tr>
<td>Performance During Work Session (Attitude and Participation)</td>
<td>Student brings all necessary materials, is focused and working for duration of assignment, takes minimal breaks, requires minimal</td>
<td>Student has some false starts and questions, but is able to see and correct errors when they are pointed out. Student exhibits some but not all</td>
<td>Student hesitates and has difficulty but continues to work, or student expresses frustration with task in socially appropriate</td>
<td>Student is easily distracted, or fusses repeatedly with materials, complains about difficulty level of assignment, takes many</td>
<td>Student is openly hostile, grumbles, or leaves room for long periods of time, or distracts others as well as self, or is dismissive/insulting</td>
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<td>Critical Assessment (written or verbal)</td>
<td>Student can point to specific areas of drawing to make points, uses vocabulary accurately, asks meta-level questions about seeing and perspective, relates perspective drawing to other methodological approaches and art forms.</td>
<td>Some change in line weight, line usage, moderate control of materials, changes in line help show space/perspective.</td>
<td>Student demonstrates some understanding of concepts, student struggles with vocabulary (uses words like thingy or stuff).</td>
<td>Student struggles with discussion in general, uses vocabulary incorrectly, has difficulty articulating concepts.</td>
<td>Student is unwilling/unable to use vocabulary, demonstrates no interest in improving, does not articulate concepts.</td>
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<td>Concept/Approach (evidenced through finished work and discussion)</td>
<td>Exceeds Expectations (90-100pts)</td>
<td>Meets Expectations (80-90pts)</td>
<td>Basic Proficiency (70-80pts)</td>
<td>Poor Proficiency (60-70pts)</td>
<td>No Proficiency (60-60pts)</td>
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<td>Drawing shows correct proportions and measurements, strong understanding of human anatomy, foreshortening, detailed understanding of behavior of materials in physical environment (e.g. soft materials compress when weight is placed on them, gravity causes flesh to droop and sag, etc.)</td>
<td>Student demonstrates basic competency and is able to find errors in own work when asked to do so, is able to explain how s/he would go about correcting those errors, can effectively critique peer work.</td>
<td>Some evidence of observation and self-correction, but errors are noticeable, or student is able to correct errors only after instructor points them out. Student has some difficulty using sighting tools, or drawing is based on ideal/average human form rather than actual model. Little evidence of environment affecting form.</td>
<td>Internal proportions of objects are incorrect (length to width of same object) or proportions of objects compared to each other are incorrect, or use of proportion to create illusion of depth is incorrect, there is no evidence that student sees and attempts to correct errors in drawing. Failure to understand human anatomy.</td>
<td>Work exhibits multiple &quot;poor&quot; level characteristics</td>
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<td>Skilled media handling to create a range of desired effects, student manipulates tools expertly, controlling pressure, rotation, speed, etc. with chosen drawing material. Media choices demonstrate understanding of inherent properties of materials.</td>
<td>Good understanding of material qualities and ability to control tools to get desired effect, expressive and representational styles are overall well-balanced, drawing has a few weak areas.</td>
<td>Some understanding of material qualities and moderate ability to control tools to get desired effect, drawing may appear random or confusing, or expressive and representational styles not well balanced.</td>
<td>Student can only do one kind of line, mark, etc., or tool use is shaky and tentative, or student shows erratic ability with tools, or student makes poor material choices, i.e. different areas conflict with rather than support each other.</td>
<td>Work exhibits multiple &quot;poor&quot; level characteristics</td>
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<td>Student has effectively addressed entire drawing surface, effectively used light/dark, texture, line weight/quality, rhythm, balance, etc. Drawing shows understanding of 2D and 3D space including overlapping, transparency, intersection, etc. All aspects of drawing are integrated into whole.</td>
<td>Student has mostly addressed drawing surface, and demonstrated competent understanding of elements and principles of design as per above, tonal ranges suggest form.</td>
<td>Varying degrees of skill at depicting single figures as per elements/principles above, and/or failure to integrate both poses into unified composition.</td>
<td>Student is unable to edit effectively, includes unnecessary detail or leaves out key information, drawing seems unconsidered or unfinished, drawing is overly simplistic or busy, drawing is awkwardly composed.</td>
<td>Work exhibits multiple &quot;D&quot; level characteristics</td>
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<td>Student can point to specific areas of drawing to make points, uses vocabulary accurately, asks meta-level questions about seeing and perspective, relates perspective drawing to other methodological approaches and art forms.</td>
<td>Some change in line weight, line usage, moderate control of materials, changes in line help show space/perspective.</td>
<td>Student demonstrates some understanding of concepts, student struggles with vocabulary (uses words like thingy or stuff).</td>
<td>Student struggles with discussion in general, uses vocabulary incorrectly, has difficulty articulating concepts.</td>
<td>Student is unwilling/unable to use vocabulary, demonstrates no interest in improving, does not articulate concepts.</td>
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</table>
### ARH Undergraduate Knowledge Testing Basic Grade Definitions

**Exceeded Expectations** = 90-100pts (90 to 100% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

**Met Expectations** = 80-90 pts (80 to 90% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

**Basic Proficiency** = 70-80pts (70 to 80% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

**Poor Proficiency** = 60-70pts (60 to 70% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

**No Proficiency** = less than 60 pts (less than 60% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

### ARH Undergraduate Peer Review Basic Grade Definitions

**Exceeded Expectations** = 90-100pts (student made exceptional effort to understand and comment upon a peer’s work with regard to concepts, spelling, grammar, style, etc.)

**Met Expectations** = 80-90 pts (student made average effort to understand and comment upon a peer’s work with regard to concepts, spelling, grammar, style, etc.)

**Basic Proficiency** = 70-80pts (student’s skills at understanding the process of peer review and thus his or her ability to understand and comment upon a peer’s work with regard to concepts, spelling, grammar, style, etc. are still developing)

**Poor Proficiency** = 60-70pts (student shows little proficiency at reviewing a peer’s paper with regard to concepts, spelling, grammar, style, etc.)

**No Proficiency** = less than 60 pts (student shows no ability to review a peer’s paper with regard to concepts, spelling, grammar, style, etc.)

### ART Undergraduate Advanced/Upper-Level/Specialized Media Basic Grade Definitions

**Exceeded Expectations** = 90-100 pts (student demonstrates a unified sense of composition with regard to line, has a clear sense of decision-making with regard to conceptual elements and their implementation, uses tools and media in a variety of ways and shows aplomb with media-specific techniques, and as such produces a superlative end product)

**Met Expectations** = 80-90 pts (student demonstrates a good sense of composition with regard to line, exercises some firm decision-making with regard to concept and implementation, uses tools and media efficiently and shows efficiency in media-specific techniques, and as such produces a good end product)

**Basic Proficiency** = 70-80 pts (student demonstrates a unified composition NOT based on line or a very poor line-based composition, little evidence of research into concept and implementation, developing sense for the use of tools and media and little efficiency in media-specific techniques, and as such produces a mediocre end product)

**Poor Proficiency** = 60-70 pts (student is missing or has not completed required compositional elements, demonstrates no evidence of research with regard to concept and implementation, uses tools and media poorly and shows poor efficiency in media-specific techniques, and as such produces a poor end product)

**No Proficiency** = less than 60 pts (student does not complete assignment or shows no evidence of effort to develop proficiency in media area)

### ART Undergraduate Advanced/Upper-Level/Specialized Media Basic Grade Definitions for Critique Exercises

**Exceeded expectations**: 90-100 pts (student’s commentary show both observation and analysis, student uses details to draw conclusions, asks questions to stimulate discussion, is able to interpret and integrate points made by others when suggesting improvements, etc.)

**Met expectations**: 80-90 pts (student’s comments tend to focus on either observation or analysis, may offer suggestions to resolve problems, offers feedback from within the student’s own point of view, etc.)

**Basic proficiency**: 70-80 pts (student offers comments only sometimes, offers only simple observations or offers
interpretation unsupported by detail, student performs no analysis of self or work of others, student tries to tell others how to do their work, etc.)

**Poor proficiency:** 60-70 pts (student speaks rarely, adds no new information, voices only opinions unsupported by detail or argument, offers excessive and irrelevant commentary, etc.)

No proficiency: 0-60 pts (student is repeatedly absent or never speaks, is hostile and negative, shows no effort at collaboration, etc.)