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.

Our assessment program is still very much centered on gathering data about student learning. Most of this data comes from student performance on class projects, some comes from faculty review of student portfolios. As a result of our assessment activities outcomes and measures we have implemented the following changes:

- Created a Program Review Committee to coordinate course meeting times, review course prerequisites, help with Degreeworks and advising, make recommendations on curriculum development, and inform faculty about accreditation standards.
- Requested a faculty line for a specialist in Foundations (100 and 200 level courses that introduce students to visual art and serve as prerequisites for our upper level courses) who will develop a curriculum and coordinate teaching in that area.
- Begun discussing and reviewing standards, performance criteria, and review methods for our department-wide assessments based on portfolios (BFA/BFA show, BFA review, Scholarship review).

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: Historical Background

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

Connected Documents
Gradning Rubrics
Studio Art BA Curriculum Map

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

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

Standard Associations
NASAD Basic Standards
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
<table>
<thead>
<tr>
<th>8</th>
<th>Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.</th>
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<tbody>
<tr>
<td>10</td>
<td>Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements. <strong>SACS 3.3.1</strong></td>
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<tr>
<td>3.3.1.1</td>
<td>Educational programs, to include student learning outcomes</td>
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<td>3.3.1.4</td>
<td>Research within its educational mission</td>
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**General Education/Core Curriculum Associations**

2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking  
3. Freshman Composition - SLO is related to writing instruction, citation formatting, conventions of academic writing, audience awareness, varied rhetorical strategies, collaboration, and/or revision with attention to purpose, development, style, grammar, punctuation and spelling  
5. History - SLO is related to historical development and change over major periods of time and/or provides a survey of social, cultural, economic and political developments that have molded the modern world  
6. Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts  
10. Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics  
11. Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills  

**Strategic Plan Associations**

- University of Alabama  
  1.1 Promote and enhance areas of academic, scholarship, and research excellence.

**Related Measures**

**M 1: ARH In-class Assessment**  
Instructors use three to four direct assessments (image identification, multiple-choice, true/false, and short answer) in required survey art history classes (ARH 252 and 253) to evaluate specific knowledge about particular periods and works of art. A summary of these results will be provided.  

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

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

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

**M 2: ARH General Knowledge Retention**  
The department administers a series of indirect assessments in the form of pre- and post-tests at the start and end of the semester to gauge students' abilities to retain general knowledge about the history of art. The results of the pre- and post-tests will be reported, as well as the percent increase from pre- to post-test. The department expects to see a 20% increase in knowledge.  

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

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

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

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

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

**Source of Evidence:** Written assignment(s), usually scored by a rubric  
**Target:**  
Data will be collected from individual introductory ARH classes. 60% or better of students will demonstrate basic proficiency or above in this area.  

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

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

Revision of measurement
Established in Cycle: 2012-2013
In this second year of implementing a significant writing portion into the introductory-level ARH classes, the instructors used...

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

Connected Documents
- Grading Rubrics
- Studio Art BA Curriculum Map

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

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

Standard Associations
- NASAD Basic Standards
  2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from
  a variety of cultural and historical perspectives.
  3 Students will develop 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.
  7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of
  fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts
  fields
  8 Students will be able to work independently on a variety of art and/or design problems by combining, as
  appropriate to the issue, their capabilities in studio, analysis, history, and technology.
  10 Students will become familiar with history and theory in their area of emphasis, including current major issues
  and historical achievements.

Related Measures

M 4: ART Rubric Grading on basic projects
In ART 110 (Drawing I), students complete projects based on simple perspective and accurate rendering of three-
dimensional space. These projects are graded using a rubric developed jointly by the department and the
foundations instructors to demonstrate the pace and quality of students' progression through the foundations
curriculum. A summary of the rubric results will be reported.

Source of Evidence: Project, either individual or group

Target:
Data will be collected for an ART 110 (Drawing I) project in which students demonstrate understanding of the
basic principles of perspective.

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

Source of Evidence: Project, either individual or group

Target:
70% of students will meet expectations when completing a project that requires them to demonstrate an
understanding of complex perspective or points of view. Faculty did not create a joint rubric, rather, the following
characteristics were common to the projects measured:

M 6: ART Cross-context Application of Perspective Skills
The department will "raise the bar" by adding secondary projects revolving around the application of these skills to
different contexts or across contexts. The results of these assessments will be reported.

Source of Evidence: Project, either individual or group

Target:
70% of students in intermediate (200 and 300 level) will meet or exceed expectations completing a project that
requires them to demonstrate understanding of skills and concepts learned in foundational (100 level) studio
courses.

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

Source of Evidence: Project, either individual or group

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

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

Source of Evidence: Project, either individual or group

Target:
Data will be collected for an ART 131 (Design II) project in which students demonstrate understanding of the
elements and principles of three-dimensional design.

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

Source of Evidence: Project, either individual or group

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

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

Connected Documents
Grading Rubric
Studio Art BA Curriculum Map

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

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

Standard Associations

NASAD Basic Standards
1 Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with
precision, cogency, and rhetorical force.
3 Students will develop the capacity to explain and define views effectively and rationally when critically analyzing
works of art and design.
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

General Education/Core Curriculum Associations
2 Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through
global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and
critical thinking
11 Writing - SLO is related to building on students' competency in academic writing skills and aims to extend
those skills

Related Measures

M 10: ARH Rubric Grading According to Concept, Development, Organization and Language
Art History instructors use a series of standardized rubrics to grade writing on the following points: concept,
development, organization, and language. A summary of the rubric results will be reported.

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

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

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

Source of Evidence: Academic indirect indicator of learning - other

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

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

Source of Evidence: Writing exam to assure certain proficiency level

Target:
Data from individual survey-level ARH and 200-level ART classes will be reported.

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

Re-evaluation of Data Collection Methodology
Established in Cycle: 2012-2013
While the measure was met, the variations in the data collected and the difficulties in assessing the validity
SLO 5: Formulation of Critiques
The department expects our students to be able to formulate and verbalize cogent critiques of their own work and the work of others.

Connected Documents
- Grading Rubrics
- Studio Art BA Curriculum Map

Relevant Associations:
Student Learning Outcome 5 Improvement Action(s) to be advanced (from 2010-11 report):

Over 75% of students demonstrated proficiency in this area, hence teaching and learning were deemed acceptable. The department, however, seeks to "raise the bar.

Standard Associations

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

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

General Education/Core Curriculum Associations
1. Computer - SLO is related to building on prior computing knowledge or expanding existing knowledge through the development and analysis of computer applications within the discipline.
2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspectives, historical and cultural content, creative processes and/or aesthetics and critical thinking.
3. History - SLO is related to historical development and change over major periods of time and/or provides a survey of social, cultural, economic and political developments that have molded the modern world.
4. Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts.
5. Literature - SLO is related to major intellectual and aesthetic ideas covering multiple genres over a broad historical/ literary period.
6. Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills.

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.3 Improve communication and increase collaboration among academic and administrative units.
1.5 Effectively use course offerings and class size to support priorities.
1.4 Increase involvement of undergraduate students in research and scholarly activities.
3.5 Continue progress in achieving diversity among faculty, staff, students and administration.
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.

Related Measures

M 13: ART Basic Critique Skills
In foundations courses (ART 110, 130, 131, and 210), students are familiarized with basic critique skills in a series of individual and small group projects that are formally and informally evaluated by instructors. The results of these projects will be summarized.
Source of Evidence: Academic direct measure of learning - other

**Target:**
Data will be collected from foundations courses (ART 110, 130, 131, and 210).

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

**No Action Required**
*Established in Cycle: 2011-2012*
Faculty are doing an excellent job communicating the skills necessary for cogent written and verbal critique of projects. Studen...

**M 14: ART Ability to Use the Language and Contexts of Advanced Aesthetic Critique**
In upper level and specialized classes (ART 325 and ART 328), students are rigorously evaluated on their ability to use the language and contexts of advanced aesthetic critique through a series of in-class presentations and individual projects. The results of these evaluations will be summarized.

Source of Evidence: Presentation, either individual or group

**Target:**
Data will be collected from upper level and specialized classes (ART 325 Monoprint/Monotype and ART 328 Digital Photo), on students’ ability to use the language and contexts of advanced aesthetic critique through a series of in-class presentations and individual projects. Evaluations of these assessments will be summarized. Note: ART 325 Monoprint/Monotype and ART 328 Digital Photo are not taught every semester. Future cycles will use 300 or 400 level courses having a project that requires students to a) respond to assignments and/or create their own work, b) establish criteria for interpreting and criticizing this work, c) participate in group discussions concerning the work, and d) make presentations during which they interpret and criticize their own work and/or the work of their peers (written or verbal).

**M 15: ART Independent Critiques of Contemporary Artists**
In upper level and specialized classes, students will undertake independent critiques of recognized artists working in the contemporary field. The results of these assessments will be summarized.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Data will be collected from ART 309 (Navigating the Art World) an advanced, interdisciplinary studio art course in which students examine and critique their work, and the work of recognized artists, in the context of contemporary theory and practice. Note: ART 309 (Navigating the Art World) is not taught every semester. Future cycles will use any 300 or 400 level course having a project that requires students to a) examine and critique their own work, b) research and analyze the work of recognized artists, c) explore contemporary theory and practice as a context for specific works of art, and d) present the results of this research, e.g., public exhibition with accompanying essay, slide presentation in class, article or paper read by peers, etc.

**Findings (2013-2014) - Target Met**
**Results Summary: ART 408 Advanced Digital Photo (11 students) (Jordan) Analysis of Contemporary Artists (11 students total): 64% of students (7 total) exceeded expectations, 27% of students (3 total) met expectations, % of students ( ) total demonstrated basic proficiency, 0 % of students (0 ) total demonstrated poor proficiency, 9% of students (1 ) total demonstrated no proficiency. Interpretations and Conclusions: % of students met or exceeded expectations on this assignment. Students are able to effectively research specific works by recognized artists (primary sources), present a written analysis the work of these artists, and use this analysis to create a work of their own exploring similar themes or materials. Students are also able to organize and present this research to the public in the form of a group exhibition staged in a professional quality art gallery**

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

**OthOtcn 6: High 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 strengthen and classify the differences between the BA Studio and BFA degrees such that both degrees become (a) stronger and thus (b) more pedagogically effective.

**Standard Associations**

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

**General Education/Core Curriculum Associations**
2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking
6 Humanities - SLO is related to students’ ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
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 16: PRO Strengths from Program Review
A list of the strengths of the department from the most recent program review (specific to the BA in Studio Arts) will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected by the department chair.

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

Source of Evidence: Administrative measure - other

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

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

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

M 19: PRO List of Actions
A list of actions in response to the recommendation (specific to the BA in Studio Art) will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

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

Source of Evidence: Administrative measure - other

Target:

Summary, Interpretation and Conclusions

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

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

Source of Evidence: Client satisfaction survey (student, faculty)

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

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

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

The chair will review the 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 22: PRO Advisory Group
The department will form an advisory group composed of students from both degrees. Reports from advisory group meetings will be summarized.

Source of Evidence: Administrative measure - other

Target:
An advisory group will be formed.

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

The chair will establish an advisory group
Established in Cycle: 2011-2012
The department chair will form an advisory group based on recommendations from the faculty. The advisory group will consist of s...

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

OthOtcn 7: Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.
Relevant Associations:

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

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

Standard Associations

**NASAD Basic Standards**

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.

**SACS 3.3.1**

3.3.1.1 Educational programs, to include student learning outcomes

**General Education/Core Curriculum Associations**

2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking

6. Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts

Strategic Plan Associations

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.

1.5 Effectively use course offerings and class size to support priorities.

Related Measures

**M 23: PRO Number in Major**

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

Source of Evidence: Administrative measure - other

**Target:**

Number of majors will be counted.

**M 24: PRO Degrees Awarded**

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 25: PRO Target Productive Recruitment Areas**

We will assess this outcome by analyzing data about incoming students (counties and high schools from which they come, etc.) and therein target those areas as productive recruitment areas. Results from these analyses will be reported.

Source of Evidence: Administrative measure - other

**Target:**

Data will be collected.

OthOtom 8: Highly valued by graduates and constituents

The program will be highly valued by its program graduates and other key constituencies it serves.

Relevant Associations:

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

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

Standard Associations

**NASAD Basic Standards**

15. The department supports opportunities for field experiences and internships

**SACS 3.3.1**

3.3.1.1 Educational programs, to include student learning outcomes

**General Education/Core Curriculum Associations**

2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking

6. Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts

Related Measures

**M 26: ARH Survey Results**

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

Source of Evidence: Student course evaluations on learning gains made
Target:
Data from the graduating senior survey will be collected.

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

**Graduate School Preparation**
*Established in Cycle: 2011-2012*
The department will investigate student satisfaction and implement change with regard to graduate school preparation activities...

**Student satisfaction: professional experiences**
*Established in Cycle: 2011-2012*
The department will investigate student satisfaction with regard to professionalization activities using more in-depth surveys...

**The chair will review the 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 27: ARH Graduating Senior Surveys - Prep for Graduate Studies**
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 the graduating senior survey.

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

**The chair will review the 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 28: ARH Capstone Courses**
We will assess this outcome by polling students as to whether or not a capstone course would benefit their studies and career plans. The results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Data will be collected (from surveys) regarding the potential benefit of capstone courses.

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

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

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

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

**OthOtcn 9: Accreditation with National Association of Schools of Art and Design**
The department expects to maintain its national accreditation with the National Association of 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 develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9. Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14. Students are encouraged to develop a consistent, personal direction and style.
15. The department supports opportunities for field experiences and internships.

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

General Education/Core Curriculum Associations
2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking.
6. Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts.
10. Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics.
11. Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills.

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
2.1 Provide competitive salaries and benefits for faculty and staff.
2.3 Create new types of faculty and staff positions that reflect the changing role of technical, research, creative, and clinical activities.
2.7 Expand the University's emphasis on global and cultural studies.
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.
3.13 Ensure the campus environment is safe for all members of the campus community.
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 29: PRO 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 will be collected.

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

Source of Evidence: Administrative measure - other

Target:
The department will continue its accreditation.

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

Source of Evidence: Benchmarking

Target:
Data will be collected.

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

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.
OthOtom 10: Strong Local, Regional and National Presence

The department expects to have a strong local, regional, and national presence with relation to comparable institutions offering BA, BFA, MA, and MFA programs in Studio Art and Art History.

Relevant Associations:
Outcome 2 improvement action to be advanced (from 2010-11 report):

The department will continue to monitor any media attention received by our faculty and students, and will publish new issues of The Loupe.

Standard Associations

NASAD Basic Standards
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
6. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
7. Students are encouraged to develop a consistent, personal direction and style.
8. The department supports opportunities for field experiences and internships.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

General Education/Core Curriculum Associations

2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking.
6. Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts.
10. Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
11. Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills.

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.2 Increase the recognition of the University's service priorities that enhance the quality of life for all Alabamians.
2.7 Expand the University's emphasis on global and cultural studies.
2.8 Promote collaborative research approaches to address large scale problems of regional and national interest.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
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 Maintain Active Records
The department will maintain an active record/database of local, regional and national news coverage related to student and faculty achievements in order to record its media presence. The number and types of news coverage will be listed.

Source of Evidence: Administrative measure - other

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

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

Source of Evidence: Administrative measure - other

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

M 34: PRO Publications
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 "reade..."

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

**OthOtcm 11: Preparation and Placement in Graduate and Professional Opportunities**

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 be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
4. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
5. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
6. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
7. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
8. Students are encouraged to develop a consistent, personal direction and style.
9. The department supports opportunities for field experiences and internships.

**SACS 3.3.1**

3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

**General Education/Core Curriculum Associations**

1. Computer - SLO is related to building on prior computing knowledge or expanding existing knowledge through the development and analysis of computer applications within the discipline
2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking
3. Freshman Composition - SLO is related to writing instruction, citation formatting, conventions of academic writing, audience awareness, varied rhetorical strategies, collaboration, and/or revision with attention to purpose, development, style, grammar, punctuation and spelling
4. Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts
5. Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
6. Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills

**Strategic Plan Associations**

**University of Alabama**

1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
1.4 Increase involvement of undergraduate students in research and scholarly activities.
1.14 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 35: PRO Post-Graduation Successes**

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 the assessment measure**

*Established in Cycle: 2011-2012*
The chair will review this assessment measure to see if it is an effective way of tracking post-graduation success.

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

M 36: PRO Student Professional Development
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: Administrative measure - other

Target:
Data will be collected.

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

Data will be collected students regarding professionalization activities
Established in Cycle: 2011-2012
Data will be collected on current Studio Art B.A. students who request help with and/or attend professionalization activities

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

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

Target:
Data will be collected.

OthOtm 12: Technology 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
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.
13 Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14 Students are encouraged to develop a consistent, personal direction and style
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

General Education/Core Curriculum Associations
1 Computer - SLO is related to building on prior computing knowledge or expanding existing knowledge through the development and analysis of computer applications within the discipline

Strategic Plan Associations
University of Alabama
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.10 Continue to modernize information technology resources.

Related Measures

M 38: PRO Instructor Technological Training
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 courses will also be trained in Tegrity.

M 39: 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 40: 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 direct measure of learning - other

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

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

### 200-level ARH, summative assessment, factual information

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

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Medium  
**Relationships (Measure | Outcome/Objective):**  
Measure: ARH In-class Assessment | Outcome/Objective: Historical Background  
**Implementation Description:** fact-based tests  
**Projected Completion Date:** 07/2013  
**Responsible Person/Group:** Department of Art and Art History

### Data will be collected and compiled.

The chair will collect data for analysis to determine benchmarks.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Medium  
**Relationships (Measure | Outcome/Objective):**  
Measure: PRO Benchmarks with other universities | Outcome/Objective: Accreditation with National Association of Schools of Art and Design  
**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 students regarding professionalization activities

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

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Medium  
**Relationships (Measure | Outcome/Objective):**  
Measure: PRO Student Professional Development | Outcome/Objective: Preparation and Placement in Graduate and Professional Opportunities  
**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 Publications | Outcome/Objective: Strong Local, Regional and National Presence  
**Projected Completion Date:** 07/2013  
**Responsible Person/Group:** Department of Art and Art History

### Faculty will Review Assessment

Faculty will Review Assessment

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  
**Projected Completion Date:** 07/2013

### Formative assessment; knowledge retention

During the 2013-13 cycle, the Department of Art and Art History will assess the format of its baseline tests (evaluating the questions pertinent to student experience and eliminating those that are not) and discuss the inclusion of a diagnostic writing portion.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Medium  
**Relationships (Measure | Outcome/Objective):**  
Measure: ARH General Knowledge Retention | Outcome/Objective: Historical Background  
**Implementation Description:** Possible creation of new questions and addition of writing portion.  
**Projected Completion Date:** 07/2013  
**Responsible Person/Group:** Department of Art and Art History

### Graduate School Preparation

The department will investigate student satisfaction and implement change with regard to graduate school preparation activities using the results from further in-depth surveys for students.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ARH Survey Results | Outcome/Objective: Highly valued by graduates and constituents

Implementation Description: electronic surveys
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

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

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

Relationships (Measure | Outcome/Objective):
  Measure: ARH Graduating Senior Surveys | Outcome/Objective: High level of recognized quality

Implementation Description: surveys; possible advisory committee
Responsible Person/Group: Department of Art and Art History

No Action Required
Faculty are doing an excellent job communicating the skills necessary for cogent written and verbal critique of projects. Students are engaging with the material and practicing it effectively in class. No action required at this time.

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

Relationships (Measure | Outcome/Objective):
  Measure: ART Basic Critique Skills | Outcome/Objective: Formulation of Critiques

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

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

Relationships (Measure | Outcome/Objective):
  Measure: ARH Students abilities to synthesize and critically analyze | Outcome/Objective: Historical Background

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

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

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

Relationships (Measure | Outcome/Objective):
  Measure: ARH Capstone Courses | Outcome/Objective: Highly valued by graduates and constituents

Implementation Description: Discussion between faculty and chair regarding relevance of measure
Projected Completion Date: 07/2013
Responsible Person/Group: The Department of Art and Art History

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

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

Relationships (Measure | Outcome/Objective):
  Measure: ARH Survey Results | Outcome/Objective: Highly valued by graduates and constituents

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

The chair will establish an advisory group
the department chair will form an advisory group based on recommendations from the faculty. The advisory group will consist of students in all of our undergraduate degree programs.

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

Relationships (Measure | Outcome/Objective):
- **Measure**: ARH Graduating Senior Surveys | **Outcome/Objective**: Highly valued by graduates and constituents
- **Measure**: ARH Post-Graduation Successes | **Outcome/Objective**: Preparation and Placement in Graduate and Professional Opportunities

Project Completed Date: 07/2013
Responsible Person/Group: Department of Art and Art History

The chair will review the 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 Graduating Senior Surveys | **Outcome/Objective**: Highly valued by graduates and constituents

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

Further Action re: Capstone Courses

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

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

Relationships (Measure | Outcome/Objective):
- **Measure**: ARH Capstone Courses | **Outcome/Objective**: Highly valued by graduates and constituents

Re-evaluation of Data Collection Methodology

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

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

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

Revision of measurement

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

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

Relationships (Measure | Outcome/Objective):
- **Measure**: ARH Students abilities to synthesize and critically analyze | **Outcome/Objective**: Historical Background

Revision of measurement

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

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

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

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

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

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

Connected Documents
Grading Rubrics
Studio Art BA Curriculum Map

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

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

Standard Associations

NASAD Basic Standards
1 Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3 Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4 The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5 Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6 Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
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
3.3.1.4 Research within its educational mission

General Education/Core Curriculum Associations
2 Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking
3 Freshman Composition - SLO is related to writing instruction, citation formatting, conventions of academic writing, audience awareness, varied rhetorical strategies, collaboration, and/or revision with attention to purpose, development, style, grammar, punctuation and spelling
5 History - SLO is related to historical development and change over major periods of time and/or provides a survey of social, cultural, economic and political developments that have molded the modern world
6 Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
11 Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills
Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 1: ARH In-class Assessment
Instructors use three to four direct assessments (image identification, multiple-choice, true/false, and short answer) in required survey art history classes (ARH 252 and 253) to evaluate specific knowledge about particular periods and works of art. A summary of these results will be provided.

Source of Evidence: Academic direct measure of learning - other

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

Finding (2012-2013) - Target: Met
Results Summary: (Wegrzynowski) ARH 253-003 test results (first exam) -- 70 students; 18.57% of students (13 total) exceeded expectations; 28.57% of students (20 total) met expectations; 24.29% of students (17 total) demonstrated basic proficiency; 11.42% of students (8 total) demonstrated poor proficiency; 17.14% of students (12 total) demonstrated no proficiency. ARH 253-003 test results (second exam) -- 70 students 34.29% of students (24 total) exceeded expectations; 22.86% of students (16 total) met expectations 28.57% of students (20 total) demonstrated basic proficiency; 5.71% of students (4 total) demonstrated poor proficiency; 8.57% of students (6 total) demonstrated no proficiency. ARH 253-003 test results (third exam) -- 70 students, 32.86% of students (23 total) exceeded expectations; 22.86% of students (16 total) met expectations; 17.14% of students (12 total) demonstrated basic proficiency; 14.29% of students (10 total) demonstrated poor proficiency; 12.86% of students (9 total) demonstrated no proficiency. ARH 253-003 test results (final exam) -- 70 students, 34.29% of students (24 total) exceeded expectations; 31.43% of students (22 total) met expectations; 18.57% of students (13 total) demonstrated basic proficiency; 8.57% of students (6 total) demonstrated poor proficiency; 7.14% of students (5 total) demonstrated no proficiency. Evaluation format: These exams are based upon a basic, internally developed point system for evaluating factual information. Exceeded Expectations = 90-100pts (90 to 100% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review); Met Expectations = 80-90 pts (80 to 90% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review); Basic Proficiency = 70-80pts (70 to 80% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review); Poor Proficiency = 60-70pts (60 to 70% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review); No Proficiency = less than 60 pts (less than 60% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review). Interpretations and Conclusions: In all cases, 70% or more of the students involved in the assessment demonstrated proficiency or better in the fields assessed. This indicates that those being assessed are meeting or exceeding, in most cases, the basic objectives of the curriculum and therein are meeting or exceeding the baseline standards set by the department. This is, overall, roughly consistent with the measurement from the 2011-12 cycle. Importantly, in the 2012-13 cycle the number of students measuring in either Poor or No Proficiency decreased from roughly 28% on Test 1 to less than 16% on the Test 4, affirming that student performance increased during the course. This significant improvement in performance is attributed in part to instructor mentoring and increased student-instructor interactions.

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

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

M 2: ARH General Knowledge Retention
The department administers a series of indirect assessments in the form of pre- and post-tests at the start and end of the semester to gauge students' abilities to retain general knowledge about the history of art. The results of the pre- and post-tests will be reported, as well as the percent increase from pre- to post-test. The department expects to see a 20% increase in knowledge.

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

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

Finding (2012-2013) - Target: Partially Met
Results Summary These tests establish a baseline factual knowledge at the beginning of the semester compared with a baseline factual knowledge at the end of the semester. As such, these tests show students' (a) rate of learning and (b) knowledge retention. ARH Survey: Pre- and Post-test results (sections of ARH 252 and 253 as examples). ARH 253 (Tucker) 147 students enrolled, Average Grade in January 2013 73.50%, Average Grade in April 2012 84.5%, Increase/reach Grade 11%. ARH 252 (Wegrzynowski) 87 students enrolled, Average Grade in January 2013 63.50%, Average Grade in April 2013 85.53%, Increase/change 22%. Evaluation Format: The evaluation of these tests are based upon a basic, internally developed point system for evaluating factual information: Exceeded Expectations = 90-100pts (90 to 100% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review); Met Expectations = 80-90 pts (80 to 90% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review); Basic Proficiency = 70-80pts (70 to 80% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review); Poor Proficiency = 60-70pts (60 to 70% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review); No Proficiency = less than 60 pts (less than 60% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review); No Proficiency = less than 60 pts (less than 60% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review). Interpretations and Conclusions: Comparing the results of the tests entered the class with no proficiency and left the class with basic proficiency (the standard for an introductory level class) or better, hence meeting the baseline standards set by the department and herein demonstrating an acceptable level of teaching and learning. During the 2010-11 cycle, increases in knowledge ranged from
18.65% to 20.0%. During the 2011-12 cycle, increases in knowledge range from 20.37% to 23%. During the 2012-13 cycle, increases in knowledge range from 11% to 22%. Although this represents a slight decrease from the 2011-12 cycle, students in this cycle scored nearly 20% higher on the pre-test (initial measure) in one of the courses, a positive result that suggests students entered that course with a greater knowledge base. Overall, the findings are consistent with prior years in that post-test scores demonstrate students with an 80% or higher score. This suggests that that measure may need to be revisited in coming years to consider level of improvement as well as level of final score - with a goal of 80% or higher (Met Expectations).

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

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

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

**M 3: ARH Students abilities to synthesize and critically analyze**
The department will “raise the bar” and implement a significant writing portion in each of its art history classes in order to examine students' abilities to synthesize and critically analyze -- through writing -- the information they are learning.
The results of these assessments will be reported.

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

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

**Finding (2012-2013) - Target: Met**
Results Summary: The students enrolled in introductory ARH classes were each given a short writing assignment, which was then scored/assessed by their peers using a series of quality-oriented questions. ARH 252-002 (Tucker) First Essay Results (216 participating students): 23.15% of students (50 total) exceeded expectations; 73.61% of students (159 total) met expectations; 3.24% of students (7 total) demonstrated basic proficiency; .45% of students (5 total) demonstrated poor proficiency; 0% of students (0 total) demonstrated no proficiency; ARH253-001 (Tucker) First Essay Results (90 participating students) 17.78% of students (16 total) exceeded expectations; 78.89% of students (71 total) met expectations; 3.33% of students (3 total) demonstrated basic proficiency; 0% of students (0 total) demonstrated poor proficiency; 0.0% of students (0 total) demonstrated no proficiency. Interpretations and Conclusions: In this second year of implementing a significant writing portion into the introductory-level ARH classes, the instructors used a peer review process in order to facilitate grading (and encourage critical reflection through student assessment of other students’ work). As such, 95.76% of students in one section and 96.67% of students in the other met expectations or better, an increase of nearly 30% over the previous year. While this certainly meets or exceeding the basic objectives of the curriculum, the high level and the peer-reviewed component of the measure suggests that the evaluation methodology should be revisited for a more accurate measure in the next year. Please see “action plan” for further information.

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

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

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

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

**Connected Documents**
Grading Rubrics
Studio Art BA Curriculum Map

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

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

**Standard Associations**
**NASAD Basic Standards**
2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3 Students will develop 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.
7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts
Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.

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

Related Measures

M 4: ART Rubric Grading on basic projects

In ART 110 (Drawing I), students complete projects based on simple perspective and accurate rendering of three-dimensional space. These projects are graded using a rubric developed jointly by the department and the foundations instructors to demonstrate the pace and quality of students' progression through the foundations curriculum. A summary of the rubric results will be reported.

Source of Evidence: Project, either individual or group

Target:
Data will be collected for an ART 110 (Drawing I) project in which students demonstrate understanding of the basic principles of perspective.

Finding (2012-2013) - Target: Met

Summary: Students were asked to demonstrate their understanding of the elements and principles of basic perspective drawing by rendering real objects and/or spaces as accurately as possible.

ART 110 (Marshall) (15 students). Basic perspective exercise; team memory drawing, students work in small groups to create a large, collaborative drawing of a simple still life set-up: 60% of students (9 total) exceeded expectations, 20% of students (3 total) met expectations, 20% of students (3 total) demonstrated basic proficiency, 0% of students (0 total) demonstrated poor proficiency, 0% of students (0 total) demonstrated no proficiency.

ART 110 (Muller) (16 students). Basic perspective exercise students; work individually to create a drawing extend a photograph into an imaginary, but realistic, three dimensional space: 50% of students (8 total) exceeded expectations, 31.25% of students (5 total) met expectations, 18.75% of students (3 total) total demonstrated basic proficiency, 0% of students (0 total) total demonstrated poor proficiency, 0% of students (0 total) total demonstrated no proficiency.

ART 110 (Moon) (16 students). Basic perspective exercise; students work individually, drawing from a still life set-up: 56.25% of students (9 total) exceeded expectations, 18.75% of students (3 total) met expectations, 18.75% of students (3 total) demonstrated basic proficiency, 6.25% of students (1 total) demonstrated poor proficiency, 0% of students (0 total) demonstrated no proficiency.

ART 110 (Parvin) (14 students). Basic perspective exercise; students work individually and draw architectural elements of a building/space on campus: 50% of students (7 total) exceeded expectations, 28.57% of students (4 total) met expectations, 14.29% of students (2 total) total demonstrated basic proficiency, 0% of students (0 total) total demonstrated poor proficiency, 7.14% of students (1 total) demonstrated no proficiency.

Interpretations and Conclusions: Over 74% of students met or exceeded expectations on this assignment. Only two student failed to demonstrate, at minimum, basic proficiency. Faculty are effectively communicating basic understanding of the elements and principles of two-dimensional design. Students receive sufficient practice time with the material and demonstrate their understanding through their responses to assignments and ability to solve visual problems

M 5: ART Rubric Grading on Complex Projects

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

Source of Evidence: Project, either individual or group

Target:
70% of students will meet expectations when completing a project that requires them to demonstrate an understanding of complex perspective or points of view. Faculty did not create a joint rubric, rather, the following characteristics were common to the projects measured:

Finding (2012-2013) - Target: Partially Met

Dooley 15 students

T Wegrynowski 14 students

Watson 15 students

M 6: ART Cross-context Application of Perspective Skills

The department will “raise the bar” by adding secondary projects revolving around the application of these skills to different contexts or across contexts. The results of these assessments will be reported.

Source of Evidence: Project, either individual or group

Target:
70% of students in intermediate (200 and 300 level) will meet or exceed expectations completing a project that requires them to demonstrate understanding of skills and concepts learned in foundational (100 level) studio courses.

Finding (2012-2013) - Target: Met

Summary:

M 7: ART Rubric Grading in Foundations Courses

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

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

Finding (2012-2013) - Target: Met

Results Summary:

ART 130 (Rosow) (14 Students). Elements and Principles of Design Exercise: students were asked to demonstrate their understanding of the elements and principles of design by rendering objects from a still life set-up using only the elements of line and texture: 64.29% of students (9 total) exceeded expectations, 28.57% of students (4 total) met expectations, 7.14% of students (1 total) demonstrated basic proficiency, 0% of students (0 total) demonstrated poor proficiency, 0% of students (0 total) demonstrated no proficiency.

ART 130 (Mueller) (15 Students). Elements and Principles of Design Exercise: students were asked to demonstrate their understanding of the elements and principles of design by selecting three elements from a list, and recreating a photograph using only those elements: 66.67% of students (10 total) exceeded expectations, 20% of students (3 total) met expectations, 0% of students (0 total) demonstrated basic proficiency, 6.67% of students (1 total) demonstrated poor proficiency, 6.67% of students (1 total) demonstrated no proficiency.

Interpretations and Conclusions: Over 85% of students met or exceeded expectations on this assignment. Only two students failed to demonstrate, at minimum, basic proficiency. Faculty are effectively communicating basic understanding of the elements and principles of two-dimensional design. Students receive sufficient practice time with the material and demonstrate their understanding through their responses to assignments and ability to solve visual problems.

M 8: ART Rubric Grading for Three Dimensional Design

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

Source of Evidence: Project, either individual or group

Target: Data will be collected for an ART 131 (Design II) project in which students demonstrate understanding of the elements and principles of three-dimensional design.

Finding (2012-2013) - Target: Met

Results Summary:

ART 131 Design II (Grimes) (11 Students). Elements and Principles of Design, studio project exercise: Students were asked to demonstrate their understanding of design fundamentals by selecting one element and one principle of design, then building a three-dimension object that was expressive of the two: 45% of students (5 total) exceeded expectations, 45% of students (5 total) met expectations, 10% of students (1 total) demonstrated basic proficiency, 0% of students (0 total) demonstrated poor proficiency, 0% of students (0 total) demonstrated no proficiency.

ART 131 Design II (Grimes) (16 Students). Elements and Principles of Design, studio project exercise: Students were asked to demonstrate their understanding of design fundamentals by selecting one element and one principle of design, then building a three-dimensional object that was expressive of the two: 50% of students (8 total) exceeded expectations, 36% of students (6 total) met expectations, 0% of students (0 total) demonstrated basic proficiency, 6% of students (1 total) demonstrated poor proficiency, 6% of students (1 total) demonstrated no proficiency.

Interpretations and Conclusions: In both classes over 85% of students met or exceeded expectations on this assignment. Only two students failed to demonstrate, at minimum, basic proficiency. Faculty are effectively communicating basic understanding of the elements and principles of three-dimensional design. Students receive sufficient practice time with the material and demonstrate their understanding through their responses to assignments and ability to solve visual problems.

M 9: ART Cross-context Application of Design Principles

The department will "raise the bar" by adding secondary projects revolving around the application of these skills to different contexts or across contexts. The results of these assessments will be reported.

Source of Evidence: Project, either individual or group

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

Finding (2012-2013) - Target: Met

Results Summary Examination of course syllabi indicated that faculty already have in place assignments that emphasize and reinforce foundational skills. Data was collected concerning student performance on these projects. Students were asked to create a color relief print in which they depict themselves in way that expresses non-visual aspects of their personality. ART 220 Printmaking (Marshall) Reinforced Design Exercise (12 Students) 87% of students (13 total) exceeded expectations 13% of students (2 total) met expectations 0% of students (0 total) demonstrated basic proficiency 0% of students (0 total) demonstrated no proficiency 0% of students (0 total) demonstrated no proficiency Students were asked to create a digital photograph which explores the space between the "real" and the "fabricated". ART 328 Digital Photography (Jordan) Reinforced Design Exercise (13 Students) 69% of students (9 total) exceeded expectations 31% of students (4 total) met expectations 0% of students (0 total) demonstrated basic proficiency 0% of students (0 total) demonstrated poor proficiency 0% of students (0 total) demonstrated no proficiency Interpretations and Conclusions 100% of students met or exceeded expectations on these projects. Foundation level instruction teaches students basic and intermediate concepts in perspective. Learning is retained through upper-level classes and students are able to demonstrate their understanding and synthesis of foundational level principles in concert with learning new technical skills and new concepts.
SLO 4: Written Communication Skills
The department expects our students to demonstrate effective written communication skills.

Connected Documents
Grading Rubrics
Studio Art BA Curriculum Map

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

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

Standard Associations
NASAD Basic Standards
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
SACS 3.3.1
3.3.1.1 Educational programs to include student learning outcomes
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

General Education/Core Curriculum Associations
2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking
11. Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills

Related Measures
M 10: ARH Rubric Grading According to Concept, Development, Organization and Language
Art History instructors use a series of standardized rubrics to grade writing on the following points: concept, development, organization, and language. A summary of the rubric results will be reported.

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

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

Finding (2012-2013) - Target: Met
ARH 385-001 Essay Results (83 students) -- Curzon
42.17% of students (35 total) exceeded expectations
32.63% of students (27 total) met expectations
15.66% of students (13 total) demonstrated basic proficiency
1.20% of students (1 total) demonstrated poor proficiency
8.43% of students (7 total) demonstrated no proficiency*

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

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

ARH 381-001 Essay Results (80 students)** -- Curzon
36.75% of students (31 total) exceeded expectations
45% of students (36 total) met expectations
11.25% of students (9 total) demonstrated basic proficiency
1.25% of students (1 total) demonstrated poor proficiency
3.75% of students (3 total) demonstrated no proficiency*

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

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

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

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

Initial Analysis: 94.45% of students demonstrated basic proficiency or better, with more than 1/3 of the class exceeding expectations.
**ARH 400W-001 Essay Results (36 students) – Curzon – Methodology Paper**

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

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

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

**Interpretations and Conclusions:**

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

**M 11: ARH Peer Review Exercises**

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

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

**Target:**

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

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

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

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

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

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

**Interpretations and Conclusions:**

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

**M 12: ARH Diagnostic Writing Assessment**

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

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

**Target:**

Data from individual survey-level ARH and 200-level ART classes will be reported.

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

Results Summary: The students enrolled in introductory ARH classes were each given two short writing assignments, one at the end of the semester and one after the beginning of the semester. ARH 252-002 (Tucker): First Essay Results (216 participating students): 23.15% of students (50 total) exceeded expectations, 73.61% of students (159 total) met expectations, 3.24% of students (7 total) demonstrated basic proficiency, 4.5% of students (5 total) demonstrated poor proficiency, 0% of students (0 total) demonstrated no proficiency. Second Essay Results (186 participating students): 26.34% (49 total) exceeded expectations, 72.04% (134 total) met expectations, 1.61% (3 total) demonstrated basic proficiency, 0% of students (0 total) demonstrated poor or no proficiency. ARH 253-001 (Tucker): First Essay Results (90 participating students) 17.78% of students (16 total) exceeded expectations, 78.89% of students (71 total) met expectations, 3.33% of students (3 total) demonstrated basic proficiency, 0% of students (0 total) demonstrated poor proficiency, 0.0% of students (0 total) demonstrated no proficiency. Second Essay Results (90 participating students): 11.11% of students (10 total) exceeded expectations, 77.78% of students (70 total) met expectations, 10% of students (9 total) demonstrated basic proficiency, 1.11% (1 total) demonstrated poor proficiency, 0.0% of students (0 total) demonstrated no proficiency. Interpretations and Conclusions: In the second year of working to implement a significant writing portion into the introductory-level ARH classes, the instructors used a peer review process in order to facilitate grading AND encourage critical reflection (through student assessment of other students’ work). In this instance of using a first and second writing assignment to gauge writing
improvement in students enrolled in ARH survey classes, one class experienced a slight increase (although sometimes only marginally) in performance on the second assignment. This increase suggests that students benefit from peer-reviewed/instructor reviewed writing assignments, both in terms of the ability to evaluate the work of others and to perform better in their own written work. In the other course, students experienced a slight decrease in performance on the second assignment – which may be attributable to end-of-the-semester fatigue and/or more careful/more stringent evaluation by peer reviewers. Overall, in both instances, 85% of students or more demonstrated met expectations or better. While this certainly meets or exceeding the basic objectives of the curriculum, the variations noted suggest that the evaluation methodology should be revisited for a more accurate measure in the next year.

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

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

SLO 5: Formulation of Critiques
The department expects our students to be able to formulate and verbalize cogent critiques of their own work and the work of others.

Connected Documents
Grading Rubrics
Studio Art BA Curriculum Map

Relevant Associations:
Student Learning Outcome 5 Improvement Action(s) to be advanced (from 2010-11 report):

Over 75% of students demonstrated proficiency in this area, hence teaching and learning were deemed acceptable. The department, however, seeks to "raise the bar."

Standard Associations

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

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

General Education/Core Curriculum Associations
1. Computer - SLO is related to building on prior computing knowledge or expanding existing knowledge through the development and analysis of computer applications within the discipline
2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking
5. History - SLO is related to historical development and change over major periods of time and/or provides a survey of social, cultural, economic and political developments that have molded the modern world
6. Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts
7. Literature - SLO is related to major intellectual and aesthetic ideas covering multiple genres over a broad historical/artist period
11. Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.3 Improve communication and increase collaboration among academic and administrative units.
1.5 Effectively use course offerings and class size to support priorities.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
3.5 Continue progress in achieving diversity among faculty, staff, students and administration.
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.
3.3 Produce scholars who will become academic and civic leaders in their disciplines.
3.4 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.
3.6 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: ART Basic Critique Skills
In foundations courses (ART 110, 130, 131, and 210), students are familiarized with basic critique skills in a series of individual and small group projects that are formally and informally evaluated by instructors. The results of these projects will be summarized.

Source of Evidence: Academic direct measure of learning - other

Target:
Data will be collected from foundations courses (ART 110, 130, 131, and 210).

Finding (2012-2013) - Target: Met
Results Summary: ART 110 (C. Wegrzynowski) (15 Students) Verbal Critique Exercise: 53% of students (8 total) exceeded expectations, 33% of students (5 total) met expectations, 0% of students (0 total) demonstrated basic proficiency, 7% of students (1 total) demonstrated poor proficiency, 7% of students (1 total) demonstrated no proficiency.

ART 130 (Rossow) (16 Students) Written/Verbal Critique Exercise: 56% of students (9 total) exceeded expectations, 19% of students (3 total) met expectations, 13% of students (2 total) demonstrated basic proficiency, 6% of students (1 total) demonstrated poor proficiency, 6% of students (1 total) demonstrated no proficiency.

ART 131 (Grimes) (17 Students) Written/ Verbal Critique Exercise: 53% of students (9 total) exceeded expectations, 23.5% of students (4 total) met expectations, 23.5% of students (4 total) demonstrated basic proficiency, 0% of students (0 total) demonstrated poor proficiency, 0% of students (0 total) demonstrated no proficiency.

ART 210 (Dooley) (14 Students) Written Critique Exercise: 57% of students (8 total) exceeded expectations, 21.5% of students (3 total) met expectations, 0% of students (0 total) demonstrated basic proficiency, 21.5% of students (3 total) demonstrated poor proficiency, 0% of students (0 total) demonstrated no proficiency.

Interpretations and Conclusions: In all introductory (100 level) Foundations courses at least 75% of students met expectations (50% exceeded expectations). Anecdotal evidence suggests that poor proficiency is often due to non-participation rather than inability or skill level. Grades are lower (50% still exceed expectations) in the 200 level courses suggesting that faculty expectations may increase at a higher rate than student performance. Performance at indicates that faculty are successfully teaching students to form and defend coherent arguments, and demonstrate knowledge of aesthetic principles for both verbal and written assignments. Performance surveys of mid- and upper-level courses (see #14 below) indicate that students retain and improve these skills as they progress through the program, and are able to apply general, foundational principles to a range of art media and materials.

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

No Action Required
Established in Cycle: 2011-2012
Faculty are doing an excellent job communicating the skills necessary for cogent written and verbal critique of projects. Studen...

M 14: ART Ability to Use the Language and Contexts of Advanced Aesthetic Critique
In upper level and specialized classes (ART 325 and ART 328), students are rigorously evaluated on their ability to use the language and contexts of advanced aesthetic critique through a series of in-class presentations and individual projects. The results of these evaluations will be summarized.

Source of Evidence: Presentation, either individual or group

Target:
Data will be collected from upper level and specialized classes (ART 325 Monprint/Monotype and ART 328 Digital Photo), on students’ ability to use the language and contexts of advanced aesthetic critique through a series of in-class presentations and individual projects. Evaluations of these assessments will be summarized. Note: ART 325 Monprint/Monotype and ART 328 Digital Photo are not taught every semester. Future cycles will use 300 or 400 level courses having a project that requires students to a) respond to assignments and/or create their own work, b) establish criteria for interpreting and criticizing this work, c) participate in group discussions concerning the work, and d) make presentations during which they interpret and criticize their own work and/or the work of their peers (written or verbal).

Finding (2012-2013) - Target: Met
Results Summary: ART 320 Printmaking and 420 Printmaking (Marshall) (total 13 Students), Critique Exercise: Students worked in small groups to discuss their work, then made presentations to the class as a whole: 85% of students (11 total) exceeded expectations, 0 % of students (0 total) met expectations, 0% of students (0 total) demonstrated basic proficiency 0% demonstrated poor proficiency 15% of students (2 total) demonstrated no proficiency . ART 328 Digital Photography (Jordan) (14 Students) Critique Exercise: Students posted work to the Flickr website and performed a rubric-based, written peer assessment using the “comment” function: 72% of students (10 total) exceeded expectations, 14% of students (2 total) met expectations, 7% of students (1 total) demonstrated basic proficiency, 7% of students (1 total) demonstrated poor proficiency, 0% of students (0 total) demonstrated no proficiency. Interpretations and Conclusions: Over 85% of students met or exceeded expectations on these projects. Students are able to use
language and concepts to effectively articulate critique of their work and the work of others. The spread of the evaluations suggests that low scores may come from non-participation rather than inability to speak/write effectively, also that students may be more likely to complete an asynchronous, written assignment, as opposed to than one that is dependent on being present and speaking during class.

**M 15: ART Independent Critiques of Contemporary Artists**

In upper level and specialized classes, students will undertake independent critiques of recognized artists working in the contemporary field. The results of these assessments will be summarized.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**

Data will be collected from ART 309 (Navigating the Art World) an advanced, interdisciplinary studio art course in which students examine and critique their work, and the work of recognized artists, in the context of contemporary theory and practice. Note: ART 309 (Navigating the Art World) is not taught every semester. Future cycles will use any 300 or 400 level course having a project that requires students to a) examine and critique their own work, b) research and analyze the work of recognized artists, c) explore contemporary theory and practice as a context for specific works of art, and d) present the results of this research, e.g., public exhibition with accompanying essay, slide presentation in class, article or paper read by peers, etc.

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

Results Summary: ART 320 Printmaking (9 students) and 420 Printmaking (4 students) (Marshall) Analysis of Contemporary Artists (13 students total) 85% of students (11 total) exceeded expectations, 15% of students (2 total) met expectations, 0% of students (0) total demonstrated basic proficiency, 0% of students (0) total demonstrated poor proficiency, 0% of students (0) total demonstrated no proficiency. Interpretations and Conclusions: 100% of students met or exceeded expectations on this assignment. Students are able to effectively research specific works by recognized artists (primary sources), present a written analysis the work of these artists, and use this analysis to create a work of their own exploring similar themes or materials. Students are also able to organize and present this research to the public in the form of a group exhibition staged in a professional quality art gallery.

Results Summary: ART 408 Advanced Digital Photo (11 students) (Jordan) Analysis of Contemporary Artists (11 students total): 64% of students (7 total) exceeded expectations, 27% of students (3 total) met expectations, 0% of students (0 ) total demonstrated basic proficiency, 0% of students (0) total demonstrated poor proficiency, 9% of students (1) total demonstrated no proficiency. Interpretations and Conclusions: 91% of students met or exceeded expectations on this assignment. Students are able to effectively research specific works by recognized artists (primary sources), present a written analysis the work of these artists, and use this analysis to create a work of their own exploring similar themes or materials. Students are also able to organize and present this research to the public in the form of a group exhibition staged in a professional quality art gallery

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

**OthOtm6: High 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 strengthen and classify the differences between the BA Studio and BFA degrees such that both degrees become (a) stronger and thus (b) more pedagogically effective.

**Standard Associations**

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

**General Education/Core Curriculum Associations**

2 Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking  
6 Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts

**Strategic Plan Associations**

University of Alabama  
1.1 Promote and enhance areas of academic, scholarship, and research excellence.  
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 16: PRO Strengths from Program Review**

A list of the strengths of the department from the most recent program review (specific to the BA in Studio Arts) will be reported.

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

**Target:**

Data will be collected by the department chair.

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

**Summary, Interpretation and Conclusions**
Data was collected. Our strengths include the following:

1. The program develops the student's understanding of the technical, conceptual, and historical aspects of art and design.
2. The faculty has developed non-media-specific courses that emphasize written and verbal critical analysis.
3. The faculty has developed courses that provide breadth of experience and understanding.
4. Students are able to exhibit their work in galleries and non-traditional venues on and off campus.

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

Source of Evidence: Administrative measure - other

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

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

There were no recommendations specific to the BA in studio art in the accreditation report.

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

Source of Evidence: Administrative measure - other

**Target:**
Data will be collected.

M 19: PRO List of Actions
A list of actions in response to the recommendation (specific to the BA in Studio Art) will be reported.

Source of Evidence: Administrative measure - other

**Target:**
Data will be collected.

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

Source of Evidence: Administrative measure - other

**Target:**
**Summary, Interpretation and Conclusions**

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

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

Source of Evidence: Client satisfaction survey (student, faculty)

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

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

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

**Related Action Plans (by Established cycle, then alpha):**
**language of student learning outcomes; surveys**
**Established in Cycle: 2011-2012**
The department will investigate student satisfaction and learning with more in-depth surveys for faculty and students (regarding...)

**The chair will review the 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 22: PRO Advisory Group
The department will form an advisory group composed of students from both degrees. Reports from advisory group meetings will be summarized.

Source of Evidence: Administrative measure - other

**Target:**
An advisory group will be formed.

**Finding (2012-2013) - Target: Not Met**
**Summary, Interpretations, and Conclusions**
No data has been gathered yet. An advisory group has not been formed yet. An advisory group will be formed fall 2013.

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

**The chair will establish an advisory group**

*Established in Cycle: 2011-2012*

the department chair will form an advisory group based on recommendations from the faculty. The advisory group will consist of s...

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

**OthOtcm 7: Optimal Level of Enrollment**

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

**Relevant Associations:**

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

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

**Standard Associations**

**NASAD Basic Standards**

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.

**SACS 3.3.1**

3.3.1.1 Educational programs, to include student learning outcomes

**General Education/Core Curriculum Associations**

2 Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking

6 Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts

**Strategic Plan Associations**

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.

1.5 Effectively use course offerings and class size to support priorities.

**Related Measures**

**M 23: PRO Number in Major**

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

Source of Evidence: Administrative measure - other

**Target:**

Number of majors will be counted.

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

**Summary, Interpretations, and Conclusions**

Number of majors are as follows (fall semesters only):

- Fall 2009: 232
- Fall 2010: 223
- Fall 2011: 190
- Fall 2012: 222

After several years of steady growth, our number of majors declined the past two years. We are recruiting more heavily for our degrees with the goal of increasing our majors.

More data is needed in order to draw conclusions.

**M 24: PRO Degrees Awarded**

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, Interpretation and Conclusions**

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

- 2009: 57
- 2010: 46
- 2011: 61
- 2012: 53
We are within ACHE viability standards.

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

Source of Evidence: Administrative measure - other

Finding (2012-2013) - Target: Met

Summary, Interpretation and Conclusions

Data was collected. We actively recruited at Bob Jones High School in Madison, AL. We invited students to exhibit their work in one of our galleries (the exhibition was juried by their teacher). We also offered to pay the application fee for any of the seniors who exhibited in the show AND applied to UA as an art major. There were five seniors in the exhibition. All five students applied and all five were accepted into our program. These students have continued in our program.

OthOtm 8: Highly valued by graduates and constituents
The program will be highly valued by its program graduates and other key constituencies it serves.

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

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

Standard Associations

**NASA/D Basic Standards**
15. The department supports opportunities for field experiences and internships
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

**General Education/Core Curriculum Associations**
2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking
6. Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts

Related Measures

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

Source of Evidence: Student course evaluations on learning gains made

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

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

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

Graduate School Preparation
Established in Cycle: 2011-2012
The department will investigate student satisfaction and implement change with regard to graduate school preparation activities ...

student satisfaction: professional experiences
Established in Cycle: 2011-2012
The department will investigate student satisfaction with regard to professionalization activities using more in-depth surveys f...

The chair will review the 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 27: ARH Graduating Senior Surveys- Prep for Graduate Studies
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 the graduating senior survey.

Finding (2012-2013) - Target: Not Reported This Cycle
The graduating senior survey was not employed during the 2012-13 year.
Related Action Plans (by Established cycle, then alpha):

The chair will review the 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 28: ARH Capstone Courses
We will assess this outcome by polling students as to whether or not a capstone course would benefit their studies and career plans. The results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected (from surveys) regarding the potential benefit of capstone courses.

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

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

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

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

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

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

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

General Education/Core Curriculum Associations

2 Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking
6 Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they
are represented in literature, philosophy, religion and the arts
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
11 Writing - SLO is related to building on students' competency in academic writing skills and aims to extend
those skills

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
2.1 Provide competitive salaries and benefits for faculty and staff.
2.3 Create new types of faculty and staff positions that reflect the changing role of technical, research,
creative, and clinical activities.
2.7 Expand the University's emphasis on global and cultural studies.
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.
3.13 Ensure the campus environment is safe for all members of the campus community.
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 29: PRO 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 will be collected.

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

As there were no recommendations in the accreditation report specific to the BA, there were no actions, and
thus there is no response to these actions.

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

Source of Evidence: Administrative measure - other

Target:
The department will continue its accreditation.

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

The department is accredited through 2018. No action needed.

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

Source of Evidence: Benchmarking

Target:
Data will be collected.

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

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

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

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

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

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

Relevant Associations:
Outcome 2 improvement action to be advanced (from 2010-11 report):
The department will continue to monitor any media attention received by our faculty and students, and will publish new
issues of The Loupe.

Standard Associations

**NASAD Basic Standards**
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
6. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
7. Students are encouraged to develop a consistent, personal direction and style.
8. The department supports opportunities for field experiences and internships.

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

**General Education/Core Curriculum Associations**
2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking.
8. Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts.
10. Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics.
11. Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills.

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.2 Increase the recognition of the University's service priorities that enhance the quality of life for all Alabamians.
2.7 Expand the University's emphasis on global and cultural studies.
2.8 Promote collaborative research approaches to address large scale problems of regional and national interest.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
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 Maintain Active Records**
The department will maintain an active record/database of local, regional and national news coverage related to student and faculty achievements in order to record its media presence. The number and types of news coverage will be listed.

Source of Evidence: Administrative measure - other

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

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

Source of Evidence: Administrative measure - other

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

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

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

**M 34: PRO Publications**
The department will implement a new feature of its paper and online publications “reader requests” and “letters to the editor” – in order to monitor the influence of the department in the community. Responses will be summarized and analyzed.

Source of Evidence: Administrative measure - other

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

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

The department modified its method of collecting data from its online/print newsletter to comments and "Likes" on our social media pages.

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

"Important for all artists": 253 views, 1 share, 3 likes
"The Grand Opening of the Dinah Washington Gallery": 151 views, 7 likes
"Cathy Pagani 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 "reade..."

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

**OthOtcn 11: Preparation and Placement in Graduate and Professional Opportunities**

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 be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11 Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13 Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14 Students are encouraged to develop a consistent, personal direction and style.
15 The department supports opportunities for field experiences and internships.

_SACS 3.3.1_

3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

**General Education/Core Curriculum Associations**

1 Computer - SLO is related to building on prior computing knowledge or expanding existing knowledge through the development and analysis of computer applications within the discipline.
2 Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking.
3 Freshman Composition - SLO is related to writing instruction, citation formatting, conventions of academic writing, audience awareness, varied rhetorical strategies, collaboration, and/or revision with attention to purpose, development, style, grammar, punctuation and spelling.
6 Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts.
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics.
11 Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills.

**Strategic Plan Associations**

_University of Alabama_

1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
3.14 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 35: PRO Post-Graduation Successes**
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 the assessment measure**

*Established in Cycle: 2011-2012*
The chair will review this assessment measure to see if it is an effective way of tracking post-graduation success.

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

**M 36: PRO Student Professional Development**
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: Administrative measure - other

**Target:**
Data will be collected.

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

**Data will be collected students regarding professionalization activities**

*Established in Cycle: 2011-2012*
Data will be collected on current Studio Art B.A. students who request help with and/or attend professionalization activities

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

**M 37: PRO Alumni Data**
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.*

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

**Relevant Associations:**
Outcome 4 improvement action to be advanced (from 2010-11 report):

The department will continue to implement new forms of technology in teaching.

**Standard Associations**

**NASA D Basic Standards**
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.
13. Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14. Students are encouraged to develop a consistent, personal direction and style

**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

**General Education/Core Curriculum Associations**

1. Computer - SLO is related to building on prior computing knowledge or expanding existing knowledge through the development and analysis of computer applications within the discipline

**Strategic Plan Associations**

- University of Alabama
- 3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
- 3.10 Continue to modernize information technology resources.

**Related Measures**

**M 38: PRO Instructor Technological Training**

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

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

**Target:**

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

**M 39: PRO 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 40: 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 direct measure of learning - other

**Target:**

Data will be collected from ARH or FA designated courses.

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

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

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

- 83.33% of students (30 total) exceeded expectations
- 13.88% of students (5 total) met expectations
- 0% of students (0 total) demonstrated basic proficiency
- 0% of students (0 total) demonstrated poor proficiency
- 2.77% of students (1 total) demonstrated no proficiency*

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

**Interpretations and Conclusions:**

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

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

**200-level ARH, summative assessment, factual information**

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

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

- **Measure:** ARH In-class Assessment | **Outcome/Objective:** Historical Background

**Implementation Description:** fact-based tests

**Projected Completion Date:** 07/2013

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

**Data will be collected and compiled.**

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

Relationships (Measure | Outcome/Objective):
Measure: PRO Benchmarks with other universities | Outcome/Objective: Accreditation with National Association of Schools of Art and Design

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

Relationships (Measure | Outcome/Objective):
Measure: PRO Student Professional Development | Outcome/Objective: Preparation and Placement in Graduate and Professional Opportunities
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 Publications | Outcome/Objective: Strong Local, Regional and National Presence
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Faculty will Review Assessment
Faculty will Review Assessment
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Projected Completion Date: 07/2013

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

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

Graduate School Preparation
The department will investigate student satisfaction and implement change with regard to graduate school preparation activities using the results from further in-depth surveys for students.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ARH Survey Results | Outcome/Objective: Highly valued by graduates and constituents
Implementation Description: electronic surveys
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Language of student learning outcomes; surveys
The department will investigate student satisfaction and learning with more in-depth surveys for faculty and students (regarding administration, student services, etc.). The chair of the Department of Art and Art History will also consider forming a student and/or faculty advisory committee in order to address the issue of student satisfaction. Finally, the department will consider re-phrasing some of its learning outcomes regarding the study of Art History, since the language in which they are currently written may be inaccessible to its primary constituents.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
**Relationships (Measure | Outcome/Objective):**

**Measure:** ARH Graduating Senior Surveys | **Outcome/Objective:** High level of recognized quality

**Implementation Description:** surveys; possible advisory committee

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

**No Action Required**

Faculty are doing an excellent job communicating the skills necessary for cogent written and verbal critique of projects. Students are engaging with the material and practicing it effectively in class. No action required at this time.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** ART Basic Critique Skills | **Outcome/Objective:** Formulation of Critiques

**Peer review; random instructor sampling**

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

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** ARH Students abilities to synthesize and critically analyze | **Outcome/Objective:** Historical Background

**Implementation Description:** peer review, random sampling

**Projected Completion Date:** 07/2013

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

**Relevance of Measure**

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

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** ARH Capstone Courses | **Outcome/Objective:** Highly valued by graduates and constituents

**Implementation Description:** Discussion between faculty and chair regarding relevance of measure

**Projected Completion Date:** 07/2013

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

**Student Satisfaction; Professional Experiences**

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

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** ARH Survey Results | **Outcome/Objective:** Highly valued by graduates and constituents

**Implementation Description:** surveys; possible formation of advisory committee

**Projected Completion Date:** 07/2013

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

**The Chair Will Establish an Advisory Group**

The department chair will form an advisory group based on recommendations from the faculty. The advisory group will consist of students in all of our undergraduate degree programs.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** PFO Advisory Group | **Outcome/Objective:** High level of recognized quality

**Implementation Description:** Students will be selected in the early fall of 2012. The chair will solicit input from the faculty. A group of more than 5 but less than 10 students will be chosen as members of the advisory group.

**Projected Completion Date:** 07/2013

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

**The Chair Will Review the 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 Graduating Senior Surveys | **Outcome/Objective:** High level of recognized quality

**Measure:** ARH Graduating Senior Surveys - Prep for Graduate Studies | **Outcome/Objective:** Highly valued by graduates and constituents
Further Action re: Capstone Courses

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

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

Relationships (Measure | Outcome/Objective):

Measure: ARH Capstone Courses | Outcome/Objective: Highly valued by graduates and constituents

Re-evaluation of Data Collection Methodology

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

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

Relationships (Measure | Outcome/Objective):

Measure: ARH Diagnostic Writing Assessment | Outcome/Objective: Written Communication Skills

Revision of measurement

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

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

Relationships (Measure | Outcome/Objective):

Measure: ARH Students abilities to synthesize and critically analyze | Outcome/Objective: Historical Background

Revision of measurement

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

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

Relationships (Measure | Outcome/Objective):

Measure: ARH General Knowledge Retention | Outcome/Objective: Historical Background
University of Alabama

Detailed Assessment Report
2011-2012 Studio Art B.A.
As of: 7/15/2014 12:08 PM 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: Historical Background
The department expects students to demonstrate an understanding of the broad history of art and to identify major styles and artworks through different historical periods.

Connected Documents
Grading Rubrics
Studio Art BA Curriculum Map

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

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

Standard Associations

<table>
<thead>
<tr>
<th>NASA Basic Standards</th>
</tr>
</thead>
<tbody>
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<td>1 Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.</td>
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<td>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.</td>
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<td>3 Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.</td>
</tr>
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<td>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.</td>
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<tr>
<td>5 Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.</td>
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<tr>
<td>6 Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.</td>
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<td>8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.</td>
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General Education/Core Curriculum Associations

| 2 Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking |
| 3 Freshman Composition - SLO is related to writing instruction, citation formatting, conventions of academic writing, audience awareness, varied rhetorical strategies, collaboration, and/or revision with attention to purpose, development, style, grammar, punctuation and spelling |
| 5 History - SLO is related to historical development and change over major periods of time and/or provides a survey of social, cultural, economic and political developments that have molded the modern world |
| 6 Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts |
| 10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics |
| 11 Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills |
Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 1: ARH In-class Assessment
Instructors use three to four direct assessments (image identification, multiple-choice, true/false, and short answer) in required survey art history classes (ARH 252 and 253) to evaluate specific knowledge about particular periods and works of art. A summary of these results will be provided.

Source of Evidence: Academic direct measure of learning - other

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

Finding (2011-2012) - Target: Met

Results Summary
ARH 253-001 test results (first exam) -- 106 students
44.30% of students (47 total) exceeded expectations
28.30% of students (30 total) met expectations
12.60% of students (13 total) demonstrated basic proficiency
10.30% of students (11 total) demonstrated poor proficiency
4.80% of students (5 total) demonstrated no proficiency

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

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

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

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

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

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

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

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

**M 2: ARH General Knowledge Retention**
The department administers a series of indirect assessments in the form of pre- and post-tests at the start and end of the semester to gauge students' abilities to retain general knowledge about the history of art. The results of the pre- and post-tests will be reported, as well as the percent increase from pre- to post-test. The department expects to see a 20% increase in knowledge.

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

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

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

**Results Summary**
These tests establish a baseline factual knowledge at the beginning of the semester compared with a baseline factual knowledge at the end of the semester. As such, these tests show students' (a) rate of learning and (b) knowledge retention.

*ARH Survey: Pre- and Post-test results (sections of ARH 253 as examples)*

**ARH 253 (Tucker)**
106 students enrolled
114 students enrolled

- Average Grade in August 2011: 56.60%
- Average Grade in December 2011: 78.60%
- Increase/change: 22%

**ARH 253 (Arnold)**
23 students enrolled
29 students enrolled

- Average Grade in August 2011: 56.20%
- Average Grade in December 2011: 79.20%
- Increase/change: 23%

**ARH 253 (Wegrzynowski)**
94 students enrolled
77 students enrolled

- Average Grade in August 2011: 58.60%
- Average Grade in December 2011: 80.70%
- Increase/change: 22.1%

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

Exceeded Expectations = 90-100pts (90 to 100% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

Met Expectations = 80-90 pts (80 to 90% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

Basic Proficiency = 70-80pts (70 to 80% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

Poor Proficiency = 60-70pts (60 to 70% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

No Proficiency = less than 60pts (less than 60% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

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

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

**Formative assessment; knowledge retention**
*Established in Cycle: 2011-2012*
During the 2013-13 cycle, the Department of Art and Art History will assess the format of its baseline tests (evaluating the que...
M 3: ARH Students abilities to synthesize and critically analyze
The department will "raise the bar" and implement a significant writing portion in each of its art history classes in order to examine students' abilities to synthesize and critically analyze – through writing – the information they are learning. The results of these assessments will be reported.

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

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

Finding (2011-2012) - Target: Met

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

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

ARH 263-001 (Tucker) First Essay Results (126 students)
35.61% of students (46 total) exceeded expectations
30.95% of students (39 total) met expectations
23.02% of students (29 total) demonstrated basic proficiency
8% of students (10 total) demonstrated poor proficiency
1.59% of students (2 total) demonstrated no proficiency

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

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

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

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

Connected Documents
Grading Rubrics
Studio Art BA Curriculum Map

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

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

Standard Associations

 NASAD Basic Standards
 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.
 7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
 8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
 10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.

Related Measures

M 4: ART Rubric Grading on basic projects
In ART 110 (Drawing I), students complete basic projects on 1-point perspective. These projects are graded using a rubric developed jointly by the department and the foundations instructors to demonstrate the pace and quality of students' progression through the foundations curriculum. A summary of the rubric results will be reported.

Source of Evidence: Project, either individual or group

Target:
Data will be collected.
**Finding (2011-2012) - Target: Met**

**Results Summary**
Students were asked to demonstrate their understanding of perspective by drawing from a still life set-up.

**ART 110 (C. Wiegrzymowski) Basic Perspective Exercise (12 Students)**
50% of students (6 total) exceeded expectations
50% of students (6 total) met expectations
0% of students (0 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated no proficiency

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

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

**Faculty will Review Assessment**
Established in Cycle: 2011-2012
Faculty will Review Assessment

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

Source of Evidence: Project, either individual or group

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

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

**Results Summary**
First, students worked together in groups to build cardboard structures to serve as still life set-ups. Next, students demonstrated their understanding of multiple-point perspective by drawing from these set-ups.

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

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

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

Source of Evidence: Project, either individual or group

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

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

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

Students were asked to create a black and white relief print in which they represent a space or an object from three views.

**ART 220 Printmaking (Marshall) Reinforced Perspective Exercise (15 Students)**
67% of students (13 total) exceeded expectations
13% of students (2 total) met expectations
0% of students (0 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated no proficiency

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

**ART 328 Digital Photography (Jordan) Reinforced Perspective Exercise (17 Students)**
65% of students (11 total) exceeded expectations
35% of students (6 total) met expectations
0% of students (0) total demonstrated basic proficiency
0% of students (0) total demonstrated poor proficiency
0% of students (0) total demonstrated no proficiency

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

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

**Connected Documents**
- Grading Rubrics
- Studio Art BA Curriculum Map

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

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

**Standard Associations**

- **NASA Basic Standards**
  2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
  3 Students will develop 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.
  7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields
  8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
  10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.

**Related Measures**

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

Source of Evidence: Project, either individual or group

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

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

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

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

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

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

Source of Evidence: Project, either individual or group

**Target:**
Data will be collected for an ART 131 (Design II) project in which students demonstrate understanding of the
elements and principles of three-dimensional design.

Finding (2011-2012) - Target: Met

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

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

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

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

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

Source of Evidence: Project, either individual or group

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

Finding (2011-2012) - Target: Met

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

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

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

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

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

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

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

Connected Documents
- Grading Rubrics
- Studio Art BA Curriculum Map

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

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

Standard Associations
- NASAD Basic Standards
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

**General Education/Core Curriculum Associations**
2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking
11. Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills

**Related Measures**

**M 10: ARH Rubric Grading According to Concept, Development, Organization and Language**

Art History instructors use a series of standardized rubrics to grade writing on the following points: concept, development, organization, and language. A summary of the rubric results will be reported.

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

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

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

**Results Summary**

**ARH 385-001 Essay Results (82 students)**
- 19.50% of students (16 total) exceeded expectations
- 37.80% of students (31 total) met expectations
- 35.30% of students (29 total) demonstrated basic proficiency
- 3.60% of students (3 total) demonstrated poor proficiency
- 3.60% of students (3 total) demonstrated no proficiency

**ARH 381-001 Essay Results (51 students)**
- 45.40% of students (23 total) exceeded expectations
- 41.10% of students (21 total) met expectations
- 11.76% of students (6 total) demonstrated basic proficiency
- 0.00% of students (0 total) demonstrated poor proficiency
- 1.96% of students (1 total) demonstrated no proficiency

**ARH 400W-001 Essay Results (33 students)**
- 21.21% of students (7 total) exceeded expectations
- 51.51% of students (17 total) met expectations
- 18.18% of students (6 total) demonstrated basic proficiency
- 3.03% of students (1 total) demonstrated poor proficiency
- 6.06% of students (2 total) demonstrated no proficiency

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

**M 11: ARH Peer Review Exercises**

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

Source of Evidence: Academic indirect indicator of learning - other

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

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

**Results Summary**

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

**ARH 400W-001 (Curzon) Peer Review Results (33 students)**
- 63.63% of students (21 total) exceeded expectations
- 24.24% of students (8 total) met expectations
- 18.18% of students (6 total) demonstrated basic proficiency
- 3.03% of students (1 total) demonstrated poor proficiency
- 0.90% of students (3 total) demonstrated no proficiency

*66% of "no proficiency" students (2 total) did not submit the assignment

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

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

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

**Target:**
Data from individual survey-level ARH and 200-level ART classes will be reported.

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

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

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

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

**ARH 253-001 (Tucker) First Essay Results (126 students)**
- 35.51% of students (46 total) exceeded expectations
- 30.96% of students (39 total) met expectations
- 23.02% of students (29 total) demonstrated basic proficiency
- 8% of students (10 total) demonstrated poor proficiency
- 1.59% of students (2 total) demonstrated no proficiency

**ARH 253-001 (Tucker) Second Essay Results (134 students)**
- 26.96% of students (35 total) exceeded expectations
- 41.04% of students (55 total) met expectations
- 20.14% of students (27 total) demonstrated basic proficiency
- 10.44% of students (14 total) demonstrated poor proficiency
- 2.23% of students (3 total) demonstrated no proficiency

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

**SLO 5: Formulation of Critiques**
The department expects our students to be able to formulate and verbalize cogent critiques of their own work and the work of others.

**Connected Documents**
- Grading Rubrics
- Studio Art BA Curriculum Map

**Relevant Associations:**
Student Learning Outcome 5 Improvement Action(s) to be advanced (from 2010-11 report):

Over 75% of students demonstrated proficiency in this area, hence teaching and learning were deemed acceptable. The department, however, seeks to "raise the bar.

**Standard Associations**

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

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

General Education/Core Curriculum Associations
1 Computer - SLO is related to building on prior computing knowledge or expanding existing knowledge through the development and analysis of computer applications within the discipline
2 Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking
5 History - SLO is related to historical development and change over major periods of time and/or provides a survey of social, cultural, economic and political developments that have molded the modern world
6 Humanities - SLO is related to students’ ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts
7 Literature - SLO is related to major intellectual and aesthetic ideas covering multiple genres over a broad historical/literary period
11 Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.3 Improve communication and increase collaboration among academic and administrative units.
1.5 Effectively use course offerings and class size to support priorities.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
3.5 Continue progress in achieving diversity among faculty, staff, students and administration.
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.

Related Measures

M 13: ART Basic Critique Skills
In foundations courses (ART 110, 130, 131, and 210), students are familiarized with basic critique skills in a series of individual and small group projects that are formally and informally evaluated by instructors. The results of these projects will be summarized.

Source of Evidence: Academic direct measure of learning - other

Target:
Data will be collected from foundations courses (ART 110, 130, 131, and 210).

Finding (2011-2012) - Target: Met

Results Summary
ART 110 (C. Wegrzynowski) Verbal Critique Exercise 12 Students
58.3 % of students (7 total) exceeded expectations
41.7 % of students (5 total) met expectations
0% of students (0 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated no proficiency

ART 130 (Rossow) Written/Verbal Critique Exercise 14 Students
57.1 % of students (8 total) exceeded expectations
21.4 % of students (3 total) met expectations
14.3 % of students (2 total) demonstrated basic proficiency
7.2% of students (1 total) demonstrated poor proficiency
0% of students (0 total) demonstrated no proficiency

ART 131 (Grimes) Written/Verbal Critique Exercise 9 Students
66.7 % of students (6 total) exceeded expectations
33.3 % of students (3 total) met expectations
0% of students (0 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated no proficiency

ART 131 (Grimes) Written/Verbal Critique Exercise 12 Students
58.3 % of students (7 total) exceeded expectations
25.0 % of students (3 total) met expectations
16.7% of students (2 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated no proficiency


ART 210 (Dooley) Written Critique Exercise 14 Students

50 % of students (7 total) exceeded expectations
7.1 % of students (1 total) met expectations
0% of students (0 total) demonstrated basic proficiency
28.6% of students (4 total) demonstrated poor proficiency
14.3% of students (2 total) demonstrated no proficiency

Interpretations and Conclusions

In all introductory (100 level) Foundations courses over 75% of students met expectations (50% exceeded expectations). Anecdotal evidence suggests that poor proficiency is often due to non-participation rather than inability or skill level. Grades are lower (50% still exceed expectations) in the 200 level courses suggesting that faculty expectations may increase at a higher rate than student performance. Performance at indicates that students are able form and defend coherent arguments, and demonstrate knowledge of aesthetic principles for both verbal and written assignments.

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

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

No Action Required

Established in Cycle: 2011-2012

Faculty are doing an excellent job communicating the skills necessary for cogent written and verbal critique of projects. Student...

M 14: ART Ability to Use the Language and Contexts of Advanced Aesthetic Critique

In upper level and specialized classes (ART 325 and ART 328), students are rigorously evaluated on their ability to use the language and contexts of advanced aesthetic critique through a series of in-class presentations and individual projects. The results of these evaluations will be summarized.

Source of Evidence: Academic direct measure of learning - other

Target:

Data will be collected from upper level and specialized classes (ART 325 Monotype/Manotype and ART 328 Digital Photo), on students’ ability to use the language and contexts of advanced aesthetic critique through a series of in-class presentations and individual projects. Evaluations of these assessments will be summarized.

Finding (2011-2012) - Target: Met

Results Summary

Students worked in small groups to discuss their work, then made presentations to the class as a whole. ART 325 Monotype/Monotype (Marshall) Critique Exercise (13 Students)

77% of students (10 total) exceeded expectations
15% of students (2 total) met expectations
0% of students (0 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
8% of students (1 total) demonstrated no proficiency

Students posted work to the Flickr website and performed a rubric-based, written peer assessment using the “comment” function.

ART 328 Digital Photography (Jordan) Critique Exercise (18 Students)

72% of students (13 total) exceeded expectations
23% of students (3 total) met expectations
0% of students (0 total) demonstrated basic proficiency
15% of students (2 total) demonstrated poor proficiency
0% of students (0 total) demonstrated no proficiency

Interpretations and Conclusions

Over 80% of students met or exceeded expectations on these projects. Students are able to use language and concepts to effectively articulate critique of their work and the work of others. The spread of the evaluations suggests that low scores may come from non-participation rather than inability to speak/write effectively.

M 15: ART Independent Critiques of Contemporary Artists

In upper level and specialized classes, students will undertake independent critiques of recognized artists working in the contemporary field. The results of these assessments will be summarized.

Source of Evidence: Academic direct measure of learning - other

Target:

Data will be collected from ART 309 (Navigating the Art World) an advanced, interdisciplinary studio art course in which students examine and critique their work, and the work of recognized artists, in the context of contemporary theory and practice.

Finding (2011-2012) - Target: Met

Results Summary

ART 309 (Marshall) Analysis of Contemporary Artists (22 Students)

55% of students (12 total) exceeded expectations
36% of students (8 total) met expectations
0% of students (0 total) demonstrated basic proficiency
4.5% of students (1 total) demonstrated poor proficiency
4.5% of students (1 total) demonstrated no proficiency

Interpretations and Conclusions
Over 90% of students met or exceeded expectations on this assignment. Students are able to effectively research the practice of recognized artists, analyze the work of these artists, and use this analysis to create a context for their own work. Students are also able to organize and present this research to their peers in a cogent manner.

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

**OthOtm 6: High 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 strengthen and classify the differences between the BA Studio and BFA degrees such that both degrees become (a) stronger and thus (b) more pedagogically effective.

**Standard Associations**

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

**General Education/Core Curriculum Associations**

2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking
6. Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts

**Strategic Plan Associations**

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
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 16: PRO Strengths from Program Review

A list of the strengths of the department from the most recent program review (specific to the BA in Studio Arts) will be reported.

Source of Evidence: Administrative measure - other

**Target:**

Data will be collected by the department chair.

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

Summary, Interpretation and Conclusions

Data was collected. Our strengths include the following:

1. The program develops the student's understanding of the technical, conceptual, and historical aspects of art and design.
2. The faculty has developed non-media-specific courses that emphasize written and verbal critical analysis.
3. The faculty has developed courses that provide breadth of experience and understanding.
4. Students are able to exhibit their work in galleries and non-traditional venues on and off campus.

M 17: PRO Opportunities for Improvement from Program Review

A list of the opportunities for improvement from the most recent program review (specific to the BA in Studio Art) will be reported.

Source of Evidence: Administrative measure - other

**Target:**

Data will be reported from our most recent program review.

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

Summary, Interpretation and Conclusions

There were no recommendations specific to the BA in studio art in the accreditation report.

M 18: PRO Recommendations

A list of recommendations (specific to the BA in Studio Art) will be reported.

Source of Evidence: Administrative measure - other

**Target:**

Data will be collected.

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

Summary, Interpretations, and Conclusions
There were no recommendations specific to the BA in studio art in the accreditation report.

**M 19: PRO List of Actions**

A list of actions in response to the recommendation (specific to the BA in Studio Art) will be reported.

Source of Evidence: Administrative measure - other

**Target:**
Data will be collected

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

Summary, Interpretations, and Conclusions

There were no recommendations specific to the BA in studio art in the accreditation report and thus no actions were needed.

**M 20: PRO Action Impacts**

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

Source of Evidence: Administrative measure - other

**M 21: ARH Graduating Senior Surveys**

Graduating seniors complete a survey, including a question asking them to rate the overall quality of the major. The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Client satisfaction survey (student, faculty)

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

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

**Results Summary**

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

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

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

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

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

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

6. Satisfaction with the helpfulness of office staff:
   - Very satisfied: 29% of respondents
   - Mostly satisfied: 36% of respondents
   - Adequate: 14% of respondents
   - Mostly unsatisfied: 0% of respondents
   - Completely unsatisfied: 21% of respondents

Students were asked to rate the overall quality of the major with regard to their learning (self-evaluation of learning outcomes):

1. How well are you able to demonstrate an understanding of the history of art and to identify major styles and artworks:
   - Very well: 17% of respondents
   - Well enough: 50% of respondents
   - Poorly: 17% of respondents
   - Not at all: 17% of respondents
2. How well are you able to demonstrate an understanding of fundamentals of one- and two-point perspective?
   Very well: 50% of respondents
   Well enough: 33% of respondents
   Poorly: 0% of respondents
   Not at all: 17% of respondents

3. How well are you able to demonstrate an understanding of the elements and principles of design?
   Very well: 67% of respondents
   Well enough: 17% of respondents
   Poorly: 0% of respondents
   Not at all: 17% of respondents

4. How well are you able to demonstrate effective written communication skills?
   Very well: 33% of respondents
   Well enough: 50% of respondents
   Poorly: 0% of respondents
   Not at all: 17% of respondents

5. How well are you able to demonstrate the ability to formulate and verbalize cogent critiques of your own work and the work of others?
   Very well: 60% of respondents
   Well enough: 20% of respondents
   Poorly: 20% of respondents
   Not at all: 0% of respondents

Interpretations and Conclusions
In all instances, less than 30% of respondents agreed that they were "very satisfied" with resources offered by the department and in one instance, around 20% of respondents were "completely unsatisfied" with resources in the department. With regard to student learning, responses vary, but roughly 80% of respondents felt that they could demonstrate the skills relevant to the discipline "very well" or "well enough." In two instances, however, 17% of respondents suggested that they could "not at all" demonstrate relevant skills. Obviously, with regard to the information culled from both parts of the survey, there exist issues that must be addressed by the department. Of note (in reference to student learning), the department should perhaps consider using different language to define learning outcomes such that the students actually understand the frameworks or principles that organize their learning (for instance, if the survey had asked whether or not students had learned that "different historians, different countries, etc. view and write history differently" instead of "historiography" or that ideas related to "feminism" or "race" are associated with the methodologies relevant to the study of art, their responses might have been different), since the information garnered from actual class results does not correspond with what the students perceived themselves to have learned.

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

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

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

**M 22: PRO Advisory Group**
The department will form an advisory group composed of students from both degrees. Reports from advisory group meetings will be summarized.

Source of Evidence: Administrative measure - other

**Target:**
An advisory group will be formed.

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

**Summary, Interpretations, and Conclusions**

No data has been gathered yet. An advisory group will be formed in fall 2012.

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

- **The chair will establish an advisory group**
  
  **Established in Cycle: 2011-2012**
  the department chair will form an advisory group based on recommendations from the faculty. The advisory group will consist of s...

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

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

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

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

**Standard Associations**

- **NASAD Basic Standards**
  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 specialties and media, including broad exposure to works of art.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
2 Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking
6 Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.

Related Measures

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

Source of Evidence: Administrative measure - other

Target:
Number of majors will be counted.

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

Number of majors are as follows (fall semesters only):

Fall 2009: 232
Fall 2010: 223
Fall 2011: 190

After several years of steady growth, our number of majors declined the past two years. We are recruiting more heavily for our degrees with the goal of increasing our majors. In addition, we had a proportionally larger number of students graduate between July 1, 2010 and June 30, 2011, which can account in part for the decrease in majors.

M 24: PRO Degrees Awarded
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, Interpretation and Conclusions

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

2009: 57
2010: 46
2011: 61

We are within ACHE viability standards.

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

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

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

Data was collected. We actively recruited at Bob Jones High School in Madison, AL. We invited students to exhibit their work in one of our galleries (the exhibition was juried by their teacher). We also offered to pay the application fee for any of the seniors who exhibited in the show AND applied to UA as an art major. There were five seniors in the exhibition. All five students applied and all five were accepted into our program.

We will continue these efforts at Bob Jones High School.

OthOtm 8: Highly valued by graduates and constituents
The program will be highly valued by its program graduates and other key constituencies it serves.
Relevant Associations:
Program Outcome 3 Improvement Action(s) to be advanced (from 2010-11 report):

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

Standard Associations

**NASAD Basic Standards**
15 The department supports opportunities for field experiences and internships

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

General Education/Core Curriculum Associations

2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking
6. Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts

Related Measures

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

Source of Evidence: Student course evaluations on learning gains made

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

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

**Results Summary**
On the graduating senior exit survey, respondents were asked how satisfied they were with the resources offered by the department with regard to professionalizing activity. The results were as follows:

- Very satisfied: 14% of respondents
- Mostly satisfied: 0% of respondents
- Adequate: 36% of respondents
- Mostly unsatisfied: 50% of respondents
- Completely unsatisfied: 0% of respondents

On the graduating senior exit survey, respondents were also asked the following question: "What kinds of post-graduate preparation (i.e. graduate school selection, professional development, etc.) should the Department of Art and Art History provide?" Responses to the question include the following:

1. I was satisfied with the amount of help I received in this area. With Craig as an adviser and the Career Center being super helpful, I was covered.
2. A lot more - sessions on how to apply for art history graduate school, careers in art history, etc. There should be more interaction between professors and students. There should be a way for students to do research easily and write lengthy papers to increase their chances of success after college.
3. Closer ties to businesses in the community of Tuscaloosa for graphics design opportunities
4. A bit more info about the art history grad schools would help
5. More knowledge among the undergraduate staff and advisers about the benefits of a graduate degree and what courses are available.
6. I know that in the art office there is information about graduate schools, but it's not very obvious or talked about; I found it on my own. So I think more emphasis on graduate school at all.
7. More inclusion in the artwork that goes into the university. I think that students should be much more involved in setting up the galleries and planning what pieces the university takes and broadcasts.
8. I would have loved to have information about how to enter the art history field after graduation. This could have taken the form of job fairs, careers talks, better advisory sessions, trips offered to museums/etc. Secondly, I got very little instruction about how to go about pursing my studies outside of the personal contacts I sought out for advice.

**Interpretations and Conclusions**
With 50% of respondents being "mostly unsatisfied" with the resources being offered by the department with regard to professionalizing activity, there is clearly a lack (perceived or otherwise) of support for students being offered in this area.

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

**Graduate School Preparation**

*Established in Cycle: 2011-2012*

The department will investigate student satisfaction and implement change with regard to graduate school preparation activities ...

**Student Satisfaction: Professional Experiences**

*Established in Cycle: 2011-2012*

The department will investigate student satisfaction with regard to professionalization activities using more in-depth surveys f...

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

**M 27: ARH Graduating Senior Surveys- Prep for Graduate Studies**
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 the graduating senior survey.

Finding (2011-2012) - Target: Met

Results Summary
On the graduating senior exit survey, respondents were also asked the following question: "What kinds of post-graduate preparation (i.e. graduate school selection, professional development, etc.) should the Department of Art and Art History provide?" Responses to the question include the following:

1. I was satisfied with the amount of help I received in this area. With Craig as an adviser and the Career Center being super helpful, I was covered.
2. A lot more - sessions on how to apply for art history graduate school, careers in art history, etc. There should be more interaction between professors and students. There should be a way for students to do research easily and write lengthy papers to increase their chances of success after college.
3. Closer ties to businesses in the community of Tuscaloosa for graphics design opportunities
4. A bit more info about the best Art History grad schools would help
5. More knowledge among the undergraduate staff and advisers about the benefits of a graduate degree and what courses are available.
6. I know that in the art office there is information about graduate schools, but its not very obvious or talked about; I found it on my own. So I think more emphasis on graduate school at all.
7. More inclusion in the artwork that goes into the university. I think that students should be much more involved in setting up the galleries and planning what pieces the university takes and broadcasts.
8. I would have loved to have information about how to enter the art history field after graduation. This could have taken the form of job fairs, careers talks, better advisory sessions, trips offered to museums/etc.

Secondly, I got very little instruction about how to go about pursing my studies outside of the personal contacts I sought out for advice.

Students were asked to rate the overall quality of their learning with regard to the learning outcomes (i.e. preparation for graduation) established by the Department of Art and Art History

1. How well are you able to demonstrate an understanding of the history of art and to identify major styles and artworks.
   Very well: 17% of respondents
   Well enough: 50% of respondents
   Poorly: 17% of respondents
   Not at all: 17% of respondents

2. How well are you able to demonstrate an understanding of fundamentals of one- and two-point perspective?
   Very well: 60% of respondents
   Well enough: 33% of respondents
   Poorly: 0% of respondents
   Not at all: 17% of respondents

3. How well are you able to demonstrate an understanding of the elements and principles of design?
   Very well: 67% of respondents
   Well enough: 17% of respondents
   Poorly: 0% of respondents
   Not at all: 17% of respondents

4. How well are you able to demonstrate effective written communication skills?
   Very well: 33% of respondents
   Well enough: 50% of respondents
   Poorly: 0% of respondents
   Not at all: 17% of respondents

5. How well are you able to demonstrate the ability to formulate and verbalize cogent critiques of your own work and the work of others?
   Very well: 60% of respondents
   Well enough: 20% of respondents
   Poorly: 20% of respondents
   Not at all: 0% of respondents

Interpretations and Conclusions
Responses to the open-ended question regarding preparedness for graduate school, etc. indicate that the Department of Art and Art History could be doing much more to prepare its students (in terms of selection, application process, etc.) for graduate school. With regard to student learning (i.e. preparedness for life after graduation), responses vary, but roughly 80% of respondents felt that they could demonstrate the skills relevant to the discipline "very well" or "well enough." In two instances, however, 17% of respondents suggested that they could "not at all" demonstrate relevant skills. Obviously, with regard to the information culled from both parts of the survey, there exist issues that must be addressed by the department. Of note (in reference to student learning), the department should perhaps consider using different language to define learning outcomes such that the students actually understand the frameworks or principles that organize their learning (for instance, if the survey had asked whether or not students had learned that "different historians, different countries, etc. view and write history differently" instead of "historiography" or that ideas related to "feminism" or "race" are associated with the methodologies relevant to the study of art; their responses might have been different), since the information garnered from actual class results does not correspond with what the students perceived themselves to have learned.

M 28: ARH Capstone Courses
We will assess this outcome by polling students as to whether or not a capstone course would benefit their studies and career plans. The results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected (from surveys) regarding the potential benefit of capstone courses.
Finding (2011-2012) - Target: Not Met

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

Interpretations and Conclusions
After launching a succession of surveys for graduating students, the Department of Art and Art History felt as though it needed to further assess the relevance (usefulness, timeliness, etc.) of the information that it was collecting before beginning a new poll.

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

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

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

OthOtom 9: Accreditation with National School of Art and Design
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 specialties and media, including broad exposure to works of art.
5 Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
6 Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9 Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11 Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
13 Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14 Students are encouraged to develop a consistent, personal direction and style.
15 The department supports opportunities for field experiences and internships

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

General Education/Core Curriculum Associations
2 Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking
6 Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
11 Writing - SLO is related to building on students' competency in academic writing skills and aims to extend these skills

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
2.1 Provide competitive salaries and benefits for faculty and staff.
2.3 Create new types of faculty and staff positions that reflect the changing role of technical, research, creative, and clinical activities.
2.7 Expand the University's emphasis on global and cultural studies.
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.
3.13 Ensure the campus environment is safe for all members of the campus community.
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 29: PRO 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 will be collected.

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

As there were no recommendations in the accreditation report specific to the BA, there were no actions, and thus there is no response to these actions.

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

Source of Evidence: Administrative measure - other

Target:
The department will continue its accreditation.

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

The department is accredited through 2018. No action needed.

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

Source of Evidence: Benchmarking

Target:
Data will be collected.

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

Data will be collected for analysis.

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

Data will be collected and compiled.

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

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

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

Relevant Associations:
Outcome 2 improvement action to be advanced (from 2010-11 report):

The department will continue to monitor any media attention received by our faculty and students, and will publish new issues of The Loupe.

Standard Associations

NASAD Basic Standards
1 Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2 Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3 Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4 The department offers experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
5 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
13 Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14 Students are encouraged to develop a consistent, personal direction and style.
The department supports opportunities for field experiences and internships.

**SACS 3.3.1**
- 3.3.1.1 Educational programs, to include student learning outcomes
- 3.3.1.4 Research within its educational mission
- 3.3.1.5 Community/public service within its educational mission

**General Education/Core Curriculum Associations**

2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking.

6. Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts.

10. Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics.

11. Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills.

**Strategic Plan Associations**

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.

1.2 Increase the recognition of the University's service priorities that enhance the quality of life for all Alabamians.

2.7 Expand the University's emphasis on global and cultural studies.

2.8 Promote collaborative research approaches to address large scale problems of regional and national interest.

3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.

3.4 Increase involvement of undergraduate students in research and scholarly activities.

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

Source of Evidence: Administrative measure - other

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

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

**Summary, Interpretations and Conclusions**

The department maintains an active website: http://art.ua.edu. 100% of the department's activities were posted on the website.

The department published three issues of The Loupe, our newsletter. Print circulation for each issue was 200 copies and a pdf version was sent to a mailing list of 300 addresses.

The department will continue to maintain the website; a new issue of The Loupe is in press.

**M 34: PRO Publications**
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 “reade…”

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

OthOtcm 11: Preparation and Placement in Graduate and Professional Opportunities
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

NASA Standard
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 be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
4 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
5 Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
6 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.
7 Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
8 Students are encouraged to develop a consistent, personal direction and style.
9 The department supports opportunities for field experiences and internships.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

General Education/Core Curriculum Associations

1 Computer - SLO is related to building on prior computing knowledge or expanding existing knowledge through the development and analysis of computer applications within the discipline.
2 Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking.
3 Freshman Composition - SLO is related to writing instruction, citation formatting, conventions of academic writing, audience awareness, varied rhetorical strategies, collaboration, and/or revision with attention to purpose, development, style, grammar, punctuation and spelling.
4 Humanities - SLO is related to students’ ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts
5 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
6 Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills.

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
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 35: PRO Post-Graduation Successes
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 the assessment measure
Established in Cycle: 2011-2012
The chair will review this assessment measure to see if it is an effective way of tracking post-graduation success.

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

**M 36: PRO Student Professional Development**
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: Administrative measure - other

**Target:**
Data will be collected.

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

**Summary, Interpretations, and Conclusions**
No data was collected.

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

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

**M 37: PRO Alumni Data**
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.

**OthOtcms 12: Technology 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**
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.
13 Students are afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
14 Students are encouraged to develop a consistent, personal direction and style

**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

**General Education/Core Curriculum Associations**
1 Computer - SLO is related to building on prior computing knowledge or expanding existing knowledge through the development and analysis of computer applications within the discipline

**Strategic Plan Associations**
University of Alabama
3.8 Equip classrooms, libraries, and laboratories for state-of-the-art learning.
3.10 Continue to modernize information technology resources.

**Related Measures**

**M 38: PRO Instructor Technological Training**
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 new assistant professors attended the Learner-Centered College workshop in the fall of 2011.
100% of our assistant professors have attended previous workshops.

M 39: 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 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 40: 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 direct measure of learning - other

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

Finding (2011-2012) - Target: Met
Results Summary
Students were given a series of analytic and qualitative questions to guide their review of six (6) of their peers’ works.

ARH 400W-001 (Curzon) Peer Review Results (33 students)
63.63% of students (21 total) exceeded expectations
24.24% of students (8 total) met expectations
18.18% of students (6 total) demonstrated basic proficiency
3.03% of students (1 total) demonstrated poor proficiency
9.09% of students (3 total) demonstrated no proficiency
*66% of “no proficiency” students (2 total) did not submit the assignment

Interpretations and Conclusions

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

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

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

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

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

Relationships (Measure | Outcome/Objective):
Measure: ARH In-class Assessment | Outcome/Objective: Historical Background

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

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

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

Relationships (Measure | Outcome/Objective):
Measure: PRO Benchmarks with other universities | Outcome/Objective: Accreditation with National School of Art and Design

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 students regarding professionalization activities**

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

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: Medium

**Relationships (Measure | Outcome/Objective):**

Measure: PRO Student Professional Development | Outcome/Objective: Preparation and Placement in Graduate and Professional Opportunities

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 Publications | Outcome/Objective: Strong Local, Regional and National Presence

Projected Completion Date: 07/2013

Responsible Person/Group: Department of Art and Art History

**Faculty will Review Assessment**

Faculty will Review Assessment

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

**Relationships (Measure | Outcome/Objective):**

Measure: ART Rubric Grading on basic projects | Outcome/Objective: Fundamentals of Perspective

Projected Completion Date: 07/2013

**Formative assessment; knowledge retention**

During the 2013-13 cycle, the Department of Art and Art History will assess the format of its baseline tests (evaluating the questions pertinent to student experience and eliminating those that are not) and discuss the inclusion of a diagnostic writing portion.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: Medium

**Relationships (Measure | Outcome/Objective):**

Measure: ARH General Knowledge Retention | Outcome/Objective: Historical Background

Implementation Description: Possible creation of new questions and addition of writing portion.

Projected Completion Date: 07/2013

Responsible Person/Group: Department of Art and Art History

**Graduate School Preparation**

The department will investigate student satisfaction and implement change with regard to graduate school preparation activities using the results from further in-depth surveys for students.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

**Relationships (Measure | Outcome/Objective):**

Measure: ARH Survey Results | Outcome/Objective: Highly valued by graduates and constituents

Implementation Description: electronic surveys

Projected Completion Date: 07/2013

Responsible Person/Group: Department of Art and Art History

**Language of student learning outcomes; surveys**

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

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

**Relationships (Measure | Outcome/Objective):**

Measure: ARH Graduating Senior Surveys | Outcome/Objective: High level of recognized quality

Implementation Description: surveys; possible advisory committee

Responsible Person/Group: Department of Art and Art History

**No Action Required**

Faculty are doing an excellent job communicating the skills necessary for cogent written and verbal critique of projects.
Students are engaging with the material and practicing it effectively in class. No action required at this time.

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

Relationships (Measure | Outcome/Objective):
Measure: ART Basic Critique Skills | Outcome/Objective: Formulation of Critiques

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

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

Relationships (Measure | Outcome/Objective):
Measure: ARH Students abilities to synthesize and critically analyze | Outcome/Objective: Historical Background

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

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

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

Relationships (Measure | Outcome/Objective):
Measure: ARH Capstone Courses | Outcome/Objective: Highly valued by graduates and constituents

Implementation Description: Discussion between faculty and chair regarding relevance of measure
Projected Completion Date: 07/2013
Responsible Person/Group: The Department of Art and Art History

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

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

Relationships (Measure | Outcome/Objective):
Measure: ARH Survey Results | Outcome/Objective: Highly valued by graduates and constituents

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

The chair will establish an advisory group
the department chair will form an advisory group based on recommendations from the faculty. The advisory group will consist of students in all of our undergraduate degree programs.

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

Relationships (Measure | Outcome/Objective):
Measure: PRO Advisory Group | Outcome/Objective: High level of recognized quality

Implementation Description: Students will be selected in the early fall of 2012. The chair will solicit input from the faculty. A group of more than 5 but less than 10 students will be chosen as members of the advisory group.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

The chair will review the 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 Post-Graduation Successes | Outcome/Objective: Preparation and Placement in Graduate and Professional Opportunities

Implementation Description: The chair will review the data.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History
Additional Resources: None
Curriculum Map I (Student Learning Outcomes)

<table>
<thead>
<tr>
<th>Course</th>
<th>ART 110</th>
<th>ART 130</th>
<th>ART 131</th>
<th>ART 210</th>
<th>ART 252</th>
<th>ART 253</th>
<th>ARH 254</th>
<th>ARH 256</th>
<th>ARH 381</th>
<th>ARH 385</th>
<th>ARH 400</th>
<th>ARH 481</th>
<th>ARH 375</th>
<th>ART 216</th>
<th>ART 328</th>
<th>ART 220</th>
<th>ART 309</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
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<td>X (introduced)</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
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<td>X (introduced)</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
</tr>
</tbody>
</table>

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

The department expects students to demonstrate an understanding of fundamentals of one- and two-point perspective.

The department expects students to demonstrate an understanding of the elements and principles of design.

The department expects our students to demonstrate effective written communication skills.

The department expects our students to be able to formulate and verbalize cogent critiques of their own work and the work of others.

Curriculum Map II (Assessment Measures)

<table>
<thead>
<tr>
<th>Course</th>
<th>ART 110 (Spring) C. Wognowski</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic (one-point) perspective drawing exercise with graphite, exercises that combine media or materials to demonstrate perspective across different contexts</td>
</tr>
<tr>
<td></td>
<td>Diagnostic graded writing assignment (Exhibition review/respond/written critique)</td>
</tr>
<tr>
<td></td>
<td>Small group critique exercise</td>
</tr>
<tr>
<td>Course 3</td>
<td>ART 130 (Spring)</td>
</tr>
<tr>
<td>Course 3</td>
<td>ART 131 (Spring)</td>
</tr>
<tr>
<td>Course 4</td>
<td>ART 210 (Spring)</td>
</tr>
<tr>
<td>Course 5</td>
<td>ARH 253 (Fall)</td>
</tr>
<tr>
<td>Course 7</td>
<td>ARH 385 (Fall)</td>
</tr>
<tr>
<td>Course 7</td>
<td>ARH 400 (Spring)</td>
</tr>
<tr>
<td>Course 9</td>
<td>ART 220 (Fall)</td>
</tr>
<tr>
<td>Course 10</td>
<td>ART 328 (Fall)</td>
</tr>
<tr>
<td></td>
<td>Exceeds Expectations (90-100 points)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Thesis/Argument</strong></td>
<td>Provides a sophisticated thesis that controls the essay and demonstrates independent thinking</td>
</tr>
<tr>
<td><strong>Concepts</strong></td>
<td>Offers insightful interpretation of texts/materials; shows impressive command of interpretive and conceptual tasks required by assignment</td>
</tr>
<tr>
<td><strong>Development and Support</strong></td>
<td>Supports all claims and ideas with appropriate, fully analyzed examples and compelling, insightful arguments; ideas are supported by reliable and relevant evidence based on original research</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Shows persuasive logical development and organization throughout; paragraph structure is clear and easy to follow; clear, strong transitions advance the argument; causal connections between ideas are evident</td>
</tr>
<tr>
<td>Language</td>
<td>Maintains a distinctive voice and consistent viewpoint that incorporates appropriate and varied style; shows mastery of the conventions of written English and manuscript format, making at most a few minor technical errors; clear and effective command of art historical terminology/conventions.</td>
</tr>
<tr>
<td></td>
<td>Exceeds Expectations (90-100 points)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td><strong>Basic Conventions of Perspective</strong> (In order to encourage risk taking and self-challenge, percentages may vary depending on whether assignment is formative or summative)</td>
<td>80-100 percent accuracy according to basic rules of perspective (parallel lines appear to recede in space; circles in perspective shown as accurate, symmetrical ellipses; use of horizontal and vertical grids; etc.).</td>
</tr>
<tr>
<td><strong>Completion</strong></td>
<td>90-100%</td>
</tr>
<tr>
<td><strong>Scale and Proportion</strong></td>
<td>Drawing shows correct proportions and measurements (demonstrable by actually measuring object) student is able to use sighting tools such as viewfinder or pencil to measure objects being rendered.</td>
</tr>
<tr>
<td><strong>Composition (selection of elements to represent, placement of these elements on page)</strong></td>
<td>Student has used the entire page of paper, student has represented between 60-90 percent of still life, unnecessary information has been eliminated or drawn in a manner that creates logical hierarchy, viewer’s eye moves fluidly around the page.</td>
</tr>
<tr>
<td><strong>Use of Line (Understanding of Materials)</strong></td>
<td>A variety of line weights and qualities that work to together to show space and volume, line shows details of object placement and interaction, student varies line by controlling pressure, rotation, speed, etc. with assigned drawing material.</td>
</tr>
<tr>
<td><strong>Performance During Work</strong></td>
<td>Student brings all</td>
</tr>
<tr>
<td>Session (Attitude and Participation)</td>
<td>necessary materials, is focused and working for duration of assignment, takes minimal breaks, requires minimal assistance from instructor but may ask for clarification or bring up more advanced questions.</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Critical Assessment/participation in critique (written or verbal)</td>
<td>Student can point to specific areas of drawing to make points, uses vocabulary accurately, asks meta-level questions about seeing and perspective, relates perspective drawing to other methodological approaches and art forms.</td>
</tr>
<tr>
<td>Exceeds Expectations (90-100pts)</td>
<td>Meets Expectations (80-90pts)</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Design Concept</strong></td>
<td></td>
</tr>
<tr>
<td>Students has carefully observed and considered multiple aspects of chosen space (light, size, visibility, access, etc). Student has chosen materials that relate to an aspect of the space (complement or contrast). Project demonstrates student’s understanding and synthesis of most/all formal principles (used previously in earlier projects) such as texture, rhythm, weight, etc. Student has used multiple dimensions (length, width, depth, time). Design is abstract not representational.</td>
<td>Student has considered one or two aspects of chosen space. Shows evidence of understanding and synthesis of some formal principles. Material choice shows some relation to space. (Proposal exhibits “exceeds expectations” level characteristics overall but has a few weak areas).</td>
</tr>
<tr>
<td><strong>Proposal (planning, time management, fulfilling contract)</strong></td>
<td>Submitted on time. Anticipates details of project. All contractual obligations are carefully laid out. Intent is clearly evident either through words, pictures, or a combination of the two. Proposal is precise and accurate. Student has anticipated problems that could arise and communicates well with instructor about aspects of project across timeline.</td>
</tr>
<tr>
<td><strong>Craftsmanship (Design Execution)</strong></td>
<td>Proposal demonstrates understanding of materials, use of materials expresses intent, student has strong hand skills, project demonstrates student’s ability to use shop tools effectively, project shows excellent attention to detail and high level of finish.</td>
</tr>
<tr>
<td><strong>Performance During Work Sessions (Attitude and Participation)</strong></td>
<td>Student plans well, brings necessary materials to class, works both in and out of class, respects school property and community tools, cleans up work area promptly, is helpful and considerate of others.</td>
</tr>
<tr>
<td>Critical Assessment (self and peer) articulation of design concepts through verbal critique (final critique)</td>
<td>other students, willing to share tips and skills with others, willing to commit time and effort to realize idea.</td>
</tr>
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<tr>
<td>Student is present and offers well considered comments during critiques, is able to comment on work that differs from their own, makes analysis based on observations of self and others work, is able to point to specific details of work and/or examples from previous classes to support their comments during critique.</td>
<td>Student exhibits some but not all “exceeds expectations” level behaviors.</td>
</tr>
<tr>
<td></td>
<td>Exceeds Expectations (90-100 points)</td>
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<tr>
<td>Basic Conventions of Perspective (In order to encourage risk taking and self-challenge, percentages may vary depending on whether assignment is formative or summative)</td>
<td>80-100 percent accuracy according to basic rules of perspective (parallel lines appear to recede in space; circles in perspective shown as accurate, symmetrical ellipses; use of horizontal and vertical grids; etc.)</td>
</tr>
<tr>
<td>Completion</td>
<td>90-100%</td>
</tr>
<tr>
<td>Scale and Proportion</td>
<td>Drawing shows correct proportions and measurements (demonstrable by actually measuring object) student is able to use sighting tools such as viewfinder or pencil to measure objects being rendered.</td>
</tr>
<tr>
<td>Composition (selection of elements to represent, placement of these elements on page)</td>
<td>Student has used the entire page of paper, student has represented between 60-90 percent of still life, unnecessary information has been eliminated or drawn in a manner that creates logical hierarchy, viewer’s eye moves fluidly around the page.</td>
</tr>
<tr>
<td>Use of Line (Understanding of Materials)</td>
<td>A variety of line weights and qualities that work to together to show space and volume, line shows details of object placement and interaction, student varies line by controlling pressure, rotation, speed, etc. with assigned drawing material</td>
</tr>
<tr>
<td>Performance During Work Session (Attitude and Participation)</td>
<td>Student brings all necessary materials, is focused and working for duration of assignment, takes minimal breaks, requires minimal</td>
</tr>
<tr>
<td>Critical Assessment (written or verbal)</td>
<td>Student can point to specific areas of drawing to make points, uses vocabulary accurately, asks meta-level questions about seeing and perspective, relates perspective drawing to other methodological approaches and art forms.</td>
</tr>
<tr>
<td>AREA</td>
<td>Exceeds Expectations (90-100pts)</td>
</tr>
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<tr>
<td>Concept/Approach (evidenced through finished work and discussion)</td>
<td>All aspects of drawing work together, student can articulate path of choices or accurately analyze results of intuitive/spontaneous decisions. Student uses specific details to make points, uses vocabulary accurately, shows understanding of history of representing the human form through drawing.</td>
</tr>
<tr>
<td>Observation Skills</td>
<td>Drawing shows correct proportions and measurements, strong understanding of human anatomy, foreshortening, detailed understanding of behavior of materials in physical environment (e.g. soft materials compress when weight is placed on them, gravity causes flesh to droop and sag, etc.)</td>
</tr>
<tr>
<td>Understanding of Materials</td>
<td>Skilled media handling to create a range of desired effects, student manipulates tools expertly, controlling pressure, rotation, speed, etc. with chosen drawing material. Media choices demonstrate understanding of inherent properties of materials.</td>
</tr>
<tr>
<td>Composition/Formal Qualities</td>
<td>Student has effectively addressed entire drawing surface, effectively used light/dark, texture, line weight/quality, rhythm, balance, etc. Drawing shows understanding of 2D and 3D space including overlapping, transparency, intersection, etc. All aspects of drawing are integrated into whole.</td>
</tr>
<tr>
<td>Critical Assessment (written or verbal)</td>
<td>Student can point to specific areas of drawing to make points, uses vocabulary accurately, asks metalevel questions about seeing and perspective, relates perspective drawing to other methodological approaches and art forms.</td>
</tr>
</tbody>
</table>
**ARH Undergraduate Knowledge Testing Basic Grade Definitions**

*Exceeded Expectations* = 90-100pts (90 to 100% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

*Met Expectations* = 80-90 pts (80 to 90% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

*Basic Proficiency* = 70-80pts (70 to 80% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

*Poor Proficiency* = 60-70pts (60 to 70% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

*No Proficiency* = less than 60 pts (less than 60% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)

**ARH Undergraduate Peer Review Basic Grade Definitions**

*Exceeded Expectations* = 90-100pts (student made exceptional effort to understand and comment upon a peer’s work with regard to concepts, spelling, grammar, style, etc.)

*Met Expectations* = 80-90 pts (student made average effort to understand and comment upon a peer’s work with regard to concepts, spelling, grammar, style, etc.)

*Basic Proficiency* = 70-80pts (student’s skills at understanding the process of peer review and thus his or her ability to understand and comment upon a peer’s work with regard to concepts, spelling, grammar, style, etc. are still developing)

*Poor Proficiency* = 60-70pts (student shows little proficiency at reviewing a peer’s paper with regard to concepts, spelling, grammar, style, etc.)

*No Proficiency* = less than 60 pts (student shows no ability to review a peer’s paper with regard to concepts, spelling, grammar, style, etc.)

**ART Undergraduate Advanced/Upper-Level/Specialized Media Basic Grade Definitions**

*Exceeded Expectations* = 90-100 pts (student demonstrates a unified sense of composition with regard to line, has a clear sense of decision-making with regard to conceptual elements and their implementation, uses tools and media in a variety of ways and shows aplomb with media-specific techniques, and as such produces a superlative end product)

*Met Expectations* = 80-90 pts (student demonstrates a good sense of composition with regard to line, exercises some firm decision-making with regard to concept and implementation, uses tools and media efficiently and shows efficiency in media-specific techniques, and as such produces a good end product)

*Basic Proficiency* = 70-80 pts (student demonstrates a unified composition NOT based on line or a very poor line-based composition, little evidence of research into concept and implementation, developing sense for the use of tools and media and little efficiency in media-specific techniques, and as such produces a mediocre end product)

*Poor Proficiency* = 60-70 pts (student is missing or has not completed required compositional elements, demonstrates no evidence of research with regard to concept and implementation, uses tools and media poorly and shows poor efficiency in media-specific techniques, and as such produces a poor end product)

*No Proficiency* = less than 60 pts (student does not complete assignment or shows no evidence of effort to develop proficiency in media area)

**ART Undergraduate Advanced/Upper-Level/Specialized Media Basic Grade Definitions for Critique Exercises**

*Exceede dexpectations:* 90-100 pts (student’s commentary show both observation and analysis, student uses details to draw conclusions, asks questions to stimulate discussion, is able to interpret and integrate points made by others when suggesting improvements, etc.)

*Met expectations:* 80-90 pts (student’s comments tend to focus on either observation or analysis, may offer suggestions to resolve problems, offers feedback from within the student’s own point of view, etc.)

*Basic proficiency:* 70-80 pts (student offers comments only sometimes, offers only simple observations or offers
interpretation unsupported by detail, student performs no analysis of self or work of others, student tries to tell others how to do their work, etc.)  
**Poor proficiency:** 60-70 pts (student speaks rarely, adds no new information, voices only opinions unsupported by detail or argument, offers excessive and irrelevant commentary, etc.)  
No proficiency: 0-60 pts (student is repeatedly absent or never speaks, is hostile and negative, shows no effort at collaboration, etc.)