Detailed Assessment Report
2013-2014 Art History M.A. (withUAB)
As of: 7/15/2014 10:16 AM CENTRAL

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.

M.A. in Art History: An essential objective of the program is that students demonstrate mastery in understanding of Art History. Objectives: 1: Students will demonstrate mastery in their understanding of select art historical periods, including its associated artists and works of art, and an understanding of appropriate critical and/or historiographical frameworks, techniques of visual analysis, and research methods. The primary means of assessing student success in relation to the objective is passage of the Comprehensive Examinations at the completion of coursework. The quality of student performance on the exams is determined by faculty evaluation (see Measures/Findings 2 for scale). In 2010-11, (Findings) the Department reported that only 1 student took the Exams and passed with “poor proficiency,” making it evident that graduate students in the program required greater rigor in preparation for the Exams. The Department goal (Target) was to see a 10% increase in the number of students achieving a “satisfactory proficiency” passage (or better) in the 2011-12 cycle. To support student achievement of the goal, the Department (Action Plan) implemented greater support for students prior to exams including increased meetings with the Graduate Advisor and the formation of peer study groups. The success of this strategy was borne out by an increased percentage of students passing exams at the level of “satisfactory proficiency” or better in subsequent cycles: 2011-12 cycle (Finding): 7 students took exam, 5 met goal; 2012-13 cycle (Finding): 6 students, 4 met goal; 2013-14 cycle (Finding): 2 students took exam, 2 met goal. These findings suggest that an increased level of faculty involvement with student preparation for exams and support of peer-based activities have facilitated both student understanding of the Exam process and preparation for the Comprehensive Examinations. Further, the increasing level of student learning in terms of passage level suggests that this process encourages proficiency both in terms of the memorization of key facts (dates, identifications, etc) tested in a portion of the Exam as well as higher-level cognitive engagement (synthesis and analysis) required in the essay portions.

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 variety of perspectives. 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 Mastery in Understanding of Art History

Students will demonstrate mastery in their understanding of select art historical periods, including its associated artists and works of art, and an understanding of appropriate critical and/or historiographical frameworks, techniques of visual analysis, and research methods.

Connected Documents
MA Art History Curriculum Map
Supporting Documents

Relevant Associations:

Student Learning Outcome 1 Improvement Action(s) to be advanced (from 2010/11 report): With the data that is available at the present time, it is evident that graduate students in the Art History program require greater rigor in preparation for their exams. The fact that the student under consideration passed her tests only marginally is unacceptable to the department and its faculty. The department thus seeks to implement greater support for students in the lead-up to their exams, including the formation of peer study groups.

Student Learning Outcome 1 Improvement Action(s) to be advanced (from 2012/13 report): With the increased
success of graduate students in the area of Art History, the department seeks to "raise the bar" regarding expectations on assignments and examinations.

**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. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
5. 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.
3.14 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 1: ARH Written Research Projects Evaluated by Standardized Rubrics**

All MA students must successfully complete a series of in-depth written research projects (as part of the ARH graduate curriculum) which are evaluated using a series of standardized rubrics that assess the following features: concept, development, organization, and language. A summary of the rubrics will be reported.

Source of Evidence: Project, either individual or group

**Target:**

Data will be collected from individual MA-level classes. As reported in the 2011-12 cycle, it was evident that graduate students in the Art History program required greater rigor in preparation for their exams (including coursework, establishing effective study habits, writing skills, etc.). In this instance, the department expects to see a 10% increase in the number of students achieving proficiency or better in the fields assessed.

**M 2: ARH Written Comprehensive Exams**

All graduate students take written comprehensive exams encompassing three fields of art history. The quality of these examinations is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

Data will be collected from from MA students who have taken the comprehensive exam. As reported in the 2010-11 cycle, it was evident that graduate students in the Art History program required greater rigor in preparation for their exams (including coursework, establishing effective study habits, writing skills, etc.). In this instance, the department expects to see a 10% increase in the number of students achieving proficiency or better in the fields assessed.

**M 3: ARH Student Meetings with Director of Graduate Studies in Art History**

Students enrolled in the graduate Art History program will hold regular meetings with the Director of Graduate Studies for Art History in the later stages of coursework and in the months leading up to their exams. Reports from these meetings will be analyzed.

Source of Evidence: Academic direct measure of learning - other

**Target:**

Data will be collected from the Director of Graduate Studies in the area of Art History.

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

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

**Peer group formation**

*Established in Cycle: 2011-2012*

In order to establish a sense of community and mutual support, students will be encouraged to form and actively maintain peer gr...

**M 9: ARH Use of Paul R. Jones Collection of American Art**

The department will disseminate information to local colleges about the Paul R. Jones Collection of American Art as a means of attracting students to the program and, relatedly, will poll MA Art History students regarding their potential use of the Paul R. Jones Collection of American Art as an area of primary research. Results of these activities will be reported.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Data will be collected regarding student use of the Paul R. Jones Collection of American Art.

**SLO 2: ARH Demonstrate Competence in Preparing and Presenting Scholarly Work**
The department expects that students be capable of preparing and presenting scholarly written works that exhibit the thoroughness in visual, historical, and cultural analysis and grammatical expertise expected within the discipline.

**Connected Documents**
- MA Art History Curriculum Map
- Supporting Documents

**Relevant Associations:**

**Student Learning Outcome 2 Improvement Action(s) to be advanced (from 2010/11 report):** In the MA Art History program, the number of students performing at a level of poor proficiency to unsatisfactory is as high as 45% (although also as low as 10%). Because this is a graduate level program and the ability to convey information clearly and concisely regarding knowledge and skills gained is crucial to student success, the department does not find this aspect of the result satisfactory. Therein, new assessments will be introduced to the MA-level classes that emphasize the development of competent communication (writing) skills so that the overall proficiency of the students may be properly evaluated.

**Student Learning Outcome 2 Improvement Action(s) to be advanced (From the 2012/13 report):** In the MA Art History program, the number of students performing at a satisfactory or exemplary level is gradually rising. In order to maintain this momentum, the department will continue to advise students to (a) form peer study and discussion groups, (b) encourage better writing practices through different types of assignment, and (c) maintain regular contact with graduate students through advising and more casual events.

**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.
- 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.
- 3.14 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.
- 4.6 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 4: ARH Demonstrate Understanding of Different Historical Periods**
Graduate students must pass ARH 550 (Literature of Art), which offers an overview of historiographical and theoretical frameworks through which to explore different art historical periods and works of art. Students in this class will write a series of papers reflecting their understanding of different historical periods. A summary of these evaluations will be reported.

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

**Target:**
Data will be collected from ARH 550 student results. There will be a 10% increase (from the 2011-12 cycle) in the number of students receiving a grade of "satisfactory" or better.

**M 5: ARH Review of Student Transcripts from UAB**
Some of this coursework is completed at UAB. Student transcripts are reviewed to determine the percentage of students passing courses with an overall evaluation of 80% or better

Source of Evidence:  Academic indirect indicator of learning - other

**Target:**
Data will be collected from students taking classes at UAB. Students will achieve a grade of satisfactory or better 80% of the time.

**M 6: ARH Submission of Abstract to Annual Graduate Art History Symposium**
All in-residence students enrolled in MA Art History program must submit an abstract to the Annual Graduate Art History Symposium. Although not all students will be accepted, each student will be given critical feedback as to the quality of their proposals. Results of this evaluation will be reported.

Source of Evidence:  Academic direct measure of learning - other
Target:
Data will be collected after the Annual Graduate Art History Symposium. At least 50% of students applying to the symposium will be accepted.

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

graduate-level Art History; research; symposium
Established in Cycle: 2011-2012
During the 2012-13 cycle, the Department of Art and Art History will work vigorously to promote the Art History Symposium and as...

SLO 3: ARH Student Production and Defense of Written Thesis
The department expects students to produce and defend a written thesis that explores a specific research topic in art history.

Connected Documents
MA Art History Curriculum Map
Supporting Documents

Relevant Associations:
Student Learning Outcome 3 Improvement Action(s) to be advanced (from 2010/11 report): No students progressed to the exam stage in 2010-11, largely because of low enrollments. The department must aim to improve recruitment and graduation in the MA Art History program. As such, faculty and staff will target certain local colleges using, in particular, the nationally renowned Paul R. Jones Collection of American Art as a recruitment device. The department will also encourage existing students to become involved in the collection as an area of important research such that progression/graduation is encouraged.

Student Learning Outcome 3 Improvement Action(s) to be advanced (from 2012/13 report): Over the 2012/13 cycle, most of the ARH graduate students were successful in their exam completion, as well as presenting an informed and competent thesis document. As a result, the department will continue to encourage regular contact between advisers and students and regular interactions between students through peer study and reading groups. The department will also encourage instructors of graduate level courses to continue to implement assignments that serve as stepping-stones to the study and research processes.

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.
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.
3.14 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.
4.6 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 7: ARH Faculty Evaluation of Student Thesis
The written thesis is informally evaluated by the student's major adviser throughout the writing and research process. The paper should demonstrate the student's clearly defined intent, and there should be evidence of advanced research methods and analytic skills that shape a significant perspective on the selected topic. The use of carefully written, coherent prose and an accepted formal writing style for the thesis is required. The quality of the thesis is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Senior thesis or culminating major project

Target:
Data will be collected from individual students and/or advisers. The department expects a 100% pass rate.

M 8: ARH Oral Defense of Thesis
The written thesis is formally evaluated by the student's major advisor and committee members at an oral defense. The quality of the defense is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.
Source of Evidence: Senior thesis or culminating major project

**Target:**
Data will be collected from individual students and/or advisers. The department expects a 100% pass rate.

**M 9: ARH Use of Paul R. Jones Collection of American Art**
The department will disseminate information to local colleges about the Paul R. Jones Collection of American Art as a means of attracting students to the program and, relatedly, will poll MA Art History students regarding their potential use of the Paul R. Jones Collection of American Art as an area of primary research. Results of these activities will be reported.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Data will be collected from students, staff, and faculty associated with the Paul R. Jones Collection of American Art.

**SLO 4: Demonstrate Independent Thinking and Self-initiative**
The department expects our students to demonstrate independent thinking and self-initiative.

**Connected Documents**
- MA Art History Curriculum Map
- Supporting Documents

**Relevant Associations:**

**Student Learning Outcome 4 Improvement Action(s) to be advanced (from 2010/11 report):** The MA students clearly require additional support such that they can bring their work can meet instructor expectation.

**Student Learning Outcome 4 Improvement Action(s) to be advanced (from 2012/13 report):** Improvements in MA student grades and examination/thesis results suggest that the methods employed over the last cycle have been successful. As a result, the department will continue to implement the use of peer study and writing groups, regular adviser contact, and, in graduate level courses, the use of assignments that reflect the processes that will later be used for successful comprehensive exam taking and thesis writing.

**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.
3.14 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 10: ARH Faculty Evaluation of Student Independent Research**
Graduate students must perform independent research (for their thesis and for research projects associated with coursework). The quality of their preparation and problem-solving is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) OR an overall evaluation above 80%, depending on context, will be reported.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Data will be collected from graduate-level coursework and individual students who submit a thesis for evaluation to a committee.

**M 11: ARH Faculty Evaluation of Independent Course of Study Outline**
Graduate students must outline an independent course of study in preparation for their comprehensive examinations and, eventually, thesis research. The quality of this outline is determined by faculty evaluation. The number and
percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Data will be collected from individual students and/or advisers.

M 12: ARH Student Poll Regarding Peer Student and Support Groups
The students will be polled as to whether or not the formation of peer student and support groups would improve their learning experience. Results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected from faculty and graduate students in the Art History program.

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

**Peer group formation**
Established in Cycle: 2011-2012
In order to establish a sense of community and mutual support, students will be encouraged to form and actively maintain peer gr...

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

**OthOtm 5: 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.
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
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**
2.4 Increase the number of graduate research and teaching assistants and provide them with competitive salaries and benefits.
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 13: PRO Report List of Strengths**
A list of the strengths of the department from the most recent program review (specific to the MA in Art History) will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected by the department chair.

**M 14: PRO Report Opportunities for Improvement**
A list of the opportunities for improvement from the most recent program review (specific to the MA in Art History) will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected by the department chair.

M 15: PRO Report List of Recommendations
A list of recommendations (specific to the MA in Art History) will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

M 16: PRO Report Responses to Recommendations
A list of actions in response to the recommendation (specific to the MA in Art History) will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

M 17: PRO Report Summary of Action Impacts
A summary of the impacts of the actions (specific to the MA in Art History) will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

M 18: ARH Graduating MA Student Survey Regarding Overall Quality of Degree
Graduating students complete a survey, including a question asking them to rate the overall quality of their experience. 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 individual students graduating from the MA program in Art History.

M 19: 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.

OthOtm: 6: 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

NASD 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
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
1.8 Develop the research infrastructure and enhance the library resources necessary to be competitive for grants and contracts.
2.4 Increase the number of graduate research and teaching assistants and provide them with competitive salaries and benefits.
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 20: PRO Number of Students in Graduate Program**

We will assess this outcome using the number of students in the graduate program for the last three fall semesters.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Data will be collected.

**M 21: 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: Administrative measure - other

**Target:**
Data will be collected.

**M 22: PRO Analyze Incoming Student Data and Target Productive Recruitment Areas**

We will assess this outcome by (a) analyzing data about incoming students (colleges from which they come, etc.) and therein target those areas as productive recruitment areas and (b) reporting the frequency of subsequent contact between the department and these areas. Results will be reported.

Source of Evidence: Administrative measure - other

**Target:**
Data will be collected.

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

- **Data will be collected on incoming MA ARH students**
  - **Established in Cycle:** 2011-2012
  - Data will be collected on incoming students for our MA degree in art history (colleges from which they come, etc.). The department...

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

**OthOtcm 7: 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.

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**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.
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**SACS 3.3.1**

3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
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**Strategic Plan Associations**

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.
2.4 Increase the number of graduate research and teaching assistants and provide them with competitive salaries and benefits.
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.
3.14 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.
4.7 Support our alumni in serving as leaders in their professions and communities.

Related Measures

M 23: ARH Survey Question Regarding Courses as Preparation for Employment
We will assess this outcome using the results of a survey question asking graduating students to rate the quality of their courses as preparation for employment. The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Student course evaluations on learning gains made

Target:
Data will be collected from graduating MA Art History students.

M 24: ARH Survey Question Regarding Courses as Preparation for Graduate Work
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 course evaluations on learning gains made

Target:
Data will be collected from graduating MA students.

M 25: ARH Student Poll Regarding Utility of Pedagogy Component
We will assess this outcome by polling students as to whether or not a pedagogy component would benefit their 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 students via electronic polling.

Related Action Plans (by Established cycle, then alpha):
polling; data collection
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...

Advisory Committee -- Pedagogy
Established in Cycle: 2012-2013
The chair will form an advisory committee or group of faculty to formally discuss the introduction of a pedagogy component

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

OthOtcn 8: 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 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
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.
1.7 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.
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 26: PRO Report List of Recommendations**
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 regarding recommendations will be collected from the most recent accreditation report.

**M 27: 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: Professional standards

**Target:**
The department will continue its accreditation.

**M 28: 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 in order to establish a benchmark.

**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 9: 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 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
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
- Promote and enhance areas of academic, scholarship, and research excellence.
- Align resources to most effectively support academic, scholarship, and research excellence priorities.
- Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
- Enhance relationships among community and University of Alabama leaders to promote excellent quality of life for faculty, staff, and students.
- Equip classrooms, libraries, and laboratories for state-of-the-art learning.
- Ensure user-friendly support services for students, faculty, and staff.
- Continue to modernize information technology resources.
- Increase the level of academic scholarship support.
- 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.
- 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 29: 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 30: 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 31: 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.

**OthOtcn 10: 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 become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.

**SACS 3.3.1**

- Educational programs, to include student learning outcomes
- Administrative support services
- Educational support services
- Research within its educational mission

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.
  3.9 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 32: PRO Mechanisms to Track Post-Graduation Success**
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: Administrative measure - other

**Target:**
Data will be collected

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

The 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 33: 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.

**M 34: PRO Maintain Alumni 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.

OthOtcm 12: Educational 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
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.9 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.

Related Measures

M 35: PRO Report Number 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 36: PRO Workshop Participation
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 37: ARH Computer-based Peer Review Activities
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 individual instructors.

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

The 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.

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

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 incoming MA ARH students

Data will be collected on incoming students for our MA degree in art history (colleges from which they come, etc.). The department will target those areas as productive recruitment areas and will report the frequency of subsequent contact between the department and these areas. Results will be reported.
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: 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

Graduate-level Art History, Research, Symposium

During the 2012-13 cycle, the Department of Art and Art History will work vigorously to promote the Art History Symposium and as such experience 100% growth rate in the number of students participating.

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

Relationships (Measure | Outcome/Objective):
  Measure: ARH Submission of Abstract to Annual Graduate Art History Symposium | Outcome/Objective: ARH Demonstrate Competence in Preparing and Presenting Scholarly Work

Implementation Description: Increase number of students participating through promotion.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Peer group formation

In order to establish a sense of community and mutual support, students will be encouraged to form and actively maintain peer groups during the later stages of coursework, through comprehensive exams, and while writing the thesis.

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

Relationships (Measure | Outcome/Objective):
  Measure: ARH Student Meetings with Director of Graduate Studies in Art History | Outcome/Objective: ARH Demonstrate Mastery in Understanding of Art History

Implementation Description: Students will be called together in a general meeting at the beginning of the year to establish a rationale for peer groups.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Peer group formation

In order to establish a sense of community and mutual support, students will be encouraged to form and actively maintain peer groups during the later stages of coursework, through comprehensive exams, and while writing the thesis.

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

Relationships (Measure | Outcome/Objective):
  Measure: ARH Student Poll Regarding Peer Student and Support Groups | Outcome/Objective: Demonstrate Independent Thinking and Self-initiative

Implementation Description: formation of student peer groups
Projected Completion Date: 07/2013
polling; data collection

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: Medium

Relationships (Measure | Outcome/Objective):
- Measure: ARH Student Poll Regarding Utility of Pedagogy Component | Outcome/Objective: PRO Highly Valued by Program Graduates and Key Constituencies

Implementation Description: Data will be collected via an online survey
Projected Completion Date: 07/2013
Responsible Person/Group: The Department of Art and Art History

The 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 Computer-based Peer Review Activities | Outcome/Objective: Educational Technology Use and New Pedagogies
- Measure: PRO Mechanisms to Track Post-Graduation Success | 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

Advisory Committee -- Pedagogy

The chair will form an advisory committee or group of faculty to formally discuss the introduction of a pedagogy component

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

Relationships (Measure | Outcome/Objective):
- Measure: ARH Student Poll Regarding Utility of Pedagogy Component | Outcome/Objective: PRO Highly Valued by Program Graduates and Key Constituencies
University of Alabama

Detailed Assessment Report
2012-2013 Art History M.A. (with UAB)
As of 7/15/2014 11:51 AM Central

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 Mooy 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 Mastery in Understanding of Art History

Students will demonstrate mastery in their understanding of select art historical periods, including its associated artists and works of art, and an understanding of appropriate critical and/or historiographical frameworks, techniques of visual analysis, and research methods.

Connected Documents
MA Art History Curriculum Map
Supporting Documents

Relevant Associations:

Student Learning Outcome 1 Improvement Action(s) to be advanced (from 2010/11 report): With the data that is available at the present time, it is evident that graduate students in the Art History program require greater rigor in preparation for their exams. The fact that the student under consideration passed her tests only marginally is unacceptable to the department and its faculty. The department thus seeks to implement greater support for students in the lead-up to their exams, including the formation of peer study groups.

Student Learning Outcome 1 Improvement Action(s) to be advanced (from 2012/13 report): With the increased success of graduate students in the area of Art History, the department seeks to "raise the bar" regarding expectations on assignments and examinations.

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. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
5. 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.
3.14 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 1: ARH Written Research Projects Evaluated by Standardized Rubrics
All MA students must successfully complete a series of in-depth written research projects (as part of the ARH
graduate curriculum) which are evaluated using a series of standardized rubrics that assess the following features: concept, development, organization, and language. A summary of the rubrics will be reported.

Source of Evidence: Project, either individual or group

**Target:**
Data will be collected from individual MA-level classes. As reported in the 2011-12 cycle, it was evident that graduate students in the Art History program required greater rigor in preparation for their exams (including coursework, establishing effective study habits, writing skills, etc.). In this instance, the department expects to see a 10% increase in the number of students achieving proficiency or better in the fields assessed.

**Finding (2012-2013) - Target: Met**
ARH 550-001 Research Paper Results (16 students*)—Curzon
25% of students (4 total) met expectations
75% of students (12 total) performed satisfactorily
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated an unsatisfactory performance

*NB: Two students took a grade of incomplete in the class and thus their data is not represented here.

**Interpretations and Conclusions**
In all instances, students performed satisfactorily or better (see attached rubric for interpretation of values). In comparison to data collected during the 2011/13 cycle, when only 9% of students met expectations, the data from the 2012/13 cycle reflects a significant improvement, with 25% of students meeting expectations. This improvement was generated by a marked attempt to familiarize students with the writing process, provide writing support through instructor and peer review, and through the introduction of new types of assignment (including primary research activities, interviews, formal proposals, etc.).

**M 2: ARH Written Comprehensive Exams**
All graduate students take written comprehensive exams encompassing three fields of art history. The quality of these examinations is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
Data will be collected from former MA students who have taken the comprehensive exam. As reported in the 2010-11 cycle, it was evident that graduate students in the Art History program required greater rigor in preparation for their exams (including coursework, establishing effective study habits, writing skills, etc.). In this instance, the department expects to see a 10% increase in the number of students achieving proficiency or better in the fields assessed.

**Finding (2012-2013) - Target: Met**
Comprehensive Exam Results: Fall 2012, (2 Students) 0% of students (0 total) met expectations, 100% of students performed satisfactorily (2 total), 0% of students (0 total) passed with poor proficiency 0% of students (0 total) performed unsatisfactorily; Spring 2013, (4 Students): 25% of students (1 total) met expectations, 25% of students (1 total) performed satisfactorily, 25% of students (1 total) passed with poor proficiency, 25% of students (1 total) performed unsatisfactorily. Evaluation Format Met Expectations (pass with distinction) + student correctly identifies a series of 20 slide images and superlatively explains each image's historical importance; student writes three essays, each of which demonstrates an excellent grasp of the information at hand (e.g. factual accuracy), superlative balance between argument and description, superlative grammar and style, etc. Performed Satisfactorily (pass) = student correctly identifies and clearly explains the historical importance of more than 80% of the images; student writes three essays, each of which demonstrates the student's moderate grasp of the information at hand, a considered balance between argument and description, clear grammar and style, etc. Poor Proficiency (marginal pass) = student correctly identifies and clearly explains the historical importance of more than 60% but less than 80% of the images presented; student writes three essays, each of which demonstrates a passable but sometimes poor grasp of the information at hand (e.g. factual accuracy), reliance on description as opposed to analysis (but not negating analysis altogether), some difficulty with issues of grammar and style, etc. Unsatisfactory (fail) = student correctly identifies and competently explains the historical importance of less than 60% of the images presented; student writes three essays, each of which demonstrates a poor grasp of the information at hand, no analysis or argument, great difficulty with issues of grammar and style, etc. Interpretations and Conclusions: Four students earned a passing grade that met expectations during the 2011-12 cycle. In the 2012-13 academic cycle, six MA students took the exam, five students earned passing grades and one of those was a “high pass,” passing with distinction. Although one student did not pass, the sustained increase in students taking the exam (over the 2010-11 cycle) and continued trend towards higher levels of pass suggests improvement and increased numbers of students progressing towards degree completion.

**M 3: ARH Student Meetings with Director of Graduate Studies in Art History**
Students enrolled in the graduate Art History program will hold regular meetings with the Director of Graduate Studies for Art History in the later stages of coursework and in the months leading up to their exams. Reports from these meetings will be analyzed.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Data will be collected from the Director of Graduate Studies in the area of Art History.

**Finding (2012-2013) - Target: Met**
In conversation with the Graduate Director of the Art History and several graduate faculty, the following results were determined: anecdotal evidence suggests that students have a much greater sense of their own
accomplishment than is actually reflected in their performance with regard to traditional assessments (including comprehensive exams, papers, etc.). This sense of accomplishment, however, is not as far from the reality as it was during the 2011-12 cycle.

**Interpretations and Conclusions**

In the last cycle, we reported that a survey sent to graduate students 50% of them reported that they did not feel they had a strong sense of community. During the 2012-13 cycle, a regular Friday peer group was set up and facilitated by Dr. Tanja Jones. Dr. Jones offers anecdotal evidence to suggest that this group boosted graduate student community and likewise resulted in increased scores on papers and exams.

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

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

**Peer group formation**

*Established in Cycle: 2011-2012*

In order to establish a sense of community and mutual support, students will be encouraged to form and actively maintain peer gr...

**M 9: ARH Use of Paul R. Jones Collection of American Art**

The department will disseminate information to local colleges about the Paul R. Jones Collection of American Art as a means of attracting students to the program and, relatedly, will poll MA Art History students regarding their potential use of the Paul R. Jones Collection of American Art as an area of primary research. Results of these activities will be reported.

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

**Target:**

Data will be collected regarding student use of the Paul R. Jones Collection of American Art.

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

The Paul R. Jones Collection of American Art successfully integrated graduate students into its programming through their participation in several sponsored talks from visiting artists, which included Dr. Jessica Dallow, Dr. Jennifer Shaoiff, Dr. Uz McKnight, and Mr. James Sherman Brantley.

**Interpretations and Conclusions**

The Paul R. Jones Collection of American Art achieving its own mission of being a teaching collection within a large research university.

**SLO 2: ARH Demonstrate Competence in Preparing and Presenting Scholarly Work**

The department expects that students be capable of preparing and presenting scholarly written works that exhibit the thoroughness in visual, historical, and cultural analysis and grammatical expertise expected within the discipline.

**Connected Documents**

[MA Art History Curriculum Map](#)  
[Supporting Documents](#)

**Relevant Associations:**

**Student Learning Outcome 2 Improvement Action(s) to be advanced (from 2010/11 report):** In the MA Art History program, the number of students performing at a level of poor proficiency to unsatisfactory is as high as 45% (although also as low as 10%). Because this is a graduate level program and the ability to convey information clearly and concisely regarding knowledge and skills gained is crucial to student success, the department does not find this aspect of the result satisfactory. Therein, new assessments will be introduced to the MA-level classes that emphasize the development of competent communication (writing) skills so that the overall proficiency of the students may be properly evaluated.

**Student Learning Outcome 2 Improvement Action(s) to be advanced (From the 2012/13 report):** In the MA Art History program, the number of students performing at a satisfactory or exemplary level is gradually rising. In order to maintain this momentum, the department will continue to advise students to (a) form peer study and discussion groups, (b) encourage better writing practices through different types of assignment, and (c) maintain regular contact with graduate students through advising and more casual events.

**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. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
5. 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.
3.14 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.
4.6 Promote leadership development among Alabama's community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the
Related Measures

M 4: ARH Demonstrate Understanding of Different Historical Periods
Graduate students must pass ARH 550 (Literature of Art), which offers an overview of historiographical and theoretical frameworks through which to explore different art historical periods and works of art. Students in this class will write a series of papers reflecting their understanding of different historical periods. A summary of these evaluations will be reported.

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

**Target:**
Data will be collected from ARH 550 student results. There will be a 10% increase (from the 2011-12 cycle) in the number of students receiving a grade of “satisfactory” or better.

**Finding (2012-2013) - Target: Met**
ARH 550-001 Historiography Paper Results (16 students*) – Curzon
62.50% of students (10 total) met expectations
37.50% of students (6 total) performed satisfactorily
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated an unsatisfactory performance

ARH 550-001 Seminar Presentation Results (16 students*) – Curzon
93.75% of students (15 total) demonstrated exemplary skill
0% of students (0 total) demonstrated competence
0% of students (0 total) demonstrated developing skill
6.25% of students (1 total) demonstrated insufficient skill**

*NB: Two students took a grade of incomplete in the class and thus their data is not represented here.
**100% of the “no proficiency” results were the product of a student not performing part of the assignment.

**Interpretations and Conclusions:**
In all instances, students met instructor expectations or performed satisfactorily nearly 100% of the time. Although the same results were evident during the 2011-12 cycle, with regard to the historiographical essay component, the number of students meeting expectations has increased from 40% to 62.50% and the number of students performing satisfactorily has decreased from 40% to 37.50%. With regard to seminar presentations, the number of students meeting expectations has increased from 40% to 93.75%. This being said, fewer students took the class in 2011-12 (5 total), thus the results for 2012-13 cycle may be unreliable as indicators of success.

M 5: ARH Review of Student Transcripts from UAB
Some of this coursework is completed at UAB. Student transcripts are reviewed to determine the percentage of students passing courses with an overall evaluation of 80% or better

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Data will be collected from students taking classes at UAB. Students will achieve a grade of satisfactory or better 80% of the time.

**Finding (2012-2013) - Target: Met**
Of the UA students enrolled in coursework at UAB in the 2012-13 cycle, 40% of students (2 total) met expectations with a grade of "A" in their UA coursework; 40% of students (2 total) performed satisfactorily with a grade of "B" in UA coursework; and 20% of students (1 total) performed unsatisfactorily with a grade of "C" in UAB coursework. Interpretations and Conclusions: 80% of the time students performed at an satisfactory level or above. This indicates that those being assessed are meeting or exceeding the basic objectives of the degree and therein meeting or exceeding the standards set by the Department of Art and Art History.

M 6: ARH Submission of Abstract to Annual Graduate Art History Symposium
All in-residence students enrolled in MA Art History program must submit an abstract to the Annual Graduate Art History Symposium. Although not all students will be accepted, each student will be given critical feedback as to the quality of their proposals. Results of this evaluation will be reported.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Data will be collected after the Annual Graduate Art History Symposium. At least 50% of students applying to the symposium will be accepted.

**Finding (2012-2013) - Target: Met**
41.6% of students (5 total) had their work accepted to the Graduate Art History Symposium.

**Interpretations and Conclusions**
During the 2012-13 cycle, only 20% (2 total) of graduate students participated in the Graduate Art History Symposium. The findings from 2012-13 thus mark a more than 100% increase in student participation (which was our goal from the previous cycle) from the 2011-12 cycle and represents nearly half of the graduate student population in the Art History program.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.
SLO 3: ARH Student Production and Defense of Written Thesis
The department expects students to produce and defend a written thesis that explores a specific research topic in art history.

Connected Documents
MA Art History Curriculum Map
Supporting Documents

Relevant Associations:
Student Learning Outcome 3 Improvement Action(s) to be advanced (from 2010/11 report): No students progressed to the exam stage in 2010-11, largely because of low enrollments. The department must aim to improve recruitment and graduation in the MA Art History program. As such, faculty and staff will target certain local colleges using, in particular, the nationally renowned Paul R. Jones Collection of American Art as a recruitment device. The department will also encourage existing students to become involved in the collection as an area of important primary research such that progression/graduation is encouraged.

Student Learning Outcome 3 Improvement Action(s) to be advanced (from 2012/13 report): Over the 2012/13 cycle, most of the ARH graduate students were successful in their exam completion, as well as presenting an informed and competent thesis document. As a result, the department will continue to encourage regular contact between advisers and students and regular interactions between students through peer study and writing groups. The department will also encourage instructors of graduate level courses to continue to implement assignments that serve as stepping-stones to the study and research processes.

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.
3.14 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.
4.6 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 7: ARH Faculty Evaluation of Student Thesis
The written thesis is informally evaluated by the student's major adviser throughout the writing and research process. The paper should demonstrate the student's clearly defined intent, and there should be evidence of advanced research methods and analytic skills that shape a significant perspective on the selected topic. The use of carefully written, coherent prose and an accepted formal writing style for the thesis is required. The quality of the thesis is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Senior thesis or culminating major project
Target:
Data will be collected from individual students and/or advisers. The department expects a 100% pass rate.
Finding (2012-2013) - Target: Met
During the 2012-13 cycle, three students submitted theses for approval and defense. 100% of these students were approved, passed their defenses, and submitted final documents to the Graduate School.

Interpretations and Conclusions
During the 2011-12 cycle, no students submitted theses for approval and defense. The data from the 2012-13 cycle thus represents a significant increase.

M 8: ARH Oral Defense of Thesis
The written thesis is formally evaluated by the student's major advisor and committee members at an oral defense. The quality of the defense is determined by faculty evaluation. The number and percent of students who receive a
Source of Evidence: Senior thesis or culminating major project

Finding (2012-2013) - Target: Met
During the 2012-13 cycle, three students submitted theses for approval and defense. 100% of these students were approved, passed their defenses, and submitted final documents that were approved by the Graduate School.

Interpretations and Conclusions:
During the 2012-13 cycle, the Department of Art and Art History was highly successful in its support and graduation of MA students. During the 2011-12 cycle, no students submitted theses for approval and defense. The data from the 2012-13 cycle thus represents a 300% increase.

M 9: ARH Use of Paul R. Jones Collection of American Art
The department will disseminate information to local colleges about the Paul R. Jones Collection of American Art as a means of attracting students to the program and, relatedly, will poll MA Arthistory students regarding their potential use of the Paul R. Jones Collection of American Art as an area of primary research. Results of these activities will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Finding (2012-2013) - Target: Met
The Paul R. Jones Collection of American Art successfully integrated graduate students, staff, and faculty into its programming through their participation in several sponsored talks from visiting artists, which included Dr. Jessica Dallow, Dr. Jennifer Shoaff, Dr. Ulz McKnight, and Mr. James Sherman Brantley.

Interpretations and Conclusions
The Paul R. Jones Collection of American Art achieving its own mission of being a teaching collection within a large research university.

SLO 4: Demonstrate Independent Thinking and Self-initiative
The department expects our students to demonstrate independent thinking and self-initiative.

Connected Documents
- MA Art History Curriculum Map
- Supporting Documents

Relevant Associations:

Student Learning Outcome 4 Improvement Action(s) to be advanced (from 2010/11 report): The MA students clearly require additional support such that they can bring their work can meet instructor expectation.

Student Learning Outcome 4 Improvement Action(s) to be advanced (from 2012/13 report): Improvements in MA student grades and examination/thesis results suggest that the methods employed over the last cycle have been successful. As a result, the department will continue to implement the use of peer study and writing groups, regular adviser contact, and, in graduate level courses, the use of assignments that reflect the processes that will later be used for successful comprehensive exam taking and thesis writing.

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.
  3.14 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, health care systems, government agencies, arts organizations, and other vital areas of the state.

Related Measures
M 10: ARH Faculty Evaluation of Student Independent Research

Graduate students must perform independent research (for their thesis and for research projects associated with coursework). The quality of their preparation and problem-solving is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) or an overall evaluation above 80%, depending on context, will be reported.

Source of Evidence: Academic direct measure of learning - other

Target:
Data will be collected from graduate-level coursework and individual students who submit a thesis for evaluation to a committee.

Finding (2012-2013) - Target: Met

Thesis Work
During the 2012-13 cycle, three students submitted theses for approval and defense. 100% of these students were approved, passed their defenses, and submitted final documents that were approved by the Graduate School.

ARH 550-001 Research Paper Results (17 students*) –
Curzon
25% of students (4 total) met expectations
75% of students (12 total) performed satisfactorily
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated an unsatisfactory performance

*NE: Two students took a grade of incomplete in the class and thus their data is not represented here.

Interpretations and Conclusions
With regard to the production of an independent research program through thesis work, the Department of Art and Art History was highly successful in its support and graduation of MA students (far surpassing the 2011-12 results). Additionally, students performed satisfactorily or better (see attached rubric for interpretation of values) in their coursework in all instances. In comparison to data collected during the 2011/12 cycle with regard to student research projects in coursework (only 9% of students met expectations) the data from the 2012/13 cycle reflects a significant improvement, with 25% of students meeting expectations. This improvement was generated by the writing process, provide writing support through instructor and peer review, and through the introduction of new types of assignment (including primary research activities, interviews, formal proposals, etc.).

M 11: ARH Faculty Evaluation of Independent Course of Study Outline

Graduate students must outline an independent course of study in preparation for their comprehensive examinations and, eventually, thesis research. The quality of this outline is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Data will be collected from individual students and/or advisers.

Finding (2012-2013) - Target: Met

Comprehensive Exam Results: Fall 2012, (2 students took exam) 0% of students (0 total) met expectations, 100% of students performed satisfactorily (2 total), 0% of students (0 total) passed with poor proficiency 0% of students (0 total) passed with poor proficiency, 25% of students (1 total) met expectations, 25% of students (1 total) performed satisfactorily, 25% of students (1 total) passed with poor proficiency, 25% of students (1 total) performed unsatisfactorily. Evaluation Form Met Expectations (pass with distinction) = student correctly identifies a series of 20 slide images and superlatively explains each image's historical importance; student writes three essays, each of which demonstrates an excellent grasp of the information at hand (e.g. factual accuracy), superlative balance between argument and description, superlative grammar and style, etc. Performed Satisfactorily (pass) = student correctly identifies and clearly explains the historical importance of more than 80% of the images; student writes three essays, each of which demonstrates the student's moderate grasp of the information at hand, a considered balance between argument and description, clear grammar and style, etc. Poor Proficiency (marginal pass) = student correctly identifies and clearly explains the historical importance of more than 60% but less than 80% of the images presented; student writes three essays, each of which demonstrates a passable but sometimes poor grasp of the information at hand (e.g. factual accuracy); reliance on description as opposed to analysis (but not negating analysis altogether), some difficulty with issues of grammar and style, etc. Unsatisfactory (fail) = student correctly identifies and competency explains the historical importance of less than 60% of the images presented; student writes three essays, each of which demonstrates a poor grasp of the information at hand, no analysis or argument, great difficulty with issues of grammar and style, etc. Interpretations and Conclusions: The successful creation of a research/study plan before the comprehensive exam is evaluated by the number of students passing the exam itself. Four students earned a passing grade that met expectations during the 2011-12 cycle. In the 2012-13 academic cycle, six UA students took the exams, five students earned passing grades and one of those was a “high pass,” passing with distinction. Although one student did not pass, the sustained increase in students taking the exam (over the 2010-11 cycle) and continued trend towards higher levels of pass suggests a higher level of achievement over past levels and, overall, a better creation of research/study plan. Anecdotal evidence suggests this was facilitated through increased meetings with the Graduate Advisor, thesis committee chair, and through weekly peer-based meetings and study sessions. Importantly, of the two students who did not regularly participate in the weekly peer study sessions for the comprehensive exams, one represented the failing grade.

M 12: ARH Student Poll Regarding Peer Student and Support Groups

The students will be polled as to whether or not the formation of peer student and support groups would improve their
learning experience. Results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Data will be collected from faculty and graduate students in the Art History program.

**Finding (2012-2013) - Target: Met**
Given the results of the 2011-12 poll sent to graduate students regarding the formation of peer study/support groups (in which 83.3% of students believed that peer groups would be beneficial to their academic development), a peer group program was established during the 2012-13 academic year. Hosted each Friday by Dr. Tanja Jones, this group of students met regularly to discuss class materials and progress toward a thesis proposal and thesis writing. The results of this outcome suggest that such activity increased student confidence and, although the evidence is anecdotal, that student grades were increased by participation in this group.

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

**Peer group formation**
*Established in Cycle: 2011-2012*
In order to establish a sense of community and mutual support, students will be encouraged to form and actively maintain peer gr...

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

**OthOtm 5: 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.
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
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
2.4 Increase the number of graduate research and teaching assistants and provide them with competitive salaries and benefits.
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 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 13: PRO Report List of Strengths**
A list of the strengths of the department from the most recent program review (specific to the MA 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. Students acquire a mastery of the fundamental and theoretical literature in the field. 2. Students develop strong research and writing skills that culminate in a thesis, which demonstrates mastery of the filed and knowledge of the relevant literature. 3. The program is operated jointly with UAB, which provides students with additional opportunities to study with a diverse faculty. 4. Students receive strong preparation for further study at the doctoral level.

**M 14: PRO Report Opportunities for Improvement**

A list of the opportunities for improvement from the most recent program review (specific to the MA 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. No improvements were given.

**M 15: PRO Report List of Recommendations**

A list of recommendations (specific to the MA 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 16: PRO Report Responses to Recommendations**

A list of actions in response to the recommendation (specific to the MA 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 required

**M 17: PRO Report Summary of Action Impacts**

A summary of the impacts of the actions (specific to the MA 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 18: ARH Graduating MA Student Survey Regarding Overall Quality of Degree**

Graduating students complete a survey, including a question asking them to rate the overall quality of their experience. 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 individual students graduating from the MA program in Art History.

**Finding (2012-2013) - Target: Not Reported This Cycle**

The three students who graduated from the MA degree did so at the end of summer semester 2013 and have therefore yet to be solicited regarding the quality of their degree.

**M 19: 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

**OthOtcn 6: 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.
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
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
1.8 Develop the research infrastructure and enhance the library resources necessary to be competitive for grants and contracts.
2.4 Increase the number of graduate research and teaching assistants and provide them with competitive salaries and benefits.
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 20: PRO Number of Students in Graduate Program**
We will assess this outcome using the number of students in the graduate program for the last three fall semesters.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Data will be collected.

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

**Summary, Interpretations and Conclusions**
The number of students enrolled in our MA (art history) program is as follows:

- 2008/2009: 3
- 2009/2010: 7
- 2010/2011: 10
- 2011/2012: 11
- 2012/2013: 15

It is difficult to draw conclusions until more data is collected.

**M 21: 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: Administrative measure - other

**Target:**
Data will be collected.

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

**Summary**
The number of MA (art history) degrees conferred for past three years are:

- 2008/2009: 1
- 2009/2010: 0
- 2010/2011: 0
- 2011/2012: 0
- 2012/2013: 3

**Interpretations and Conclusions**
The numbers of students receiving MA (art history) degree appears to be low and does not meet ACHE viability standards. However, our degree program is conducted jointly with UAB, which therefore allows us to
meet the standard. Furthermore, for the fall of 2012, we admitted six new graduate students into the program. We should see a significant increase in our graduates in a few years as a result.

**M 22: PRO Analyze Incoming Student Data and Target Productive Recruitment Areas**
We will assess this outcome by (a) analyzing data about incoming students (colleges from which they come, etc.) and therein target those areas as productive recruitment areas and (b) reporting the frequency of subsequent contact between the department and these areas. Results will be reported.

Source of Evidence: Administrative measure - other

**Target:**
Data will be collected.

**Finding (2012-2013) - Target: Not Met**
**Summary, Interpretation and Conclusions**
No data has been collected.

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

**Data will be collected on incoming MA ARH students**

**Established in Cycle: 2011-2012**
Data will be collected on incoming students for our MA degree in art history (colleges from which they come, etc.). The department...

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

**OthOtcn 7: 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.
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
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.
2.4 Increase the number of graduate research and teaching assistants and provide them with competitive salaries and benefits.
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.
3.14 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.
4.7 Support our alumni in serving as leaders in their professions and communities.

**Related Measures**

**M 23: ARH Survey Question Regarding Courses as Preparation for Employment**
We will assess this outcome using the results of a survey question asking graduating students to rate the quality of their courses as preparation for employment. The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Student course evaluations on learning gains made
Target: Data will be collected from graduating MA Art History students.  

**Finding (2012-2013) - Target: Not Reported This Cycle**  
The three students who graduated from the MA degree did so at the end of summer semester 2013 and have therefore yet to be solicited regarding the quality of their degree.

**M 24: ARH Survey Question Regarding Courses as Preparation for Graduate Work**  
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 course evaluations on learning gains made  

**Target:** Data will be collected from graduating MA students.  

**Finding (2012-2013) - Target: Not Reported This Cycle**  
The three students who graduated from the MA degree did so at the end of summer semester 2013 and have therefore yet to be solicited regarding the quality of their degree.

**M 25: ARH Student Poll Regarding Utility of Pedagogy Component**  
We will assess this outcome by polling students as to whether or not a pedagogy component would benefit their 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 students via electronic polling.  

**Finding (2012-2013) - Target: Partially Met**  
The Department of Art and Art History held informal conversations at its August 2013 retreat regarding the efficacy of re-introducing the a pedagogy class into the MA and MFA curriculum. This topic is still under discussion.

**Related Action Plans (by Established cycle, then alpha):**
- **polling: data collection**  
  *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...

- **Advisory Committee -- Pedagogy**  
  *Established in Cycle: 2012-2013*  
  The chair will form an advisory committee or group of faculty to formally discuss the introduction of a pedagogy component

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

**OthOtcm 8: 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 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
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. Promote and enhance areas of academic, scholarship, and research excellence.
2. Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
4. Ensure user-friendly support services for students, faculty, and staff.
5. Continue to modernize information technology resources.
6. Increase attention to, and rewards for, excellence in teaching.
7. Increase the level of academic scholarship support.
8. Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
9. Produce scholars who will become academic and civic leaders in their disciplines.
10. 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.
11. 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 26: PRO Report List of Recommendations**
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 regarding recommendations will be collected from the most recent accreditation report.

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

No recommendations specific to the MA in art history were listed in the accreditation report.

**M 27: 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: Professional standards  
**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 28: 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 in order to establish a benchmark.

**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.

**OthTcm 9: 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.
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
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.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
2.6 Enhance relationships among community and University of Alabama leaders to promote excellent quality of life for faculty, staff, and students.
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 29: 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 30: 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; a new issue of The Loupe is in press.

**M 31: 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

**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, 1 share, 3 likes
"The Grand Opening of the Dinah Washington Gallery": 151 views, 7 likes
"Cathy Pagans just sent us this photo": 202 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 10: 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 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
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.
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 32: PRO Mechanisms to Track Post-Graduation Success**
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: Administrative measure - 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):**

**The 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 33: 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

100% of our graduate students who applied for travel and research grants from the Graduate School were funded. They were thus able to attend and present at professional conferences and participate in professionalizing activities.

**M 34: PRO Maintain Alumni 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: Educational 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**
- Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
- 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 Educational programs, to include student learning outcomes
- SACS 3.1.3 Educational support services

**Strategic Plan Associations**
- University of Alabama
  - 1.1 Promote and enhance areas of academic, scholarship, and research excellence.
  - 3.8 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.

**Related Measures**

**M 35: PRO Report Number of Instructors Trained in Tegrity and eLearning**
All FTTs, PTTs, and GTAs teaching in a lecture setting will be trained to use Tegrity and all FTTs, PTTs, 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 36: PRO Workshop Participation**
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 37: ARH Computer-based Peer Review Activities**
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 individual instructors.

**Finding (2012-2013) - Target: Not Reported This Cycle**
No data was collected during the 2011-12 cycle.

**Interpretations and Conclusions**
Because computer-based peer assessment is a new activity in the Department of Art and Art History, the instructors involved in the program decided to pilot these assessments using short assignments, which are better suited for an undergraduate curriculum. Please see "Computer-based Peer Review Activities" measures in the BA Studio, BFA, and BA Art History degrees for the results of these activities.

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

**The 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.

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

- 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 incoming MA ARH students
Data will be collected on incoming students for our MA degree in art history (colleges from which they come, etc.). The department will target those areas as productive recruitment areas and will report the frequency of subsequent contact between the department and these areas. Results will be reported.

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: 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

Graduate-level Art History; research; symposium
During the 2012-13 cycle, the Department of Art and Art History will work vigorously to promote the Art History Symposium and as such experience 100% growth rate in the number of students participating.

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

Relationships (Measure | Outcome/Objective):
  Measure: ARH Student Meetings with Director of Graduate Studies in Art History | Outcome/Objective: ARH Demonstrate Competence in Preparing and Presenting Scholarly Work

Implementation Description: Increase number of students participating through promotion.

Projected Completion Date: 07/2013

Responsible Person/Group: Department of Art and Art History

Peer group formation
In order to establish a sense of community and mutual support, students will be encouraged to form and actively maintain peer groups during the later stages of coursework, through comprehensive exams, and while writing the thesis.

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

Relationships (Measure | Outcome/Objective):
  Measure: ARH Student Meetings with Director of Graduate Studies in Art History | Outcome/Objective: ARH Demonstrate Mastery in Understanding of Art History

Implementation Description: Students will be called together in a general meeting at the beginning of the year to establish a rationale for peer groups.

Projected Completion Date: 07/2013

Responsible Person/Group: Department of Art and Art History

Peer group formation
In order to establish a sense of community and mutual support, students will be encouraged to form and actively maintain peer groups during the later stages of coursework, through comprehensive exams, and while writing the thesis.

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

Relationships (Measure | Outcome/Objective):
  Measure: ARH Student Poll Regarding Peer Student and Support Groups | Outcome/Objective: Demonstrate Independent Thinking and Self-initiative

Implementation Description: formation of student peer groups

Projected Completion Date: 07/2013

Responsible Person/Group: Department of Art and Art History
**Polling: Data Collection**

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:** Medium  

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** ARH Student Poll Regarding Utility of Pedagogy Component  
  **Outcome/Objective:** PRO Highly Valued by Program Graduates and Key Constituencies  

**Implementation Description:** Data will be collected via an online survey  
**Projected Completion Date:** 07/2013  
**Responsible Person/Group:** The Department of Art and Art History

**The 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 Computer-based Peer Review Activities  
  **Outcome/Objective:** Educational Technology Use and New Pedagogies  
- **Measure:** PRO Mechanisms to Track Post-Graduation Success  
  **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

**Advisory Committee -- Pedagogy**

The chair will form an advisory committee or group of faculty to formally discuss the introduction of a pedagogy component.

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

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** ARH Student Poll Regarding Utility of Pedagogy Component  
  **Outcome/Objective:** PRO Highly Valued by Program Graduates and Key Constituencies
University of Alabama

Detailed Assessment Report
2011-2012 Art History M.A. (with UAB)
As of: 7/15/2014 11:52 AM CENTRAL

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 Mastery in Understanding of Art History
Students will demonstrate mastery in their understanding of select art historical periods, including its associated artists and works of art, and an understanding of appropriate critical and/or historiographical frameworks, techniques of visual analysis, and research methods.

Connected Documents
MA Art History Curriculum Map
Supporting Documents

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

With the data that is available at the present time, it is evident that graduate students in the Art History program require greater rigor in preparation for their exams. The fact that the student under consideration passed her tests only marginally is unacceptable to the department and its faculty. The department thus seeks to implement greater support for students in the lead-up to their exams, including the formation of peer study groups.

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.
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.
3.14 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 1: ARH Written Research Projects Evaluated by Standardized Rubrics
All MA students must successfully complete a series of in-depth written research projects (as part of the ARH graduate curriculum) which are evaluated using a series of standardized rubrics that assess the following features: concept, development, organization, and language. A summary of the rubrics will be reported.
Source of Evidence: Project, either individual or group

Target:
Data will be collected from individual MA-level classes. As reported in the 2010-11 cycle, it was evident that graduate students in the Art History program required greater rigor in preparation for their exams (including coursework, establishing effective study habits, writing skills, etc.). In this instance, the department expects to see a 10% increase in the number of students achieving proficiency or better in the fields assessed.

Finding (2011-2012) - Target: Met

Results Summary
ARH 501-001 (Curzon) Research Paper Results (11 students)
9% of students (1 total) met expectations
91% of students (10 total) performed satisfactorily
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated an unsatisfactory performance

Interpretations and Conclusions
In all instances, students performed satisfactorily or better (see attached rubric for interpretation of values). This marks a significant improvement from the data reported during the 2010-11 cycle (in which up to 30% of students demonstrated poor proficiency in the field assessed, with 50% of students performing satisfactorily and only 20% meeting instructor expectations). This improvement was generated by a marked attempt to familiarize students with the writing process, provide writing support through instructor and peer review, and through the introduction of new types of assignment (including primary research activities, interviews, formal proposals, etc.).

M 2: ARH Written Comprehensive Exams
All graduate students take written comprehensive exams encompassing three fields of art history. The quality of these examinations is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Data will be collected from MA students who have taken the comprehensive exam. As reported in the 2010-11 cycle, it was evident that graduate students in the Art History program required greater rigor in preparation for their exams (including coursework, establishing effective study habits, writing skills, etc.). In this instance, the department expects to see a 10% increase in the number of students achieving proficiency or better in the fields assessed.

Finding (2011-2012) - Target: Met

Results Summary
Fall 2011 Comprehensive Exam Results (2 Students)
50% of students (1 total) met expectations
0% of students performed satisfactorily
50% of students (1 total) passed with poor proficiency
0% of students performed unsatisfactorily

Spring 2012 Comprehensive Exam Results (5 Students)
60% of students (3 total) met expectations
0% of students (0 total) performed satisfactorily
20% of students (1 total) passed with poor proficiency
20% of students (1 total) performed unsatisfactorily

Evaluation Format
Met Expectations (pass with distinction) = student correctly identifies a series of 20 slide images and superlatively explains each image's historical importance; student writes three essays, each of which demonstrates an excellent grasp of the information at hand (e.g. factual accuracy), superlative balance between argument and description, superlative grammar and style, etc.
Performed Satisfactorily (pass) = student correctly identifies and clearly explains the historical importance of more than 80% of the images; student writes three essays, each of which demonstrates a passable but sometimes poor grasp of the information at hand (e.g. factual accuracy), reliance on description as opposed to analysis (but not negating analysis altogether), some difficulty with issues of grammar and style, etc.
Unsatisfactory (fail) = student correctly identifies and competently explains the historical importance of less than 60% of the images presented; student writes three essays, each of which demonstrates a poor grasp of the information at hand, no analysis or argument, great difficulty with issues of grammar and style, etc.

Interpretations and Conclusions
During the 2010-11 cycle, one student pass the exam but did so with poor proficiency. As such, the fact that four students earned a passing grade that met expectations during the 2011-12 cycle is a substantial improvement. As suggested in the 2010-11 report, students during the 2011-12 academic cycle met more regularly with the Director of Graduate studies in the lead-up to their exams and sought regular help from the Art History faculty regarding exam preparation.

M 3: ARH Student Meetings with Director of Graduate Studies in Art History
Students enrolled in the graduate Art History program will hold regular meetings with the Director of Graduate Studies for Art History in the later stages of coursework and in the months leading up to their exams. Reports from these meetings will be analyzed.
Source of Evidence: Academic direct measure of learning - other

Target:
Data will be collected from the Director of Graduate Studies in the area of Art History.

Finding (2011-2012) - Target: Met

Results Summary
In conversation with the Graduate Director of the Art History area, the following results were determined:
anecdotal evidence suggests that students have a much greater sense of their own accomplishment than is
actually reflected in their performance with regard to traditional assessments (including comprehensive exams,
papers, etc.)

Interpretations and Conclusions
Much of this sense of "accomplishment" can be attributed to a lack of community among ARH grad students (in
a recent poll, 50% of respondents reported that they felt the MA students did not have a strong sense of
community). Without conversation/contact between the graduate students, there is very little occasion for
them to "rate" or "benchmark" themselves one against the other (and, likewise, to encourage one another to
do better). As suggested in the 2010-11 report, students are now actively being encouraged to use their peers
as resources and will be encouraged for formally create peer groups.

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

Peer group formation
Established in Cycle: 2011-2012
In order to establish a sense of community and mutual support, students will be encouraged to form and
actively maintain peer gr...

M 9: ARH Use of Paul R. Jones Collection of American Art
The department will disseminate information to local colleges about the Paul R. Jones Collection of American Art as a
means of attracting students to the program and, relatedly, will poll MA Art History students regarding their potential
use of the Paul R. Jones Collection of American Art as an area of primary research. Results of these activities will be
reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected regarding student use of the Paul R. Jones Collection of American Art.

Finding (2011-2012) - Target: Met

Results Summary
The Paul R. Jones Collection of American Art successfully integrated graduate students into its programming
through their participation in the "icon" show (August-September 2011). Initial outreach to graduate students
was made via an integration of Collection materials into graduate class curriculum. This involvement continued
through student interaction with visiting artists and art historians (all sponsored by PRJCAA), including Sheila
Pree Bright and Dr. Bridget R. Cooks.

Interpretations and Conclusions
The Paul R. Jones Collection of American Art achieving its own mission of being a teaching collection within a
large research university.

SLO 2: Demonstrate Competence in Preparing and Presenting Scholarly Work
The department expects that students be capable of preparing and presenting scholarly written works that exhibit the
thoroughness in visual, historical, and cultural analysis and grammatical expertise expected within the discipline.

Connected Documents
MA Art History Curriculum Map
Supporting Documents

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

In the MA Art History program, the number of students performing at a level of poor proficiency to unsatisfactory is as
high as 45% (although also as low as 10%). Because this is a graduate level program and the ability to convey
information clearly and concisely regarding knowledge and skills gained is crucial to student success, the department
does not find this aspect of the result satisfactory. Therein, new assessments will be introduced to the MA-level classes
that emphasize the development of competent communication (writing) skills so that the overall proficiency of the
students may be properly evaluated.

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.
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.
3.14 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.
4.6 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 4: ARH Demonstrate Understanding of Different Historical Periods
Graduate students must pass ARH 550 (Literature of Art), which offers an overview of historiographical and theoretical frameworks through which to explore different art historical periods and works of art. Students in this class will write a series of papers reflecting their understanding of different historical periods. A summary of these evaluations will be reported.

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

Target:
Data will be collected from ARH 550 student results. There will be a 10% increase (from the 2010-11 cycle) in the number of students receiving a grade of "satisfactory" or better.

Finding (2011-2012) - Target: Met

Results Summary
ARH 550-001 (Paapani) Research Paper Results (5 students)
40% of students (2 total) met expectations
40% of students (2 total) performed satisfactorily
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated an unsatisfactory performance
*one grade remains unassigned

ARH 550-001 (Paapani) Seminar Presentation Results (5 students)
40% of students (2 total) met expectations
60% of students (3 total) performed satisfactorily
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated an unsatisfactory performance

Interpretations and Conclusions
In all instances, students met instructor expectations or performed satisfactorily 100% of the time. In the area of writing and research, this is a marked increase from the 2010-11 cycle (in which students met instructor expectation or performed satisfactorily at least 57% of the time). This being said, fewer students (five in 2011-12 and seven in 2010-11) took the class in 2011-12, and one student has yet to complete his/her coursework for this cycle, thus the results for 2011-12 may be unreliable as indicators of success.

M 5: ARH Review of Student Transcripts from UAB
Some of this coursework is completed at UAB. Student transcripts are reviewed to determine the percentage of students passing courses with an overall evaluation of 80% or better.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected from students taking classes at UAB. Students will achieve a grade of satisfactory or better 80% of the time.

Finding (2011-2012) - Target: Met

Results Summary
100% of students (4 total) met expectations with a grade of "A" in their UAB coursework.

Interpretations and Conclusions
100% of the time, students are performing at a level expected of graduate work. This indicates that those being assessed are meeting or exceeding the basic objectives of the degree and therein meeting or exceeding the standards set by the Department of Art and Art History.

M 6: ARH Submission of Abstract to Annual Graduate Art History Symposium
All in-residence students enrolled in MA Art History program must submit an abstract to the Annual Graduate Art History Symposium. Although not all students will be accepted, each student will be given critical feedback as to the quality of their proposals. Results of this evaluation will be reported.

Source of Evidence: Academic direct measure of learning - other

Target:
Data will be collected after the Annual Graduate Art History Symposium. At least 50% of students applying to the symposium will be accepted.

Finding (2011-2012) - Target: Not Met

Results Summary
20% of students (2 total) had their work accepted to the Graduate Art History Symposium.

Interpretations and Conclusions
Although 20% of students participating in the ARH symposium seems a reasonable number, the Department
believes that this portion of students should be significantly higher given the nature of the event. Poor advertising and/or promotion of the event could be responsible for the number of participants.

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

graduate-level Art History; research; symposium
Established in Cycle: 2011-2012
During the 2012-13 cycle, the Department of Art and Art History will work vigorously to promote the Art History Symposium and as...

SLO 3: Student Production and Defense of Written Thesis
The department expects students to produce and defend a written thesis that explores a specific research topic in art history.

Connected Documents
MA Art History Curriculum Map
Supporting Documents

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

No students progressed to the exam stage in 2010-11, largely because of low enrollments. The department must aim to improve recruitment and graduation in the MA Art History program. As such, faculty and staff will target certain local colleges using, in particular, the nationally renowned Paul R. Jones Collection of American Art as a recruitment device. The department will also encourage existing students to become involved in the collection as an area of important primary research such that progression/graduation is encouraged.

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.
3.14 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.
4.6 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 7: ARH Faculty Evaluation of Student Thesis
The written thesis is informally evaluated by the student's major adviser throughout the writing and research process. The paper should demonstrate the student's clearly defined intent, and there should be evidence of advanced research methods and analytic skills that shape a significant perspective on the selected topic. The use of carefully written, coherent prose and an accepted formal writing style for the thesis is required. The quality of the thesis is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Senior thesis or culminating major project

Target:
Data will be collected from individual students and/or advisers. The department expects a 100% pass rate.

Finding (2011-2012) - Target: Not Reported This Cycle

Results Summary
No students progressed to defense during the 2011-12 cycle.

Interpretations and Conclusions
Most of our student body in the graduate program only recently passed through the comprehensive exam stage of the MA degree.

M 8: ARH Oral Defense of Thesis
The written thesis is formally evaluated by the student's major advisor and committee members at an oral defense. The quality of the defense is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.
Source of Evidence: Senior thesis or culminating major project

**Target:**
Data will be collected from individual students and/or advisers. The department expects a 100% pass rate.

**Finding (2011-2012) - Target: Not Reported This Cycle**

**Results Summary**
No students progressed to defense during the 2011-12 cycle.

**Interpretations and Conclusions**
Most of our student body in the graduate program only recently passed through the comprehensive exam stage of the MA degree.

M 9: ARH Use of Paul R. Jones Collection of American Art
The department will disseminate information to local colleges about the Paul R. Jones Collection of American Art as a means of attracting students to the program and, relatedly, will poll MA Art History students regarding their potential use of the Paul R. Jones Collection of American Art as an area of primary research. Results of these activities will be reported.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Data will be collected from students, staff, and faculty associated with the Paul R. Jones Collection of American Art.

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

**Results Summary**
The Paul R. Jones Collection of American Art (PRJCAA) successfully integrated graduate students into its programming through the "icon" show, which was launched in the fall of 2011 (initial outreach to grad students was made through an integration of the PRJCAA into class materials) and again through student interaction with visiting artists and art historians associated with the Collection, including Sheila Pee Bright and Dr. Bridget R. Cooks.

**Interpretations and Findings**
Given the success of this integration, the Department of Art and Art History will continue to work with the PRJCAA on curricular and co-curricular activities/collaborations, thus furthering the missions of both entities.

SLO 4: Demonstrate Independent Thinking and Self-initiative
The department expects our students to demonstrate independent thinking and self-initiative.

**Connected Documents**
- MA Art History Curriculum Map
- Supporting Documents

**Relevant Associations:**
Student Learning Outcome 4 Improvement Action(s) to be advanced (from 2010-11 report):
The MA students clearly require additional support such that they can bring their work can meet instructor expectation.

**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.
3.14 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 10: ARH Faculty Evaluation of Student Independent Research
Graduate students must perform independent research (for their thesis and for research projects associated with coursework). The quality of their preparation and problem-solving is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) OR an overall evaluation above 80%, depending on context, will be reported.
Source of Evidence: Academic direct measure of learning - other

Target:
Data will be collected from graduate-level coursework and individual students who submit a thesis for evaluation to a committee.

Finding (2011-2012) - Target: Met

Results Summary
Although no students progressed to defense during the 2011-12 cycle, results from research assignments conducted as part of graduate-level coursework are available:

ARH 501-001 (Curzon) Research Paper Results (11 students)
9% of students (1 total) met expectations
91% of students (10 total) performed satisfactorily
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated an unsatisfactory performance

Interpretations and Conclusions
In all instances, students performed satisfactorily or better (see attached rubric for interpretation of values). This marks a significant improvement from the data reported during the 2010-11 cycle (in which up to 40% of students demonstrated poor proficiency in the field assessed). This improvement was generated by a marked attempt to familiarize students with the writing process, provide writing support through instructor and peer review, and through the introduction of new types of assignment (including primary research activities, interviews, formal proposals, etc.).

M 11: ARH Faculty Evaluation of Independent Course of Study Outline
Graduate students must outline an independent course of study in preparation for their comprehensive examinations and, eventually, thesis research. The quality of this outline is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Data will be collected from individual students and/or advisers.

Finding (2011-2012) - Target: Met

Results Summary
Fall 2011 Comprehensive Exam Results (2 Students)
50% of students (1 total) met expectations
0% of students performed satisfactorily
50% of students (1 total) passed with poor proficiency
0% of students performed unsatisfactorily

Spring 2012 Comprehensive Exam Results (5 Students)
60% of students (3 total) met expectations
0% of students (0 total) performed satisfactorily
20% of students (1 total) passed with poor proficiency
20% of students (1 total) performed unsatisfactorily

Fall 2011/Spring 2012 thesis proposals
100% (2 total) of students performed satisfactorily (pass) with regard to their successful completion of a thesis proposal.

Evaluation Format
Met Expectations (pass with distinction) = student correctly identifies a series of 20 slide images and superlatively explains each image's historical importance; student writes three essays, each of which demonstrates an excellent grasp of the information at hand (e.g. factual accuracy), superlative balance between argument and description, superlative grammar and style, etc.
Performed Satisfactorily (pass) = student correctly identifies and clearly explains the historical importance of more than 80% of the images; student writes three essays, each of which demonstrates a moderate grasp of the information at hand, a considered balance between argument and description, clear grammar and style, etc.
Poor Proficiency (marginal pass) = student correctly identifies and clearly explains the historical importance of more than 60% but less than 80% of the images presented; student writes three essays, each of which demonstrates a passable but sometimes poor grasp of the information at hand (e.g. factual accuracy), reliance on description as opposed to analysis (but not negating analysis altogether), some difficulty with issues of grammar and style, etc.
Unsatisfactory (fail) = student correctly identifies and competently explains the historical importance of less than 60% of the images presented; student writes three essays, each of which demonstrates a poor grasp of the information at hand, no analysis or argument, great difficulty with issues of grammar and style, etc.

Interpretations and Conclusions
The successful creation of a research/study plan before the comprehensive exam is evaluated by the number of students passing the exam itself. During the 2010-11 cycle, one student passed the exam but did so with poor proficiency. As such, the fact that four students earned a passing grade that met expectations during the 2011-12 cycle is a substantial improvement. As suggested in the 2010-11 report, students during the 2011-12 academic cycle met more regularly with the Director of Graduate studies in the lead-up to their exams and
sought regular help from the Art History faculty regarding exam preparation.

All students performed satisfactorily in the presentation and defense of a thesis proposal, as such standards of teaching and learning in this area are deemed acceptable.

M 12: ARH Student Poll Regarding Peer Student and Support Groups

The students will be polled as to whether or not the formation of peer student and support groups would improve their learning experience. Results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected from graduate students in the Art History program.

Finding (2011-2012) - Target: Met

Results Summary
83.3% of students (5 total) believe that cohort or peer groups -- which could meet on a regular basis for mutual support (thesis and proposal writing, studying for comprehensive exams, peer review, conference preparation, etc.) -- would be beneficial to students enrolled in the MA Art History program. 16.7% of students (1 total) believe that cohort or peer groups would not be beneficial to students enrolled in the MA Art History program.

Interpretations and Conclusions
Because more than three-quarters of the students believe that peer groups would be beneficial, this poll clearly indicates that peer groups/a sense of community has previously been lacking in the MA Art History program.

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

Peergroup formation
Established in Cycle: 2011-2012
In order to establish a sense of community and mutual support, students will be encouraged to form and actively maintain peer gr...

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

OthOtm5: 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.
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
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
2.4 Increase the number of graduate research and teaching assistants and provide them with competitive salaries and benefits.
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 13: PRO Report List of Strengths
A list of the strengths of the department from the most recent program review (specific to the MA 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. Students acquire a mastery of the fundamental and theoretical literature in the field.
2. Students develop strong research and writing skills that culminate in a thesis, which demonstrates mastery of the field and knowledge of the relevant literature.
3. The program is operated jointly with UAB, which provides students with additional opportunities to study with a diverse faculty.
4. Students receive strong preparation for further study at the doctoral level.

**M 14: PRO Report Opportunities for Improvement**

A list of the opportunities for improvement from the most recent program review (specific to the MA 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. No improvements were given.

**M 15: PRO Report List of Recommendations**

A list of recommendations (specific to the MA 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 16: PRO Report Responses to Recommendations**

A list of actions in response to the recommendation (specific to the MA 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 17: PRO Report Summary of Action Impacts**

A summary of the impacts of the actions (specific to the MA in Art History) will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

**M 18: ARH Graduating MA Student Survey Regarding Overall Quality of Degree**

Graduating students complete a survey, including a question asking them to rate the overall quality of their experience. 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 individual students graduating from the MA program in Art History.

**Finding (2011-2012) - Target: Not Reported This Cycle**

**Results Summary**

No students graduated from the MA Art History program during the 2011-12 cycle.

**Interpretations and Conclusions**

Most of our student body in the graduate program only recently passed through the comprehensive exam stage of the MA degree.

**M 19: 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.

**OthOtcm 6: 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 more aggressively reach out to colleges across the southeastern United States 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.
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
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
1.8 Develop the research infrastructure and enhance the library resources necessary to be competitive for grants and contracts.
2.4 Increase the number of graduate research and teaching assistants and provide them with competitive salaries and benefits.
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 20: PRO Number of Students in Graduate Program**
We will assess this outcome using the number of students in the graduate program for the last three fall semesters.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Data will be collected.

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

**Summary, Interpretations and Conclusions**
The number of students enrolled in our MA (art history) program is as follows:

- 2008/2009: 3
- 2009/2010: 7
- 2010/2011: 10
- 2011/2012: 11

It is difficult to draw conclusions until more data is collected.

**M 21: 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: Administrative measure - other

Target:
Data will be collected.

Finding (2011-2012) - Target: Met
Summary
The number of MA (art history) degrees conferred for past three years are:

2008/2009: 1
2009/2010: 0
2010/2011: 0
2011/2012: data still being collected

Interpretations and Conclusions
The numbers of students receiving MA (art history) degree appears to be low and does not meet ACHE viability standards. However, our degree program is conducted jointly with UAB, which therefore allows us to meet the standard. Furthermore, for the fall of 2012, we will be admitting six new graduate students into the program. We should see a significant increase in our graduates in a few years as a result.

M 22: PRO Analyze Incoming Student Data and Target Productive Recruitment Areas
We will assess this outcome by (a) analyzing data about incoming students (colleges from which they come, etc.) and therein target those areas as productive recruitment areas and (b) reporting the frequency of subsequent contact between the department and these areas. Results will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

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

No data has been collected.

Related Action Plans (by Established cycle, then alpha):
Data will be collected on incoming MA ARH students
Established in Cycle: 2011-2012
Data will be collected on incoming students for our MA degree in art history (colleges from which they come, etc.). The departme...

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

OthOtcn 7: 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):

Because many of our students go on to become teaching professionals, we will consider the formation of a pedagogy component in our program.

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
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.
2.4 Increase the number of graduate research and teaching assistants and provide them with competitive salaries and benefits.
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.
3.14 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.
4.7 Support our alumni in serving as leaders in their professions and communities.

**Related Measures**

**M 23: ARH Survey Question Regarding Courses as Preparation for Employment**
We will assess this outcome using the results of a survey question asking graduating students to rate the quality of their courses as preparation for employment. The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Student course evaluations on learning gains made

**Target:**
Data will be collected from graduating MA Art History students.

**Finding (2011-2012) - Target: Not Reported This Cycle**

**Results Summary**
No students graduated from the MA Art History program during the 2011-12 cycle.

**Interpretations and Conclusions**
Most of our student body in the graduate program only recently passed through the comprehensive exam stage of the MA degree.

**M 24: ARH Survey Question Regarding Courses as Preparation for Graduate Work**
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 course evaluations on learning gains made

**Target:**
Data will be collected from graduating MA students.

**Finding (2011-2012) - Target: Not Reported This Cycle**

**Results Summary**
No students graduated from the MA Art History program during the 2011-12 cycle.

**Interpretations and Conclusions**
Most of our student body in the graduate program only recently passed through the comprehensive exam stage of the MA degree.

**M 25: ARH Student Poll Regarding Utility of Pedagogy Component**
We will assess this outcome by polling students as to whether or not a pedagogy component would benefit their 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 students via electronic polling.

**Finding (2011-2012) - Target: Not Met**

**Results Summary**
No data was collected during the 2011-12 cycle.

**Interpretations and Conclusions**
After launching succession of surveys for 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): polling; data collection**

**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.

**OthOtm 8: 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**

**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 become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.

**SACS 3.3.1**
1. Educational programs, to include student learning outcomes
2. Administrative support services
3. Educational support services
4. Research within its educational mission

**Strategic Plan Associations**

University of Alabama
1. Promote and enhance areas of academic, scholarship, and research excellence.
2. Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
4. Ensure user-friendly support services for students, faculty, and staff.
5. Continue to modernize information technology resources.
6. Increase attention to, and rewards for, excellence in teaching.
7. Increase the level of academic scholarship support.
8. Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
9. Produce scholars who will become academic and civic leaders in their disciplines.
10. 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.
11. 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 26: PRO Report List of Recommendations**
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 regarding recommendations will be collected from the most recent accreditation report.

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

**Summary, Interpretations, and Conclusions**

No recommendations specific to the MA in art history were listed in the accreditation report.

**M 27: 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: Professional standards

**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 28: 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 in order to establish a benchmark.

**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 9: 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

NASA Basic Standards
1. Students 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
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.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
2.6 Enhance relationships among community and University of Alabama leaders to promote excellent quality of life for faculty, staff, and students.
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 29: 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/
Between August 2011 and May 2012, the department was mentioned in print and online media sources 50 times.

**M 30: 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 31: 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.

**OthOtcm 10: 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.
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
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.
1.8 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 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 32: PRO Mechanisms to Track Post-Graduation Success
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: Administrative measure - 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): The 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 33: 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: Met
Summary, Interpretations, and Conclusions
Students were encouraged to apply for research and travel grants through the Graduate School. 100% (n=2) of our MA (art history) students who applied for grant funding were successful in receiving support for professional development opportunities. The funding was used for travel for thesis research (n=2).

M 34: PRO Maintain Alumni 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.

OthOtcm 11: Educational 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**

- **NASAD Basic Standards**
  - 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

- **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:
- 1.1 Promote and enhance areas of academic, scholarship, and research excellence.
- 3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
- 3.9 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.

**Related Measures**

**M 35: PRO Report Number 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 (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 36: PRO Workshop Participation**
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 37: ARH Computer-based Peer Review Activities**
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 individual instructors.

**Finding (2011-2012):** Target: Not Met

**Results Summary**
No data was collected during the 2011-12 cycle.

**Interpretations and Conclusions**
Because computer-based peer assessment is a new activity in the Department of Art and Art History, the instructors involved in the program decided to pilot these assessments using short assignments, which are better suited for an undergraduate curriculum. Please see "Computer-based Peer Review Activities" measures in the BA Studio, BFA, and BA Art History degrees for the results of these activities.

---

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**
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: 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 incoming MA ARH students
Data will be collected on incoming students for our MA degree in art history (colleges from which they come, etc.). The department will target those areas as productive recruitment areas and will report the frequency of subsequent contact between the department and these areas. Results will be reported.

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
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

Graduate-Level Art History; Research; Symposium
During the 2012-13 cycle, the Department of Art and Art History will work vigorously to promote the Art History Symposium and as such experience 100% growth rate in the number of students participating.

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

Relationships (Measure | Outcome/Objective):
Measure: ARH Submission of Abstract to Annual Graduate Art History Symposium | Outcome/Objective: Demonstrate Competence in Preparing and Presenting Scholarly Work
Implementation Description: Increase number of students participating through promotion.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Peer group formation
In order to establish a sense of community and mutual support, students will be encouraged to form and actively maintain peer groups during the later stages of coursework, through comprehensive exams, and while writing the thesis.

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

Relationships (Measure | Outcome/Objective):
Measure: ARH Student Poll Regarding Peer Student and Support Groups | Outcome/Objective: Demonstrate Independent Thinking and Self-initiative
Implementation Description: formation of student peer groups
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Peer group formation
In order to establish a sense of community and mutual support, students will be encouraged to form and actively maintain peer groups during the later stages of coursework, through comprehensive exams, and while writing the thesis.

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

Relationships (Measure | Outcome/Objective):
Measure: ARH Student Meetings with Director of Graduate Studies in Art History | Outcome/Objective: Demonstrate Mastery in Understanding of Art History
**Implementation Description:** Students will be called together in a general meeting at the beginning of the year to establish a rationale for peer groups.

**Projected Completion Date:** 07/2013

**Responsible Person/Group:** Department of Art and Art History

### polling; data collection

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:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ARH Student Poll Regarding Utility of Pedagogy Component | **Outcome/Objective:** Highly Valued by Program Graduates and Key Constituencies

**Implementation Description:** Data will be collected via an online survey

**Projected Completion Date:** 07/2013

**Responsible Person/Group:** The Department of Art and Art History

### The 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 Mechanisms to Track Post-Graduation Success | **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
### Curriculum Map I (Student Learning Outcomes)

<table>
<thead>
<tr>
<th>Course</th>
<th>ARH 501</th>
<th>ARH 550</th>
<th>ARH 580</th>
<th>ARH 570</th>
</tr>
</thead>
<tbody>
<tr>
<td>X (mastery)</td>
<td>X (mastery)</td>
<td>X (mastery)</td>
<td>X (mastery)</td>
<td>X (mastery)</td>
</tr>
</tbody>
</table>

- **Course 1**
  - ARH 501
  - ARH 580
  - ARH 570

- **Course 2**
  - ARH 550

#### Required Experience
- Comprehensive Exam
- Written Assignment
- Written Thesis
- Thesis Defense
- Meetings with Director
- Symposium Submission

### Curriculum Map II (Assessment Measures)

<table>
<thead>
<tr>
<th>Course</th>
<th>ARH 550 (Fall) UAB</th>
<th>ARH 501 (Fall)</th>
<th>ARH 555 (Fall) Pagal</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAB</td>
<td>Student transcripts are reviewed to determine the percentage of students passing courses with a grade of B or higher.</td>
<td></td>
<td>Student transcripts are reviewed to determine the percentage of students passing courses with a grade of B or higher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>seminar direction</td>
<td>Short papers and/or independent research assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research assignment</td>
<td>Independent research assignment</td>
</tr>
</tbody>
</table>

- **Course 1**
  - ARH 550 (Fall)

- **Course 2**
  - ARH 501 (Fall)

#### Required Experience
- Comprehensive Exam TAA
- Written Assignment
- Written Thesis
- Meetings with Director
- Symposium Submission

- **Course 3**
  - ARH 555 (Fall)

- **Required Experience**
  - Comprehensive Exam TAA
  - Written assignment
  - Written thesis

- **Meeting with Director**
  - Bi-weekly meetings with director in ten months leading up to comprehensive exams

- **Symposium Submission**
  - Submission of proposal to Graduate Art History Symposium
### APPENDIX TO GRADUATE SECTION OF ASSESSMENT PLAN
#### Graduate Grade Definitions and/or Rubrics

### Graduate Student Paper Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets Expectations (90 to 100 points)</th>
<th>Satisfactory (80 to 90 points)</th>
<th>Poor (70 to 80 points)</th>
<th>Unsatisfactory (below 70 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis and Argument</strong></td>
<td>Thesis clearly defines scope and purpose and shows the intellectual sophistication expected of a graduate student; information and analysis included body of essay supports thesis with evidence from reliable and appropriate sources; conclusion summarizes argument without being redundant or repetitive</td>
<td>Thesis defines the purpose of the essay, although it may be too broad or too narrow; information and analysis included in body of essay supports the thesis with – for the most part – reliable and appropriate sources; conclusion restates the main ideas with some variation</td>
<td>Thesis is overly vague or does not adequately relate to topic at hand; information and analysis included in body of essay is not sufficient to support OR relevant to argument; conclusion is overly/entirely repetitive OR does not offer a logical ending to the work</td>
<td>No apparent thesis; may list facts rather than arguing; uses no quotations or paraphrases to offer evidence/support for argument; no conclusion</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Ideas are arranged in a clear and logical order; sophisticated transitions guide the reader from one idea to the next in a smooth and plausible fashion;</td>
<td>Major ideas are arranged logically although sometimes awkwardly; transitions give the reader some help in following the argument</td>
<td>Movement between ideas tends to be abrupt or disconnected; although transitions may exist, they are not argumentative connections; minimally under or over page/word limit</td>
<td>No coherent arrangement; no transitions; incoherent paragraphs; significantly over or under page/word limit</td>
</tr>
<tr>
<td><strong>Depth</strong></td>
<td>Essay shows advanced knowledge about and/or terms required in the field and applies this in a clear and coherent fashion; where applicable, the writer provides new information, clarity, or a unique perspective to scholarly discussion of the topic</td>
<td>Essay shows familiarity with standard knowledge about and/or terms required in the field; reflects what others have written about the topic rather than a unique or original perspective</td>
<td>Paper appears to be hastily written and/or with little understanding of standard knowledge about and/or terms required in the field; argument is superficial and/or unsupported; contains factual or theoretical inaccuracies or inconsistencies</td>
<td>Does not show understanding of texts or of methods of assignment; Paper contains two or more faults listed in “Unsatisfactory” category.</td>
</tr>
<tr>
<td><strong>Use of sources</strong></td>
<td>Source material is smoothly integrated and shows a sophisticated level of engagement; quotations are limited to statements that are particularly apt or examples in which the source’s precise wording is transparent in importance; if certain types or number of sources are required, these requirements are met; all sources (including direct quotations, paraphrases, charts, images, etc.) are correctly cited using a consistent and appropriate style</td>
<td>Source material is used as supporting evidence and author shows some engagement with it, but transition between source material and essay text is not always fluid and/or logical; quotations and paraphrases are not always apt or required (i.e. essay text appears “padded”); if certain types or number of sources are required, these requirements are mostly met; all sources (including direct quotations, paraphrases, charts, images, etc.) are correctly cited using an appropriate style, although sometimes inconsistently</td>
<td>Source material is clumsily integrated; little or no attempt is made to contextualize evidence; if certain types or number of sources are required, these requirements are not met; all sources (including direct quotations, paraphrases, charts, images, etc.) are cited, although using an inappropriate and/or inconsistent style</td>
<td>Uses little to no source material and/or fails to cite sources.</td>
</tr>
</tbody>
</table>
Maintains a unique or distinctive authorial presence that incorporates interesting, appropriate, and varied style; shows mastery of manuscript format and art historical termology, making at most a few minor grammatical/technical errors; meets all page/number of word requirements

Sufficient language control and practices 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, imprecise word choices, minor grammatical errors, passive voice, or occasional informal language

Unsatisfactory control of standard written English, resulting in a substantial number of errors that cause confusion; paper contains major faults (comma splices, sentence fragments, dangling participles, subject-verb disagreement, noun-pronoun disagreement, etc.), frequent informal language, spelling and/or proofreading mistakes

Numerous errors listed in "unsatisfactory" range seriously distract from the presentation; failure to use accepted formatting conventions

Paper Grade:
### Discussant/Seminar Direction Evaluation

<table>
<thead>
<tr>
<th></th>
<th>(9-10 points)</th>
<th>B (8.9 points)</th>
<th>C (7-7.9 points)</th>
<th>D – F (6-0 points)</th>
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<tbody>
<tr>
<td><strong>Overall Understanding</strong></td>
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<tr>
<td>Shows a deep/robust understanding of the task of a discussant, with a fully developed knowledge regarding the topics at hand</td>
<td>Shows a moderate to limited understanding of the task of a discussant; not quite a fully developed knowledge regarding the topics at hand</td>
<td>Shows a superficial understanding of the task of a discussant; knowledge not developed enough regarding the topics at hand</td>
<td>Shows little to no understanding of being a discussant and little to no knowledge regarding the topics at hand</td>
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<tr>
<td><strong>Argument</strong></td>
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<tr>
<td>Clearly articulates a sophisticated position or argument regarding the topics at hand</td>
<td>Articulates a position or argument that is moderately complete in scope regarding the topics at hand</td>
<td>Articulates a position or argument that is unfocused or ambiguous regarding the topics at hand</td>
<td>Does not articulate a position or argument</td>
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<tr>
<td><strong>Implications</strong></td>
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<tr>
<td>Fully discusses the major and minor implications of the argument or position</td>
<td>Adequately discusses most of the major and minor implications of the position</td>
<td>Discusses minor implications (missing the major ones), paying little to no attention to major implications</td>
<td>Doesn’t discuss the implications of the argument or position</td>
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<tr>
<td><strong>Structure</strong></td>
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<tr>
<td>There is logic in the progression of ideas and a relevance to the questions asked of peers in the class</td>
<td>There are a few areas of disjointedness or intermittent lack of logical progression of ideas and questions asked of peers in the class</td>
<td>Ideas are sometimes disjointed and/or do not always flow logically, making it sometimes difficult to follow</td>
<td>Ideas are disjointed and/or do not flow logically, hence argument is very difficult to or cannot be follow</td>
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<tr>
<td><strong>Prompting</strong></td>
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<tr>
<td>Did not have to prompt with probing questions at all</td>
<td>Prompted minimally (one or two probing questions)</td>
<td>Prompted a lot (a series of probing questions)</td>
<td>Prompted at nearly every or every point in the discussion</td>
<td></td>
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</tbody>
</table>

**Total**
### MA Art History Comprehensive Exam Grade Definitions

**Met Expectations (pass with distinction)** = student correctly identifies a series of 20 slide images and superlatively explains each image’s historical importance; student writes three essays, each of which demonstrates an excellent grasp of the information at hand (e.g. factual accuracy), superlative balance between argument and description, superlative grammar and style, etc.

**Performed Satisfactorily (pass)** = student correctly identifies and clearly explains the historical importance of more than 80% of the images; student writes three essays, each of which demonstrates the student’s moderate grasp of the information at hand, a considered balance between argument and description, clear grammar and style, etc.

**Poor Proficiency (marginal pass)** = student correctly identifies and clearly explains the historical importance of more than 60% but less than 80% of the images presented; student writes three essays, each of which demonstrates a passable but sometimes poor grasp of the information at hand (e.g. factual accuracy), reliance on description as opposed to analysis (but not negating analysis altogether), some difficulty with issues of grammar and style, etc.

**Unsatisfactory (fail)** = student correctly identifies and competently explains the historical importance of less than 60% of the images presented; student writes three essays, each of which demonstrates a poor grasp of the information at hand, no analysis or argument, great difficulty with issues of grammar and style, etc.

### Studio Art Graduate-Level Oral Defense/Public Presentation Grade Definitions

**Exceeded Expectations (pass with distinction)** = student discussed and defended superlatively a unified body of work, demonstrated superlative evidence of his/her understanding of vocabulary and methodology, demonstrated superlative evidence of a cohesive research program, demonstrated superlative active thinking, and/or treated examiners with respect, etc.

**Met Expectations (pass)** = student discussed thoroughly and adequately defended a unified body of work, demonstrated respectable evidence his/her understanding of vocabulary and methodology, demonstrated respectable evidence of a cohesive research program, demonstrated respectable evidence active thinking most of the time, and/or treated examiners with respect, etc.

**Basic Proficiency (marginal pass)** = student demonstrates a passable effort to discuss and defend a unified body of work, but demonstrated weak evidence of his/her understanding of vocabulary and methodology, demonstrated weak evidence of a cohesive research program, demonstrated no evidence of active thinking, and/or treated examination as casual process, etc.

**Poor Proficiency (fail)** = student is unable to discuss and/or defend work, no evidence of his/her understanding of vocabulary and methodology, no evidence of cohesive research program, and/or no evidence of respect for examination process, etc.

### Studio Art Graduate-Level Exhibition Grade Definitions

**Exceeded Expectations (pass with distinction)** = student demonstrates a completely unified body of work, has a clear sense of decision-making with regard to conceptual elements and their implementation, has conducted extensive research on his or her subject matter and its precedents, 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 (pass)** = student demonstrates a good sense of unification in their body of work, exercises some firm decision-making with regard to concept and implementation, has done a respectable amount of research on his or her subject matter and its predecessors, uses tools and media efficiently and shows efficiency in media-specific techniques, and as such produces a good end product

**Poor Proficiency (marginal pass)** = student demonstrates a respectable effort to put together a unified body of work but does not reach this goal, marginal evidence of research into concept and implementation, underdeveloped 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 (fail)** = student is missing or has not completed required 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 failing end product.

<table>
<thead>
<tr>
<th>Studio Art Graduate-Level Portfolio Assessment Grade</th>
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<tbody>
<tr>
<td><strong>Met Expectations</strong>: 90-100pts (Work is highly original, thoroughly developed, excellently crafted and is reaching a professional standard)</td>
<td><strong>Performed Satisfactorily</strong>: 80-90pts (Work is original, developed, well-crafted and is reaching toward a professional standard)</td>
</tr>
<tr>
<td><strong>Poor Proficiency</strong>: 70-80pts (work shows limited originality, possibly it is under-developed and/or under-crafted) <strong>Unsatisfactory</strong>: 70pts and below (Work is far from original, extremely under-developed, poorly crafted and no where near reaching a professional standard)</td>
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<table>
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<tr>
<th>Studio Art Graduate-Level Critique Grade Definitions</th>
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<tbody>
<tr>
<td><strong>Met Expectations</strong>: 90-100pts (Extreme preparedness with regard to presenting work and commenting upon the work of others, high level of engagement with instructor/subject and material)</td>
<td><strong>Performed Satisfactorily</strong>: 80-90pts (Well prepared with regard to presenting work and commenting upon the work of others, good level of engagement with instructor/subject and material)</td>
</tr>
<tr>
<td><strong>Poor Proficiency</strong>: 70-80pts (Unprepared with regard to presenting work and commenting upon the work of others, adequate level of engagement with instructor/subject and material)</td>
<td><strong>Unsatisfactory</strong>: 70pts and below (Extremely unprepared with regard to presenting work and commenting upon the work of others, very inadequate level of engagement with instructor/subject and material)</td>
</tr>
</tbody>
</table>