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 on 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 implementing 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 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 (BA/BFA show, BFA review, Scholarship review).
- Begun discussing ways to differentiate the BA from the BFA, and create a strong peer community of BFA students. Possibilities include special course work, support, and activities beyond the BFA review, that are open only to declared BFA majors.

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

- BFA Studio Arts Curriculum Map
- Grading Rubrics

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.
7. 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

**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 context, 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.

**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 1: ARH Specific Knowledge about Particular Periods**

Instructors use three to four direct assessments (image identification, multiple-choice, true/false, and short answer) in required survey art history classes (ARH 252, 253 and/or to evaluate specific knowledge about particular periods and works of art. The results of the assessments will be summarized.

Source of Evidence: Academic direct measure of learning - other

**Target:**

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

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

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

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

*Established in Cycle: 2011-2012*

For the 2012-13 cycle, students will continue to gain knowledge and be assessed according to this format.

During the 2012-13 cy...

**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...**

**Formative assessment; knowledge retention**

*Established in Cycle: 2011-2012*

During the 2013-13 cycle, the Department of Art and Art History will assess the format of its baseline tests (evaluating the que...**

**Revision of Measurement**

*Established in Cycle: 2012-2013*

The variation in findings for the 2012/13 cycle suggests that the measure should be adjusted to account for students entering wi...

**M 3: ARH Students abilities to synthesize and critically analyze**

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

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

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

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

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

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

**SLO 2: Drawing from Observation**
The department expects students to complete a series of drawing exercises based on observing objects in the world around them.

**Connected Documents**
- BFA Studio Arts Curriculum Map
- Grading Rubrics

**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*

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.

*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
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

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

**Related Measures**

**M 4: ART Rubric Grading on 2D projects**
In ART 130 (Design I) and ART 110 (Drawing I) students complete projects exploring the foundations of two-dimensional design and representation. 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 110 (Drawing I) projects in which students demonstrate an understanding of basic perspective.

**M 5: ART Rubric Grading on 3D Projects**
In ART 131 (Design II), students complete 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:**
(2012-2013) Data will be collected from ART 131 (Design II) projects in which students demonstrate their understanding of perspective three-dimensional objects (see below). (2012-2013) 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.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.
Review and Update Assessment Measure
Established in Cycle: 2011-2012
Faculty will meet to review and discuss this measure. Faculty will eliminate the measure and implement a measure that is conside...

M 6: 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 3: Understanding the Principles of Design
The department expects students to demonstrate an understanding of the elements and principles of design.

Connected Documents
BFA Studio Arts Curriculum Map
Grading Rubrics

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
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.
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
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.

Related Measures

M 4: ART Rubric Grading on 2D projects
In ART 130 (Design I) and ART 110 (Drawing I) students complete projects exploring the foundations of two-dimensional design and representation. 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 5: ART Rubric Grading on 3D Projects
In ART 131 (Design II), students complete 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 from ART 131 (Design II) projects in which students demonstrate their understanding of the elements and principles of three-dimensional design.

M 6: 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**
- BFA Studio Arts Curriculum Map
- Grading Rubrics

**Relevant Associations:**

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

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

**Standard Associations**

- **NASAD Basic Standards**
  1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
  2. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
  3. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
  4. 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

- **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
- 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
- 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 7: 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: Academic direct measure of learning - other

**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 8: ARH Peer Review Exercises**

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

Source of Evidence: Academic direct measure of learning - other

**Target:**

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

**M 9: ARH, ART Diagnostic Writing Assessment**

Students in 200-level ART and ARH 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/200-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 of the peer-reve...

**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**
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 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.
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. SACS 3.3.1 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.
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.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.6 Promote leadership development among Alabama's community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the state.

Related Measures

**M 10: 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 evaluations of the critiques/group projects will be summarized.

ART 110 004 Marshall
ART 130
ART 131
ART 210
Source of Evidence: Academic direct measure of learning - other

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

**M 11: ART Ability to Use the Language and Contexts of Advanced Aesthetic Critique**
In upper level and specialized classes (ART 325 and 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. Evaluations of these assessments 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.

**M 12: 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: Written assignment(s), usually scored by a rubric

**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.

**SLO 6: Student Professionalism**
The department expects BFA students to exhibit a level of professionalism and skill befitting NASAD standards for the degree.

**Connected Documents**
- BFA Studio Arts Curriculum Map
- Grading Rubrics

**Relevant Associations:**
Student Learning Outcome 6 Improvement Action(s) to be advanced (from 2010-11 report):

We will improve communications with students (possibly employing more social media) about this BFA show and will attempt to raise the number of students who participate in the event to 85%.

**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 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.
8. Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
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.
13. 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

**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 13: ART BFA Review**
BFA students are required to participate in the BFA review. The quality of students' contributions is determined by faculty evaluations. The number and percent of students who pass the review will be reported. The department expects a 95% pass rate.

Source of Evidence: Academic direct measure of learning - other

**Target:**
The number and percent of students who pass the BFA review will be reported. The department expects a 95% pass rate.

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

**Improve Records for BFA Show**
**Established in Cycle:** 2011-2012
The department will develop and implement a more comprehensive system for recording data about the BFA Show.

**M 14: ART Annual BFA Show**
The number and percent of students who enter their work in the annual BFA show will be reported. 95% of students are expected enter their work.

Source of Evidence: Presentation, either individual or group

**Target:**
Data will be collected concerning the number of students submitting entries to, and being selected to participate in, the BFA Show.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.
Faculty discussion of BFA Show
Established in Cycle: 2012-2013
Last year the department formed a three person committee to correct issues in Degreeworks software and tracking BA and BFA stude...

M 15: ART Student Professional Development
The department will make extensive use of social and other media to encourage students to participate in professionalizing activities. The results of these activities will be reported.

Source of Evidence: Academic direct measure of learning - other

Target:
Data concerning student use of social and other media to participate in professional development activities will be reported.

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

Develop Common Practices
Established in Cycle: 2011-2012
Faculty will meet to discuss professional practice and the broad role played by social media in this practice. It is expected th...

SLO 11: Maintain Strong Local, Regional and National Presence
The department expects to have a strong local, regional, and national presence with relation to comparable institutions offering BA, BFA, MA, and MFA programs in Studio Art and Art History.

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

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

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

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

Source of Evidence: Administrative measure - other

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

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

Source of Evidence: Administrative measure - other

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

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

Source of Evidence: Administrative measure - other

Target:
The department will establish these new features in the Fall 2012 issue of The Loupe, our newsletter.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

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

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

OthOtcm 7: 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 2012-2011 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
NASAD Basic Standards
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.
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

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

Source of Evidence: Administrative measure - other

Target:
Data will be collected by the department chair.

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

Source of Evidence: Administrative measure - other

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

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

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

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

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

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

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

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

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

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

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

student satisfaction with courses, facilities, etc.
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 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 Student 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: Focus groups

Target:
An advisory group of students 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.

OthOtcm 8: 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

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

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 23: PRO Number of Students in Major over three Semesters
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:
Data will be collected.

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

Department will manually keep track of its BFA majors.
Established in Cycle: 2011-2012
Because OIRA does not separate BA majors from BFA majors in studio art, the department will hand-count its BFA majors and keep a...

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

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

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

M 25: PRO Analyze Incoming Student Data to Target Productive 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.

OthOtcm 9: Program will be Highly Valued from Graduates and Key Constituencies
The program will be highly valued by its program graduates and other key constituencies it serves.

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

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

Standard Associations

NASA 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

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 26: ARH Graduating Senior Survey Question Regarding Preparation for Employment
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 related 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 will be collected from the graduating senior survey.

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

Student satisfaction with professionalization activities
Established in Cycle: 2011-2012
The department will investigate student satisfaction with regard to professionalization activities by using more in-depth survey...

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

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

M 27: ARH Graduating Senior Survey Question Regarding Preparation for Graduate Study
We will assess this outcome using the results of a survey question asking graduating seniors to rate the quality of their courses as preparation for graduate school. The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Student course evaluations on learning gains made

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

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

Graduate school preparation
Established in Cycle: 2011-2012
The department will investigate student satisfaction with regard to graduate school preparation activities using more in-depth s...

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

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

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

**Source of Evidence:** Academic indirect indicator of learning - other  
**Target:**
Data will be collected (from 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 the...

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

**OthOtcm 10: Maintain Accreditation with NASAD**
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**
*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

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

**Related Measures**

**M 29: PRO Respond to Accreditation Report Recommendations**
The department will respond to recommendations from the most recent accreditation report. These responses will be summarized.

**Source of Evidence:** Professional standards  
**Target:**
Data will be collected.

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

**Source of Evidence:** Professional standards  
**Target:**
The department will continue its accreditation.

**M 31: PRO Conduct Benchmark Studies 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 to determine benchmark.

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

**Benchmarks will be determined.**
*Established in Cycle: 2011-2012*
The chair will collect data to determine benchmarks.

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

**OthOtcm 12: Preparation and Placement of Graduates for Professional and Graduate Opportunities**
The department expects to prepare its graduates 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
  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.
  9 Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
  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.
  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

**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, healthcare, 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 Online Surveys and Social Media Application Use**

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: Activity volume

**Target:**

Data will be collected

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

**The chair will review assessment measure**

Established in Cycle: 2011-2012

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

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

**M 36: PRO Record Number of Students Seeking Professional Development Tools**

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, SECC, SPE, etc.)

Source of Evidence: Activity volume

**Target:**

Data will be collected

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

**Department will collect data on professional development requests**

Established in Cycle: 2011-2012

The department will collect data on the number of BFA students who request assistance with professional development opportunities...

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

**M 37: PRO Web-based Alumni Database**

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

Source of Evidence: Administrative measure - other

**Target:**

Data will be collected.

**OthOtotm 13: 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**
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

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

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.

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 indirect indicator 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)

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<tr>
<th>200-level</th>
<th>ARH, summative assessment, factual information</th>
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<td>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 &quot;no proficiency&quot; range over the course each semester.</td>
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<td>Established in Cycle:</td>
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<td>Implementation Status:</td>
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<td>Priority:</td>
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Relationships (Measure | Outcome/Objective):
| Measure: ARH Specific Knowledge about Particular Periods | Outcome/Objective: Historical Background |

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

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</tr>
</tbody>
</table>

Relationships (Measure | Outcome/Objective):
| Measure: ARH Specific Knowledge about Particular Periods | Outcome/Objective: Historical Background |

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

Benchmarks will be determined.
The chair will collect data to determine benchmarks.

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

Relationships (Measure | Outcome/Objective):
| Measure: PRO Conduct Benchmark Studies with other universities | Outcome/Objective: Maintain Accreditation with NASAD |

| 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 |

Department will collect data on professional development requests
The department will collect data on the number of BFA students who request assistance with professional development
opportunities, such as grant funding,

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

Relationships (Measure | Outcome/Objective):
  Measure: PRO Record Number of Students Seeking Professional Development Tools | Outcome/Objective: Preparation and Placement of Graduates for Professional and Graduate Opportunities

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

**Department will manually keep track of its BFA majors.**
Because OIRA does not separate BA majors from BFA majors in studio art, the department will hand-count its BFA majors and keep a spreadsheet of them beginning in fall 2012. We will report on our first list in the summer of 2013.

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

Relationships (Measure | Outcome/Objective):
  Measure: PRO Number of Students in Major over three Semesters | Outcome/Objective: Optimal Level of Enrollment

Implementation Description: As students pass the BFA review and declare their major as a studio art BFA, the department will create a database with the student’s name and areas of concentration.

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

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

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

Relationships (Measure | Outcome/Objective):
  Measure: PRO Implement New Features within Publications to Monitor Department Influence | Outcome/Objective: Maintain Strong Local, Regional and National Presence

Implementation Description: These features will appear in our next issue of the newsletter. We will compile data.

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

**Develop Common Practices**
Faculty will meet to discuss professional practice and the broad role played by social media in this practice. It is expected that approaches will differ widely. Faculty will develop a list of key activities related to professional practice at the BFA level and establish at least 3 benchmarks in this area. Faculty will meet with chair to discuss ways to implement a centralized method for capturing and processing data related to all current graduate BFA studio art majors.

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

Relationships (Measure | Outcome/Objective):
  Measure: ART Student Professional Development | Outcome/Objective: Student Professionalism

Implementation Description: Faculty will meet to discuss professional practice and the broad role played by social media in this practice. It is expected that approaches will differ widely. Faculty will develop a list of key activities related to professional practice at the BFA level and establish at least 3 benchmarks in this area. Faculty will meet with chair to discuss ways to implement a centralized method for capturing and processing data related to all current graduate BFA studio art majors.

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

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

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

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

**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: The Department of Art and Art History

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

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

Relationships (Measure | Outcome/Objective):
  Measure: ARH Graduating Senior Survey Question Regarding Preparation for Graduate Study | Outcome/Objective: Program will be Highly Valued from Graduates and Key Constituencies
Implementation Description: surveys and possible formation of advisory group
Projected Completion Date: 07/2013
Responsible Person/Group: The Department of Art and Art History

Improve Records for BFA Show
The department will develop and implement a more comprehensive system for recording data about the BFA Show.

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

Relationships (Measure | Outcome/Objective):
  Measure: ART BFA Review | Outcome/Objective: Student Professionalism
Implementation Description: The department will develop and implement a more comprehensive system for recording data about the BFA Show.
Projected Completion Date: 07/2013
Responsible Person/Group: The Department of Art and Art History

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

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

Relationships (Measure | Outcome/Objective):
  Measure: ARH 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: The 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 Poll Students Regarding Benefits of Capstone Course | Outcome/Objective: Program will be Highly Valued from Graduates and Key Constituencies
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

Review and Update Assessment Measure
Faculty will meet to review and discuss this measure. Faculty will eliminate the measure and implement a measure that is considered more relevant.

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

Relationships (Measure | Outcome/Objective):
  Measure: ART Rubric Grading on 3D Projects | Outcome/Objective: Drawing from Observation
Implementation Description: Faculty will meet to review and discuss this measure. Faculty will eliminate the measure and implement a measure that is considered more relevant.
Projected Completion Date: 07/2013
Responsible Person/Group: The Department of Art and Art History

student satisfaction with courses, facilities, etc.
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.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: ARH Graduating Senior Survey | Outcome/Objective: High Level of Recognized Quality
  Implementation Description: surveys and possible formation of an advisory group
  Projected Completion Date: 07/2013
  Responsible Person/Group: The Department of Art and Art History

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

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

Relationships (Measure | Outcome/Objective):
  Measure: ARH Graduating Senior Survey Question Regarding Preparation for Employment | Outcome/Objective: Program will be Highly Valued from Graduates and Key Constituencies
  Implementation Description: surveys; possible formation of advisory committee
  Projected Completion Date: 07/2013
  Responsible Person/Group: The 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 Student 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 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 Survey | Outcome/Objective: High Level of Recognized Quality
  Measure: ARH Graduating Senior Survey Question Regarding Preparation for Employment | Outcome/Objective: Program will be Highly Valued from Graduates and Key Constituencies
  Measure: ARH Graduating Senior Survey Question Regarding Preparation for Graduate Study | Outcome/Objective: Program will be Highly Valued from Graduates and Key Constituencies
  Measure: PRO Online Surveys and Social Media Application Use | Outcome/Objective: Preparation and Placement of Graduates for Professional and Graduate Opportunities
  Implementation Description: The chair will review the data
  Projected Completion Date: 07/2013
  Responsible Person/Group: Department of Art and Art History

Faculty discussion of BFA Show
Last year the department formed a three person committee to correct issues in Degreeworks software and tracking BA and BFA students. While this has not resolved our primary reporting issue, i.e., that the two degrees are reported to us as a single number. Changes in the personnel (department office staff and faculty) have affected this concern.

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

Relationships (Measure | Outcome/Objective):
  Measure: ART Annual BFA Show | Outcome/Objective: Student Professionalism
  Responsible Person/Group: Studio Faculty Committee

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 Poll Students Regarding Benefits of Capstone Course | Outcome/Objective: Program will be Highly Valued from Graduates and Key Constituencies

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

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

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

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

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

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

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

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

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

BFA Studio Arts Curriculum Map
Grading Rubrics

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.
7. 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.
8. 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

**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.
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

**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 1: ARH Specific Knowledge about Particular Periods

Instructors use three to four direct assessments (image identification, multiple-choice, true/false, and short answer) in required survey art history classes (ARH 252, 253 and/or to evaluate specific knowledge about particular periods and works of art. The results of the assessments will be summarized.

Source of Evidence: Academic direct measure of learning - other

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

Finding (2012-2013) - Target: Met
Results Summary: (Węgrowski) 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 no 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 29% on Test 1 to less than 16% on the Test 4, affirming that student performance increased during the course. This significant improvement in performance is attributed in part to instructor mentoring and increased student-instructor interactions.

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

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

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
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/change 11%; ARH 253 (Węgrowski) 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). Poor Proficiency = 60-70 pts (60 to 70% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review). No Proficiency = less than 60 pts (less than 60% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review). Interpretations and Conclusions: Students entered the class with no proficiency and left the class with basic proficiency (the standard for an introductory level class) or better, hence meeting the baseline standards set by the department and therein demonstrating an acceptable level of teaching and learning. During the 2010-11 cycle, increases in knowledge ranged from 16.65% to 20.0%. During the 2011-12 cycle, increases in knowledge range from 20.37% to 23%. During the 2012-13 cycle, increases in knowledge
range from 11% to 22%. Although this represents a slight decrease from the 2011-12 cycle, students in this cycle scored nearly 20% higher on the pre-test (initial measure) in one of the courses, a positive result that suggests students entered that course with a greater knowledge base. Overall, the findings are consistent with prior years in that post-test scores demonstrate students with an 80% or higher score. This suggests that that measure may need to be revisited in coming years to consider level of improvement as well as level of final score - with a goal of 80% or higher.

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

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

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

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.
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.

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

Related Measures

M 4: ART Rubric Grading on 2D projects
In ART 130 (Design I) and ART 110 (Drawing I) students complete projects exploring the foundations of two-dimensional design and representation. 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 110 (Drawing I) projects in which students demonstrate an understanding of basic perspective.

M 5: ART Rubric Grading on 3D Projects
In ART 131 (Design II), students complete 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:
(2012-2013) Data will be collected from ART 131 (Design II) projects in which students demonstrate their understanding of perspective three-dimensional objects (see below). (2012-2013) 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-dimensional 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, 38% 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.

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

Review and Update Assessment Measure
Established in Cycle: 2011-2012
Faculty will meet to review and discuss this measure. Faculty will eliminate the measure and implement a measure that is considerate...

M 6: 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 3: Understanding the Principles of Design
The department expects students to demonstrate an understanding of the elements and principles of design.
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**

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.

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.

**SACS 3.3.1**

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.

**Related Measures**

**M 4: ART Rubric Grading on 2D projects**

In ART 130 (Design I) and ART 110 (Drawing I) students complete projects exploring the foundations of two-dimensional design and representation. 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 5: ART Rubric Grading on 3D Projects**

In ART 131 (Design II), students complete 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 from ART 131 (Design II) projects in which students demonstrate their understanding of the elements and principles of three-dimensional design.

**M 6: 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.
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
3. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
4. 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.

**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
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
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 7: 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: Academic direct measure of learning - other

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

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

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

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

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

**ARH 381-001 Essay Results (80 students)**

- 38.75% of students (31 total) exceeded expectations
- 45% of students (36 total) met expectations
- 11.25% of students (9 total) demonstrated basic proficiency
- 1.25% of students (1 total) demonstrated poor proficiency
- 3.75% of students (3 total) demonstrated no proficiency*

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

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

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

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

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

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

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

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

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

**Interpretations and Conclusions:**

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

**M 8: ARH Peer Review Exercises**

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

Source of Evidence: Academic direct measure 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
2.77% 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.

**M 9: ARH, ART Diagnostic Writing Assessment**

Students in 200-level ART and ARH 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/200-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. 45% of students (5 total) demonstrated poor proficiency, 0% of students (0 total) demonstrated no proficiency; Second Essay Results (186 participating students): 26.34% (49 total) exceeded expectations, 72.04% (134 total) met expectations, 1.61% (3 total) demonstrated basic proficiency, 0% of students (0 total) demonstrated poor proficiency, 0.0% of students (0 total) demonstrated no proficiency. Second 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-reve...

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
BFA Studio Arts Curriculum Map
Grading Rubrics

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 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.
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

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.
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.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.6 Promote leadership development among Alabama's community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the state.

Related Measures

M 10: 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 evaluations of the critiques/group projects will be summarized.

ART 110 004 Marshall
ART 130
ART 131
ART 210

Source of Evidence: Academic direct measure of learning - other

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

M 11: ART Ability to Use the Language and Contexts of Advanced Aesthetic Critique
In upper level and specialized classes (ART 325 and 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. Evaluations of these assessments will be summarized.

Source of Evidence: Presentation, either individual or group

Target:
Data will be collected from upper level and specialized classes (ART 325 Monotype and 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.

M 12: 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: Written assignment(s), usually scored by a rubric

**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

**SLO 6: Student Professionalism**
The department expects BFA students to exhibit a level of professionalism and skill befitting NASAD standards for the degree.

**Connected Documents**
- BFA Studio Arts Curriculum Map
- Grading Rubrics

**Relevant Associations:**
Student Learning Outcome 6 Improvement Action(s) to be advanced (from 2010-11 report):

We will improve communications with students (possibly employing more social media) about this BFA show and will attempt to raise the number of students who participate in the event to 85%.

**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 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.
8. Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
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
13. 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

**Strategic Plan Associations**

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.
4.4 Prepare 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 BFA Review**
BFA students are required to participate in the BFA review. The quality of students’ contributions is determined by faculty evaluations. The number and percent of students who pass the review will be reported. The department expects a 95% pass rate.

Source of Evidence: Academic direct measure of learning - other

**Target:**
The number and percent of students who pass the BFA review will be reported. The department expects a 95% pass rate.

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

**Improve Records for BFA Show**
*Established in Cycle: 2011-2012*
The department will develop and implement a more comprehensive system for recording data about the BFA Show.

**M 14: ART Annual BFA Show**
The number and percent of students who enter their work in the annual BFA show will be reported. 95% of students are expected enter their work.

Source of Evidence: Presentation, either individual or group

**Target:**
Data will be collected concerning the number of students submitting entries to, and being selected to participate in, the BFA Show.

**Finding (2012-2013) - Target: Partially Met**
Results Summary During some the 2012-2013 cycle, one BFA show was held in May of 2013. Any currently enrolled student who has passed the BFA Review is eligible to submit work. The show is juried by the faculty of the Department of Art and Art History. Spring 2013 Number of BFA Students Currently Enrolled: 41, Number of Submissions: 11, Number of Works Exhibited: 30 While the number of works submitted was recorded, the total number of students making initial submissions was not. Interpretations and Conclusions The number of participating students is well below the expected rate of 95%. This may be due to the fact that the degree is tracked internally by the department; although passing the BFA Review is a requirement for granting the final degree, the university registration system allows students to declare as BFA majors before they have passed the BFA Review. Therefore, a fair percentage of our total majors may be not yet eligible to enter the show. Sometimes students decide to stay for extra semesters and earn a BFA, while sometimes students enrolled as BFA majors elect to leave early with a BA. It can be difficult to obtain accurate numbers based on the computer registration system; the department needs to establish more comprehensive methods for tracking students through the degree. The number of BFA majors participating increased from Fall 2011 to Spring 2012 which may be attributable to better publication of the event and efforts to simplify and streamline the submission and jurying process. The BFA Shows are generally regarded as very successful and are well-attended departmental events.

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

**Faculty discussion of BFA Show**
*Established in Cycle: 2012-2013*
Last year the department formed a three person committee to correct issues in Degreeworks software and tracking BA and BFA stude...

**M 15: ART Student Professional Development**
The department will make extensive use of social and other media to encourage students to participate in professionalizing activities. The results of these activities will be reported.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Data concerning student use of social and other media to participate in professional development activities will be reported.

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

**Develop Common Practices**
*Established in Cycle: 2011-2012*
Faculty will meet to discuss professional practice and the broad role played by social media in this practice. It is expected th...

**SLO 11: Maintain Strong Local, Regional and National Presence**
The department expects to have a strong local, regional, and national presence with relation to comparable institutions offering BA, BFA, MA, and MFA programs in Studio Art and Art History.

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

**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

**Strategic Plan Associations**

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.
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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 Database of Media Presence**
The department will maintain an active record/database of local, regional and national news coverage related to student and faculty achievements in order to record its media presence. The number and types of news coverage will be listed.

Source of Evidence: Administrative measure - other

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

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

**Summary, Interpretations and Conclusions**

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

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

Source of Evidence: Administrative measure - other

**Target:**

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

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

Source of Evidence: Administrative measure - other

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

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

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

**Department will seek input from the community**

*Established in Cycle: 2011-2012*

The department will seek input from the community through features in our newsletter (online and print versions) called “reader ...”

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

**OthOTcm 7: 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 2012-2011 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**

**NASAD Basic Standards**

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.
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

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 Listed in Program Review

A list of the strengths of the department from the most recent program review (specific to the BFA 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.
5. Students develop increased technical facility through a more intensive program of courses.
6. Students participate in an annual exhibition for BFA students only.

M 17: PRO Report List of Opportunities from Program Review

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

Source of Evidence: Administrative measure - other

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

Finding (2012-2013) - Target: Met

Summary, Interpretations, and Conclusions

In May 2008, the NASAD Commission on Accreditation asked us to address the following area that is specific to our BFA program: they asked for evidence of our commitment to the professional nature of the BFA degree. We established a BFA-only exhibition.

M 18: PRO Report List of Recommendations

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

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

Finding (2012-2013) - Target: Met

Summary, Interpretations, and Conclusions

Data was collected: In May 2008, the NASAD Commission on Accreditation recommended that we show evidence of our commitment to the professional nature of the BFA degree. The Commission expressed two main points of concern: that the BA (in studio) and BFA degrees were not supported by institutional practices, and that there were administrative practices in place that undercut the BFA program.

M 19: PRO Report List of Actions in Response to Recommendations

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

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

Finding (2012-2013) - Target: Met

Summary, Interpretations, and Conclusions

In May 2008, the NASAD Commission on Accreditation recommended that we show evidence of our commitment to the professional nature of the BFA degree. The Commission expressed two main points of concern: that the BA (in studio) and BFA degrees were not supported by institutional practices, and that there were administrative practices in place that undercut the BFA program.
We are making the distinction between the BFA degree and the BA degree more distinct by
A) strengthening our BFA degree,
B) establishing scholarship initiatives,
C) implementing a mandatory thesis and exhibition for our graduating BFA seniors, and
D) developing recruiting practices that target potential BFA majors in high school.

**M 20: PRO Report Summary of Action Impacts**

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

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

**Target:**
Data will be collected.

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

**Summary, Interpretations, and Conclusions**
We are making the distinction between the BFA degree and the BA degree more distinct by A) strengthening our BFA degree, B) establishing scholarship initiatives, C) implementing a mandatory thesis and exhibition for our graduating BFA seniors, and D) developing recruiting practices that target potential BFA majors in high school.

A) For our BFA review, we raised the minimum departmental GPA to 3.0 and have required that the BFA review be done no later than after 36 hours of departmental coursework.

B) We have earmarked a portion of our scholarship monies to support the research of our students, with BFA students given preference among our studio majors. We have named this the Windgate Research Fellows program and it will take place every two years. Students receiving this support will be required to present the results of their work in the Windgate Research Fellows Exhibition; art history recipients will present their research in a public lecture. We are also considering separating the BFA and BA students in our annual scholarship review.

C) We have not yet made the thesis statement and exhibition mandatory for all of our students. It is, however, mandatory for all BFA students in our sculpture program. BFA students in other media areas are also welcome to be a part of this juried exhibition. For the past two years, this exhibition has been held at Harrison Galleries in downtown Tuscaloosa, which is a professional off-campus space.

D) In an effort to bring the best students to our department, we have increased the number of scholarships awarded to high school students to five full-time tuition (or equivalent). We have also stepped up our recruiting efforts by visiting two Alabama high schools that have strong art programs: Bob Jones High School in Madison, Alabama, and the Alabama School of Fine Arts in Birmingham.

In addressing administrative practices that undercut our BFA program, we currently have the equivalent of three full-time faculty members teaching our primary and secondary foundations classes. We are in the process of hiring a tenure-track faculty member in drawing, who will teach in foundations as well. We have also instituted a system giving priority registration access to our majors. Our office staff directly manages enrollments for departmental majors.

**M 21: ARH Graduating Senior Survey**

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

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

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

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

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

**student satisfaction with courses, facilities, etc.**

*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 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 Student 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: Focus groups**

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

**Finding (2012-2013) - Target: Not Met**
No data has been gathered yet.

**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 8: 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**

**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

**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 23: PRO Number of Students in Major over three Semesters**
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:**
Data will be collected.

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

**Summary, Interpretations, and Conclusions**

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

- Fall 2009: 35
- Fall 2010: 35
- Fall 2011: 41
- Fall 2012: 45

After several years of steady growth, we see our number of majors begin to increase. We believe that this is in part due to our action plan regarding the recommendations made by the NASAD Commission on Accreditation.

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

Department will manually keep track of its BFA majors.

Established in Cycle: 2011-2012
Because OIRA does not separate BA majors from BFA majors in studio art, the department will hand-count its BFA majors and keep a...

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

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

Source of Evidence: Administrative measure - other

**Target:**
Data will be collected.

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

**Summary, Interpretation and Conclusions**

Data was collected. The following is the number of students who graduated with BFA in studio art for the past five years (July 1 to June 30)

- 2007-2008: 11
- 2008-2009: 11
- 2009-2010: 9
- 2010-2011: 16
- 2011-2012: 17

We are within ACHE viability standards.
M 25: PRO Analyze Incoming Student Data to Target Productive 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 (2012-2013) - Target: Met
Summary, Interpretation and Conclusions

Data was collected. In 2011012, 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. 100% of the senior students applied and 100% were accepted into our program.

OthOtcm 9: Program will be Highly Valued from Graduates and Key Constituencies

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

Relevant Associations:

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

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

Standard Associations

NASAD Basic Standards
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 perspectives, historical and cultural content, creative processes and/or aesthetics and critical thinking

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 26: ARH Graduating Senior Survey Question Regarding Preparation for Employment

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 related 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 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):

student satisfaction with professionalization activities
Established in Cycle: 2011-2012
The department will investigate student satisfaction with regard to professionalization activities by using more in-depth survey...

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

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

M 27: ARH Graduating Senior Survey Question Regarding Preparation for Graduate Study

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

Source of Evidence: Student 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):

graduate school preparation
Established in Cycle: 2011-2012
The department will investigate student satisfaction with regard to graduate school preparation activities using more in-depth s...

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

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

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

Source of Evidence: Academic indirect indicator of learning - other
Target: Data will be collected (from 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 th...:

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

OthOtcm 10: Maintain Accreditation with NASA
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
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

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

Related Measures

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

Source of Evidence: Professional standards
Target: Data will be collected.
Finding (2012-2013) - Target: Met
Summary, Interpretations, and Conclusions
We are making the distinction between the BFA degree and the BA degree more distinct by A) strengthening our BFA degree, B) establishing scholarship initiatives, C) implementing a mandatory thesis and exhibition for our graduating BFA seniors, and D) developing recruiting practices that target potential BFA majors in high school.

A) For our BFA review, we raised the minimum departmental GPA to 3.0 and have required that the BFA review be done no later than after 36 hours of departmental coursework.

B) We have earmarked a portion of our scholarship monies to support the research of our students, with BFA students given preference among our studio majors. We have named this the Windgate Research Fellows program and it will take place every two years. Students receiving this support will be required to present the results of their work in the Windgate Research Fellows Exhibition; art
history recipients will present their research in a public lecture. We are also considering separating the BFA and BA students in our annual scholarship review.

C) We have not yet made the thesis statement and exhibition mandatory for all of our students. It is, however, mandatory for all BFA students in our sculpture program. BFA students in other media areas are also welcome to be a part of this juried exhibition. For the past two years, this exhibition has been held at Harrison Galleries in downtown Tuscaloosa, which is a professional off-campus space.

D) In an effort to bring the best students to our department, we have increased the number of scholarships awarded to high school students to five full-time tuition (or equivalent). We have also stepped up our recruiting efforts by visiting two Alabama high schools that have strong art programs: Bob Jones High School in Madison, Alabama, and the Alabama School of Fine Arts in Birmingham.

In addressing administrative practices that undercut our BFA program, we currently have the equivalent of three full-time faculty members teaching our primary and secondary foundations classes. We are in the process of hiring a tenure-track faculty member in drawing, who will teach in foundations as well. We have also instituted a system giving priority registration access to our majors. Our office staff directly manages enrollments for departmental majors.

M 30: PRO Assess Maintenance of NASAD Credentials
The chair will assess maintenance of NASAD credentials. Results of this assessment will be summarized.
Source of Evidence: Professional standards
Target:
The department will continue its accreditation.
Finding (2012-2013) - Target: Met
Summary, Interpretation and Conclusions
The department is accredited through 2018. No action needed.

M 31: PRO Conduct Benchmark Studies 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 to determine benchmark.
Related Action Plans (by Established cycle, then alpha):
Benchmarks will be determined.
Established in Cycle: 2011-2012
The chair will collect data to determine benchmarks.

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

OthOtcm 12: Preparation and Placement of Graduates for Professional and Graduate 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
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.
9 Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
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.
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

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 35: PRO Online Surveys and Social Media Application Use
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: Activity volume

Target: Data will be collected

Finding (2012-2013) - Target: Partially Met

Summary, Interpretations and Conclusions

Data was collected but was difficult to draw conclusions since participation is voluntary. The chair will review this measure for another year to see if this is an effective measure to track students post-graduation success.

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

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

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

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

Source of Evidence: Activity volume

Target: Data will be collected.

Finding (2012-2013) - Target: Met

One BFA student applied for scholarship support to attend a summer workshop at Penland. He received the award which not only covered his tuition, but room and board, and a small stipend for art supplies as well.

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

Department will collect data on professional development requests
Established in Cycle: 2011-2012
The department will collect data on the number of BFA students who request assistance with professional development opportunities...

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

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

Source of Evidence: Administrative measure - other

Target: Data will be collected.

Finding (2012-2013) - Target: Met

Results

We have established a database to keep track of or alumni. There are now 107 alumni from our undergraduate and graduate programs in the database.

Interpretations

The database is functioning well in keeping the department informed of our alumni. Names are added to the database as we are made aware of them.

Conclusions

In order to keep the database as up to date as possible, the department will gather contact information from all of our future graduates. We will continue to solicit names for the database in The Loupe.

OthOtcm 13: 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

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

Related Measures

**M 38: PRO Instructor Technological Training**
All FTTs, PTTs, and GTAs teaching in a lecture setting will be trained to use Tegrity and all FTIs, PTTIs, and GTAs (regardless of teaching environment) are trained to use eLearning. The number and percent of instructors trained to use Tegrity or eLearning will be reported.

Source of Evidence: Administrative measure - other

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

**Finding (2012-2013) - Target: Met**
Summary, Interpretations and Conclusions
100% of our instructors in lecture courses will be trained to use Blackboard Learn (formerly eLearning). 100% of courses offered by the department have a shell in Blackboard Learn. 100% of instructors who teach art history survey courses will also be trained in Tegrity. This target has been met.

**M 39: PRO 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**
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 indirect indicator 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 Specific Knowledge about Particular Periods | Outcome/Objective: Historical Background

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

**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 Specific Knowledge about Particular Periods | **Outcome/Objective:** Historical Background

**Implementation Description:** fact-based tests

**Projected Completion Date:** 07/2013

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

**Benchmarks will be determined.**
The chair will collect data to determine benchmarks.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** PRO Conduct Benchmark Studies with other universities | **Outcome/Objective:** Maintain Accreditation with NASAD

**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

**Department will collect data on professional development requests**
The department will collect data on the number of BFA students who request assistance with professional development opportunities, such as grant funding.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** PRO Record Number of Students Seeking Professional Development Tools | **Outcome/Objective:** Preparation and Placement of Graduates for Professional and Graduate Opportunities

**Projected Completion Date:** 07/2013

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

**Department will manually keep track of its BFA majors.**
Because ORPA does not separate BA majors from BFA majors in studio art, the department will hand-count its BFA majors and keep a spreadsheet of them beginning in fall 2012. We will report on our first list in the summer of 2013.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** PRO Number of Students in Major over three Semesters | **Outcome/Objective:** Optimal Level of Enrollment

**Implementation Description:** As students pass the BFA review and declare their major as a studio art BFA, the department will create a database with the student's name and areas of concentration.

**Projected Completion Date:** 07/2013

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

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

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** PRO Implement New Features within Publications to Monitor Department Influence | **Outcome/Objective:** Maintain Strong Local, Regional and National Presence

**Implementation Description:** These features will appear in our next issue of the newsletter. We will compile data.

**Projected Completion Date:** 07/2013

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

**Develop Common Practices**
Faculty will meet to discuss professional practice and the broad role played by social media in this practice. It is expected that approaches will differ widely. Faculty will develop a list of key activities related to professional practice at the BFA level and establish at least 3 benchmarks in this area. Faculty will meet with chair to discuss ways to implement a centralized method for capturing and processing data related to all current graduate BFA studio art majors.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ART Student Professional Development | **Outcome/Objective:** Student Professionalism

**Implementation Description:** Faculty will meet to discuss professional practice and the broad role played by social media in this practice. It is expected that approaches will differ widely. Faculty will develop a list of key activities related to professional practice at the BFA level and establish at least 3 benchmarks in this area. Faculty will meet with chair to discuss ways to implement a centralized method for capturing and processing data related to all current graduate BFA studio art majors.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

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

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

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

**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: The Department of Art and Art History

**Graduate school preparation**
The department will investigate student satisfaction with regard to graduate school preparation 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 graduate school preparation activities.

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

**Relationships (Measure | Outcome/Objective):**
- Measure: ARH Graduating Senior Survey Question Regarding Preparation for Graduate Study | Outcome/Objective: Program will be Highly Valued from Graduates and Key Constituencies
- Implementation Description: Surveys and possible formation of advisory group
- Projected Completion Date: 07/2013
- Responsible Person/Group: The Department of Art and Art History

**Improve Records for BFA Show**
The department will develop and implement a more comprehensive system for recording data about the BFA Show.

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

**Relationships (Measure | Outcome/Objective):**
- Measure: ART BFA Review | Outcome/Objective: Student Professionalism
- Implementation Description: The department will develop and implement a more comprehensive system for recording data about the BFA Show.
- Projected Completion Date: 07/2013
- Responsible Person/Group: The Department of Art and Art History

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

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

**Relationships (Measure | Outcome/Objective):**
- Measure: ARH 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: The 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 Poll Students Regarding Benefits of Capstone Course | Outcome/Objective: Program will be Highly Valued from Graduates and Key Constituencies

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

Review and Update Assessment Measure
Faculty will meet to review and discuss this measure. Faculty will eliminate the measure and implement a measure that is considered more relevant.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ART Rubric Grading on 3D Projects | Outcome/Objective: Drawing from Observation

Implementation Description: Faculty will meet to review and discuss this measure. Faculty will eliminate the measure and implement a measure that is considered more relevant.
Projected Completion Date: 07/2013
Responsible Person/Group: The Department of Art and Art History

Student satisfaction with courses, facilities, etc.
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.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: ARH Graduating Senior Survey | Outcome/Objective: Hgh Level of Recognized Quality

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

Student satisfaction with professionalization activities
The department will investigate student satisfaction with regard to professionalization activities by using more in-depth surveys for students. The chair of the Department of Art and Art History will also consider forming a student and/or faculty advisory committee in order to address the issue of student satisfaction with regard to professionalization activities.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: ARH Graduating Senior Survey Question Regarding Preparation for Employment | Outcome/Objective: Program will be Highly Valued from Graduates and Key Constituencies

Implementation Description: surveys; possible formation of advisory committee
Projected Completion Date: 07/2013
Responsible Person/Group: The 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 Student Advisory Group | Outcome/Objective: Hgh 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 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 Survey | Outcome/Objective: Hgh Level of Recognized Quality
Measure: ARH Graduating Senior Survey Question Regarding Preparation for Employment | Outcome/Objective: Program will be Highly Valued from Graduates and Key Constituencies
Measure: ARH Graduating Senior Survey Question Regarding Preparation for Graduate Study | Outcome/Objective: Program will be Highly Valued from Graduates and Key Constituencies
Measure: PRO Online Surveys and Social Media Application Use | Outcome/Objective: Preparation and Placement of Graduates for Professional and Graduate Opportunities

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

Faculty discussion of BFA Show
Last year the department formed a three person committee to correct issues in Degreeworks software and tracking BA and BFA students. While this has not resolved our primary reporting issue, i.e., that the two degrees are reported to us as a single number. Changes in the personnel (department office staff and faculty) have affected this concern.

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

**Relationships (Measure | Outcome/Objective):**  
- **Measure**: ART Annual BFA Show  
- **Outcome/Objective**: Student Professionalism  

**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 Poll Students Regarding Benefits of Capstone Course  
- **Outcome/Objective**: Program will be Highly Valued from Graduates and Key Constituencies

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

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

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

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

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

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

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

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

**Relationships (Measure | Outcome/Objective):**  
- **Measure**: ARH General Knowledge Retention  
- **Outcome/Objective**: Historical Background
University of Alabama

Detailed Assessment Report
2011-2012 Studio Art B.F.A.
As of: 7/16/2014 12:33 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
BFA Studio Arts Curriculum Map
Grading Rubrics

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

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

**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 1: ARH Specific Knowledge about Particular Periods
Instructors use three to four direct assessments (image identification, multiple-choice, true/false, and short answer) in required survey art history classes (ARH 252, 253 and/or) to evaluate specific knowledge about particular periods and works of art. The results of the assessments will be summarized.

Source of Evidence: Academic direct measure of learning - other

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

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

**Results Summary**

ARH 253-001 test results (first exam) -- 106 students
44.30% of students (47 total) exceeded expectations
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...

**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

<table>
<thead>
<tr>
<th>Average Grade in August 2011</th>
<th>56.60%</th>
<th>Average Grade in January 2012</th>
<th>57.75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Grade in December 2011</td>
<td>78.60%</td>
<td>Average Grade in April 2012</td>
<td>80.32%</td>
</tr>
<tr>
<td>Increase/change</td>
<td>22%</td>
<td>Increase/change</td>
<td>22.57%</td>
</tr>
</tbody>
</table>

**ARH 253 (Arnold)**

23 students enrolled

<table>
<thead>
<tr>
<th>Average Grade in August 2011</th>
<th>56.20%</th>
<th>Average Grade in January 2012</th>
<th>58.75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Grade in December 2011</td>
<td>79.20%</td>
<td>Average Grade in April 2012</td>
<td>80.46%</td>
</tr>
<tr>
<td>Increase/change</td>
<td>23%</td>
<td>Increase/change</td>
<td>21.71%</td>
</tr>
</tbody>
</table>

**ARH 253 (Wegrzynowski)**

94 students enrolled

<table>
<thead>
<tr>
<th>Average Grade in August 2011</th>
<th>58.60%</th>
<th>Average Grade in January 2012</th>
<th>58.30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Grade in December 2011</td>
<td>80.70%</td>
<td>Average Grade in April 2012</td>
<td>78.67%</td>
</tr>
<tr>
<td>Increase/change</td>
<td>22.1%</td>
<td>Increase/change</td>
<td>20.37%</td>
</tr>
</tbody>
</table>

**Evaluation Format**

The evaluation of these tests is 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
Students entered the class with no proficieny 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...)

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 its 200-level art history classes in order to examine students' abilities to synthesize and critically analyze – through writing – the information they are learning. The results of these assessments will be reported.

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

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

Finding (2011-2012) - Target: Met

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

ARH 252-002 (Tucker) First Essay Results (177 students)
44.36% 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 253-001 (Tucker) First Essay Results (126 students)
35.61% of students (48 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

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
BFA Studio Arts Curriculum Map
Grading Rubrics

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

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

**Standard Associations**

*NASAD Basic Standards*
1. 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.
2. Students will acquire the ability to place works of art/design in historical, cultural and stylistic contexts.
3. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
4. 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.

*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
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

**Strategic Plan Associations**

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

**Related Measures**

**M 4: ART Rubric Grading on 2D Projects**
In ART 130 (Design I) and ART 110 (Drawing I) students complete projects exploring the foundations of two-dimensional design and representation. 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 110 (Drawing I) projects in which students demonstrate an understanding of basic perspective.

**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. Wegrzynowski) 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.

**M 5: ART Rubric Grading on 3D Projects**
In ART 131 (Design II), students complete 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 from ART 131 (Design II) projects in which students demonstrate their understanding of perspective three-dimensional objects.

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

**Results Summary**
Data was not collected.

**Interpretations and Conclusions**
Faculty rarely assign three-dimensional projects in which perspective plays a key role, as other principles are considered more important. Faculty will meet to review and discuss this measure. Faculty will eliminate the measure and implement a measure that is considered more relevant.

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

**Review and Update Assessment Measure**
Established in Cycle: 2011-2012
Faculty will meet to review and discuss this measure. Faculty will eliminate the measure and implement a measure that is consider...
M 6: 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 concerning student performance on these projects.

Finding (2011-2012) - Target: Met

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

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

ART 220 Printmaking (Marshall) Reinforced Perspective Exercise (15 Students)
87% of students (13 total) exceeded expectations
13% of students (2 total) met expectations
0% of students (0 total) demonstrated basic proficiency
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated no proficiency

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

ART 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
- BFA Studio Arts Curriculum Map
- Grading Rubrics

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
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.
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

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.

Related Measures

M 4: ART Rubric Grading on 2D projects
In ART 130 (Design I) and ART 110 (Drawing I) students complete projects exploring the foundations of two-dimensional design and representation. 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 (Rosow) 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 5: ART Rubric Grading on 3D Projects**
In ART 131 (Design II), students complete 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 from ART 131 (Design II) projects in which students demonstrate their understanding of the elements and principles of three-dimensional design.

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

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

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

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

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

**M 6: 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**
- BFA Studio Arts Curriculum Map
- Grading Rubrics

**Relevant Associations:**

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

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

**Standard Associations**

**NASAD Basic Standards**
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
3. Students will develop an understanding of the similarities, differences, and relationships among the various fine arts areas.
4. 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

**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
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
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 7: 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: Academic direct measure of learning - other

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

**Source of Evidence:** Academic direct measure 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
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.

**M 9: ARH, ART Diagnostic Writing Assessment**
Students in 200-level ART and ARH 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/200-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
30.95% of students (39 total) met expectations
23.02% of students (29 total) demonstrated basic proficiency
8% of students (10 total) demonstrated poor proficiency
1.59% of students (2 total) demonstrated no proficiency

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

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

**SLO 5: 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**

- BFA Studio Arts Curriculum Map
- Grading Rubrics

**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 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
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. SACS 3.3.1

**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
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.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.6 Promote leadership development among Alabama's community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the state.

**Related Measures**

**M 10: 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 evaluations of the critiques/group projects will be summarized.

Source of Evidence: Academic direct measure of learning - other

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

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

**Results Summary**
ART 110 (C. Wegrynowski) 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.

M 11: ART Ability to Use the Language and Contexts of Advanced Aesthetic Critique
In upper level and specialized classes (ART 325 and 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. Evaluations of these assessments 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.

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 Monoprint/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 12: 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: Written assignment(s), usually scored by a rubric

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.

SLO 6: Student Professionalism
The department expects BFA students to exhibit a level of professionalism and skill befitting NASAD standards for the degree.

Connected Documents
BFA Studio Arts Curriculum Map
Grading Rubrics

Relevant Associations:
Student Learning Outcome 6 Improvement Action(s) to be advanced (from 2010-11 report):

We will improve communications with students (possibly employing more social media) about this BFA show and will attempt to raise the number of students who participate in the event to 85%.

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.
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.
13 Students are offered 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

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

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 13: ART BFA Review
BFA students are required to participate in the BFA review. The quality of students’ contributions is determined by faculty evaluations. The number and percent of students who pass the review will be reported. The department expects a 95% pass rate.

Source of Evidence: Academic direct measure of learning - other

Target:
The number and percent of students who pass the BFA review will be reported. The department expects a 95%
pass rate.

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

**Results Summary**

Students must have a 3.0 minimum grade in all ART and ARH coursework. Students select a group of works which must be professionally presented according to schedule. During the time the work is displayed, usually 1 to 2 hours, students must remain present to discuss the work with faculty members. Students are also asked to write a brief (500-700) word statement of intent discussing their goals and progress. This statement, along with a condensed grade report, is submitted by students and available to faculty prior to the review. Performance is determined by faculty vote.

**Fall 2011**

100% of students passed the BFA review.

**Spring 2012**

100% of students (7 total) passed the BFA review.

**Interpretations and Conclusions**

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

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

**Improve Records for BFA Show**

*Established in Cycle: 2011-2012*

The department will develop and implement a more comprehensive system for recording data about the BFA Show.

**M 14: ART Annual BFA Show**

The number and percent of students who enter their work in the annual BFA show will be reported. 95% of students are expected enter their work.

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

**Target:**
Data will be collected concerning the number of students submitting entries to, and being selected to participate in, the BFA Show.

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

**Results Summary**

During some academic cycles, a single, annual BFA Show is held. During the 2011-2012 cycle two were held; one at the conclusion of the Fall 2011 semester and one at the conclusion of the 2012 semester. Any currently enrolled student who has passed the BFA Review is eligible to submit work. The show is juried by the faculty of the Department of Art and Art History.

**Fall 2011**

Number of BFA Students Currently Enrolled: 41
Number of Submissions: 27
Number of Final Participants: 10
Number of Works Exhibited: 22

**Spring 2012**

Number of BFA Students Currently Enrolled: 41
Number of Submissions: 45
Number of Final Participants: 15
Number of Works Exhibited: 30

While the number of works submitted was recorded, the total number of students making initial submissions was not.

**Interpretations and Conclusions**

The number of participating students is well below the expected rate of 95%. This may be due to the fact that the degree is tracked internally by the department; although passing the BFA Review is a requirement for granting the final degree, the university registration system allows students to declare as BFA majors before they have passed the BFA Review. Therefore, a fair percentage of our total majors may be not yet eligible to enter the show. Sometimes students decide to stay for extra semesters and earn a BFA, while sometimes students enrolled as BFA majors elect to leave early with a BA. It can be difficult to obtain accurate numbers based on the computer registration system; the department needs to establish more comprehensive methods for tracking students through the degree. The number of BFA majors participating increased from Fall 2011 to Spring 2012 which may be attributable to better publication of the event and efforts to simplify and streamline the submission and jurying process. The BFA Shows are generally regarded as very successful and are well-attended departmental events.

**M 15: ART Student Professional Development**

The department will make extensive use of social and other media to encourage students to participate in professionalizing activities. The results of these activities will be reported.

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

**Target:**
Data concerning student use of social and other media to participate in professional development activities will be reported.

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

**Results Summary**

The department has developed a Facebook page, on which departmental events are announced. Anecdotal evidence suggests that there is a high level of student participation and a moderate level of faculty/staff participation. However, exact data has not been reported.

**Interpretations and Conclusions**
Faculty practice divergent approaches in their engagement with social media and related activities. Most faculty address professional practice relative to their discipline, in advanced, media-specific courses that met concurrently with graduate level courses in that media area. This has the advantage of facilitating mentor relationships between graduate and undergraduate students in the same area of specialization. However, the situation does not promote cross-disciplinary interaction among the BFA students as a peer group. As with our graduate program, faculty rotate through teaching interdisciplinary seminars and we lack a centralized method for capturing and processing data related to all current graduate BFA studio art majors.

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

**Develop Common Practices**
*Established in Cycle: 2011-2012*
Faculty will meet to discuss professional practice and the broad role played by social media in this practice. It is expected th...

**SLO 11: Maintain Strong Local, Regional and National Presence**
The department expects to have a strong local, regional, and national presence with relation to comparable institutions offering BA, BFA, MA, and MFA programs in Studio Art and Art History.

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

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

**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

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

Source of Evidence: Administrative measure - other

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

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

**Summary, Interpretations and Conclusions**
Data was collected. A record of our media presence is kept on our website at: "UA Art in the News" http://art.ua.edu/site/resources/loupe/ua-art-in-the-news/

Between August 2011 and May 2012, the department was mentioned in print and online media sources 50 times.

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

Source of Evidence: Administrative measure - other

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

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

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

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

**M 34: PRO Implement New Features within Publications to Monitor Department Influence**

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

Source of Evidence: Administrative measure - other

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

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

**Summary, Interpretations and Conclusions**

There is no data for analysis.

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

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

**Department will seek input from the community**

*Established in Cycle: 2011-2012*

The department will seek input from the community through features in our newsletter (online and print versions) called "reader ..."

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

**OthOtom 7: 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 2012-2011 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**

*NASAD Basic Standards*

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.

*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

**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 Listed in Program Review**

A list of the strengths of the department from the most recent program review (specific to the BFA 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.

5. Students develop increased technical facility through a more intensive program of courses.
6. Students participate in an annual exhibition for BFA students only.

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

Source of Evidence: Administrative measure - other
Target:
Data will be collected from our most recent program review.

Finding (2011-2012) - Target: Met
Summary, Interpretations, and Conclusions
In May of 2008, the NASAD Commission on Accreditation asked us to address the following area that is specific to our BFA program: they asked for evidence of our commitment to the professional nature of the BFA degree.

M 18: PRO Report List of Recommendations
A list of recommendations (specific to the BFA 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
Data was collected: In May 2008, the NASAD Commission on Accreditation recommended that we show evidence of our commitment to the professional nature of the BFA degree. The Commission expressed two main points of concern: that the BA (in studio) and BFA degrees were not supported by institutional practices, and that there were administrative practices in place that undercut the BFA program.

M 19: PRO Report List of Actions in Response to Recommendations
A list of actions in response to the recommendation (specific to the BFA 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
In May 2008, the NASAD Commission on Accreditation recommended that we show evidence of our commitment to the professional nature of the BFA degree. The Commission expressed two main points of concern: that the BA (in studio) and BFA degrees were not supported by institutional practices, and that there were administrative practices in place that undercut the BFA program.

We are making the distinction between the BFA degree and the BA degree more distinct by
A) strengthening our BFA degree,
B) establishing scholarship initiatives,
C) implementing a mandatory thesis and exhibition for our graduating BFA seniors, and
D) developing recruiting practices that target potential BFA majors in high school.

M 20: PRO Report Summary of Action Impacts
A summary of the impacts of the actions (specific to the BFA 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
We are making the distinction between the BFA degree and the BA degree more distinct by A) strengthening our BFA degree, B) establishing scholarship initiatives, C) implementing a mandatory thesis and exhibition for our graduating BFA seniors, and D) developing recruiting practices that target potential BFA majors in high school.

A) For our BFA review, we raised the minimum departmental GPA to 3.0 and have required that the BFA review be done no later than after 36 hours of departmental coursework.

B) We have earmarked a portion of our scholarship monies to support the research of our students, with BFA students given preference among our studio majors. We have named this the Windgate Research Fellows program and it will take place every two years. Students receiving this support will be required to present the results of their work in the Windgate Research Fellows Exhibition; art history recipients will present their research in a public lecture. We are also considering separating the BFA and BA students in our annual scholarship review.

C) We have not yet made the thesis statement and exhibition mandatory for all of our students. It is, however, mandatory for all BFA students in our sculpture program. BFA students in other media areas are also welcome to be a part of this juried exhibition. For the past two years, this exhibition has been held at Harrison Galleries in downtown Tuscaloosa, which is a professional off-campus space.

D) In an effort to bring the best students to our department, we have increased the number of scholarships awarded to high school students to five full-time tuition (or equivalent). We have also stepped up our recruiting efforts by visiting two Alabama high schools that have strong art programs:
Bob Jones High School in Madison, Alabama, and the Alabama School of Fine Arts in Birmingham. In addition to informational visits, faculty also gave a day-long raku demonstration where students from the high school learned how to use the raku technique to fire their ceramic pieces. Next year, we hope to add Booker T. Washington Magnet School in Montgomery to our list of schools to visit. We have designed and printed a brochure outlining our undergraduate program. We have developed a PowerPoint presentation that is shown to students and their teachers. In addition, we show a video entitled, “In the Making,” which documents the production of bronzes to mark the 175th anniversary of the College of Arts and Sciences.

In addressing administrative practices that undercut our BFA program, we currently have the equivalent of three full-time faculty members teaching our primary and secondary foundations classes. We are in the process of hiring a tenure-track faculty member in drawing, who will teach in foundations as well. We have also instituted a system giving priority registration access to our majors. Our office staff directly manages enrollments for departmental majors.

**M 21: ARH Graduating Senior Survey**

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

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

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

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

**Results Summary**

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

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

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

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

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

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

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

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

1. How well are you able to demonstrate an understanding of the history of art and to identify major styles and artworks.
   - Very well: 50% of respondents
   - Well enough: 50% of respondents
   - Poorly: 0% of respondents
   - Not at all: 0% 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: 50% of respondents
Poorly: 0% of respondents
Not at all: 0% of respondents

3. How well are you able to demonstrate an understanding of the elements and principles of design?
Very well: 100% of respondents
Well enough: 0% of respondents
Poorly: 0% of respondents
Not at all: 0% of respondents

4. How well are you able to demonstrate effective written communication skills?
Very well: 0% of respondents
Well enough: 100% of respondents
Poorly: 0% of respondents
Not at all: 0% 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: 50% of respondents
Well enough: 50% of respondents
Poorly: 0% of respondents
Not at all: 0% of respondents

6. How well are you able to demonstrate an ability to present work in a public forum (junied exhibition, artist talk, etc.)?
Very well: 100% of respondents
Well enough: 0% of respondents
Poorly: 0% of respondents
Not at all: 0% of respondents

7. How well are you able to demonstrate, generally, the professional behavior expected of an artist?
Very well: 100% of respondents
Well enough: 0% of respondents
Poorly: 0% of respondents
Not at all: 0% of respondents

**Interpretations and Conclusions**

In the first part of the survey, less than 30% of respondents (in all instances) 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. In the second part of the survey, addressing student learning, 100% of respondents felt that they could demonstrate the skills relevant to the discipline "very well" or "well enough." With regard to the former, because students articulated their sense of quality all or most of the time, standards of teaching and learning are deemed acceptable. Considering the former, however, there are clearly issues with regard to course variety and extra-curricular/professionalizing activities, and these must be addressed by the department.

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

**student satisfaction with courses, facilities, etc.**
*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 Student 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: Focus groups

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

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

**OthOtcn 8: 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**
- **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

**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 23: PRO Number of Students in Major over three Semesters**
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:**
Data will be collected.

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

**Summary, Interpretations, and Conclusions**
Number of majors are as follows (fall semesters only):

- Fall 2009: 35
- Fall 2010: 35
- Fall 2011: 41

After several years of steady growth, we see our number of majors begin to increase. We believe that this is in part due to our action plan regarding the recommendations made by the NASAD Commission on Accreditation.

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

**Department will manually keep track of its BFA majors.**
Established in Cycle: 2011-2012
Because OIRA does not separate BA majors from BFA majors in studio art, the department will hand-count its BFA majors and keep a...

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

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

Source of Evidence: Administrative measure - other

**Target:**
Data will be collected.

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

**Summary, Interpretation and Conclusions**
Data was collected. The following is the number of students who graduated with BFA in studio art for the past four years (July 1 to June 30)

- 2007-2008: 11
- 2008-2009: 11
- 2009-2010: 9
- 2010-2011: 16
- 2011-2012: data not currently available

We are within ACHE viability standards.

**M 25: PRO Analyze Incoming Student Data to Target Productive 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. 100% of the senior students applied and 100% were accepted into our program.

We will continue these efforts at Bob Jones High School.

**OthOtcm 9: Program will be Highly Valued from Graduates and Key Constituencies**

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

**Relevant Associations:**

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

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

**Standard Associations**

- **NASDABasic 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

**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 26: ARH Graduating Senior Survey Question Regarding Preparation for Employment**

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 related 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 will be collected from the graduating senior survey.

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

**Results Summary**

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

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

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

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

**Interpretations and Conclusions**

Given the general tenor of discursive responses offered by students and the fact that 50% of respondents were “mostly unsatisfied” with the resources being offered by the department with regard to professionalizing activity, there is clearly a lack (perceived or otherwise) of support for students being offered in this area.

**Related Action Plans (by Established cycle, then alpha):**
student satisfaction with professionalization activities

Established in Cycle: 2011-2012
The department will investigate student satisfaction with regard to professionalization activities by using more in-depth survey...

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

M 27: ARH Graduating Senior Survey Question Regarding Preparation for Graduate Study
We will assess this outcome using the results of a survey question asking graduating seniors to rate the quality of their courses as preparation for graduate school. The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Student 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 pursuing my studies outside of the personal contacts I sought out for advice.

Students were asked to rate the overall quality of their undergraduate experience 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: 50% of respondents
   Well enough: 50% of respondents
   Poorly: 0% of respondents
   Not at all: 0% 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: 50% of respondents
   Poorly: 0% of respondents
   Not at all: 0% of respondents

3. How well are you able to demonstrate an understanding of the elements and principles of design?
   Very well: 100% of respondents
   Well enough: 0% of respondents
   Poorly: 0% of respondents
   Not at all: 0% of respondents

4. How well are you able to demonstrate effective written communication skills?
   Very well: 0% of respondents
   Well enough: 100% of respondents
   Poorly: 0% of respondents
   Not at all: 0% 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: 50% of respondents
   Well enough: 50% of respondents
   Poorly: 0% of respondents
   Not at all: 0% of respondents

6. How well are you able to demonstrate an ability to present work in a public forum (juried exhibition, artist talk, etc.)?
   Very well: 100% of respondents
Well enough: 0% of respondents
Poorly: 0% of respondents
Not at all: 0% of respondents

7. How well are you able to demonstrate, generally, the professional behavior expected of an artist?
Very well: 100% of respondents
Well enough: 0% of respondents
Poorly: 0% 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. Yet in the second part of the survey, addressing student learning, 100% of respondents felt that they could demonstrate the skills relevant to the discipline "very well" or "well enough." With regard to the former, because students articulated their sense of quality all or most of the time, standards of teaching and learning are deemed acceptable and thus preparation for graduate school is also deemed acceptable. Considering the former, however, there are clearly issues with regard to the "nuts and bolts" of graduate school preparation in terms of applications, choice of school, etc.

Related Action Plans (by Established cycle, then alpha):
graduate school preparation
Established in Cycle: 2011-2012
The department will investigate student satisfaction with regard to graduate school preparation activities using more in-depth s...

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

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

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected (from 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.

OthOtcm 10: Maintain Accreditation with NASAD
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
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

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

Related Measures
M 29: PRO Respond to Accreditation Report Recommendations

The department will respond to recommendations from the most recent accreditation report. These responses will be summarized.

Source of Evidence: Professional standards

Target:
Data will be collected.

Finding (2011-2012) - Target: Met

Summary, Interpretations, and Conclusions

We are making the distinction between the BFA degree and the BA degree more distinct by A) strengthening our BFA degree, B) establishing scholarship initiatives, C) implementing a mandatory thesis and exhibition for our graduating BFA seniors, and D) developing recruiting practices that target potential BFA majors in high school.

A) For our BFA review, we raised the minimum departmental GPA to 3.0 and have required that the BFA review be done no later than after 36 hours of departmental coursework.

B) We have earmarked a portion of our scholarship monies to support the research of our students, with BFA students given preference among our studio majors. We have named this the Windgate Research Fellows program and it will take place every two years. Students receiving this support will be required to present the results of their work in the Windgate Research Fellows Exhibition; art history recipients will present their research in a public lecture. We are also considering separating the BFA and BA students in our annual scholarship review.

C) We have not yet made the thesis statement and exhibition mandatory for all of our students. It is, however, mandatory for all BFA students in our sculpture program. BFA students in other media areas are also welcome to be a part of this juried exhibition. For the past two years, this exhibition has been held at Harrison Galleries in downtown Tuscaloosa, which is a professional off-campus space.

D) In an effort to bring the best students to our department, we have increased the number of scholarships awarded to high school students to five full-time tuition (or equivalent). We have also stepped up our recruiting efforts by visiting two Alabama high schools that have strong art programs: Bob Jones High School in Madison, Alabama, and the Alabama School of Fine Arts in Birmingham. In addition to informational visits, faculty also gave a day-long raku demonstration where students from the high school learned how to use the raku technique to fire their ceramic pieces. Next year, we hope to add Booker T. Washington Magnet School in Montgomery to our list of schools to visit. We have designed and printed a brochure outlining our undergraduate program. We have developed a PowerPoint presentation that is shown to students and their teachers. In addition, we show a video entitled, “In the Making,” which documents the production of bronzes to mark the 175th anniversary of the College of Arts and Sciences.

In addressing administrative practices that undercut our BFA program, we currently have the equivalent of three full-time faculty members teaching our primary and secondary foundations classes. We are in the process of hiring a tenure-track faculty member in drawing, who will teach in foundations as well. We have also instituted a system giving priority registration access to our majors. Our office staff directly manages enrollments for departmental majors.

M 30: PRO Assess Maintenance of NASAD Credentials

The chair will assess maintenance of NASAD credentials. Results of this assessment will be summarized.

Source of Evidence: Professional standards

Target:
The department will continue its accreditation.

Finding (2011-2012) - Target: Met

Summary, Interpretation and Conclusions

The department is accredited through 2018. No action needed.

M 31: PRO Conduct Benchmark Studies 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 to determine benchmark.

Finding (2011-2012) - Target: Not Met

Summary, Interpretation and Conclusions

Data will be collected to determine benchmark.

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

Benchmarks will be determined.
Established in Cycle: 2011-2012
The chair will collect data to determine benchmarks.

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

OthOtcm 12: Preparation and Placement of Graduates for Professional and Graduate 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
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.
9 Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
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.
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

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 35: PRO Online Surveys and Social Media Application Use
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: Activity volume
Target:
Data will be collected
Finding (2011-2012) - Target: Partially Met
Summary, Interpretations and Conclusions

Data was collected but was difficult to interpret. The chair will review this measure to see if this is an effective measure to track students post-graduation.

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

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

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

Source of Evidence: Activity volume
Target:
Data will be collected
Finding (2011-2012) - Target: Partially Met
Summary, Interpretations, and Conclusions

100% of BFA students (n=2) who applied for grant support from entities outside of the department were successful in securing support. One student received the prestigious Windgate Fellowship, awarded to just ten students from across the country. The award has a value of $15,000. A second student applied to scholarship support to attend a summer workshop at Penland. He received the award which not only covered his tuition, but room and board, and a small stipend for art supplies as well.

Related Action Plans (by Established cycle, then alpha):
Department will collect data on professional development requests
Established in Cycle: 2011-2012
The department will collect data on the number of BFA students who request assistance with professional development opportunities...

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

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

Source of Evidence: Administrative measure - other

**Target:**
Data will be collected.

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

**Results**
We have established a database to keep track of or alumni. There are now 70 alumni from our undergraduate and graduate programs in the database.

**Interpretations**
The database is functioning well in keeping the department informed of our alumni. Names are added to the database as we are made aware of them.

**Conclusions**
In order to keep the database as up to date as possible, the department will gather contact information from all of our future gradautes. We will continue to solicit names for the database in *The Loupe*.

**OthOtcm 13: 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**
SACS 3.3.1
2.1.1 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

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

**Related Measures**

**M 38: PRO Instructor Technological Training**
All FTTLs, PTTTs, and GTAs teaching in a lecture setting will be trained to use Tegrity and all FTTLs, PTTTs, and GTAs (regardless of teaching environment) are trained to use eLearning. The number and percent of instructors trained to use Tegrity or eLearning will be reported.

Source of Evidence: Administrative measure - other

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

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

**Summary, Interpretations and Conclusions**
100% of our instructors in lecture courses will be trained to use eLearning, 100% of instructors who teach art history survey courses will also be trained in Tegrity. This target has been met.

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

Source of Evidence: Activity volume

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

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

**Summary, Interpretations, and Conclusions**
100% of our new assistant professors attended the Learner-Centered College workshop in the fall of 2011. 100% of our assistant professors have attended previous workshops.

**M 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 indirect indicator 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 (6 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 Specific Knowledge about Particular Periods | Outcome/Objective: Historical Background

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

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 Specific Knowledge about Particular Periods | Outcome/Objective: Historical Background

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

Benchmarks will be determined.
The chair will collect data to determine benchmarks.

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

Relationships (Measure | Outcome/Objective):
  Measure: PRO Conduct Benchmark Studies with other universities | Outcome/Objective: Maintain Accreditation with NASAD

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

Department will collect data on professional development requests
The department will collect data on the number of BFA students who request assistance with professional development opportunities, such as grant funding.

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

Relationships (Measure | Outcome/Objective):
  Measure: PRO Record Number of Students Seeking Professional Development Tools | Outcome/Objective: Preparation and Placement of Graduates for Professional and Graduate Opportunities

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

Department will manually keep track of its BFA majors.
Because OIRA does not separate BA majors from BFA majors in studio art, the department will hand-count its BFA majors and keep a spreadsheet of them beginning in fall 2012. We will report on our first list in the summer of 2013.

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

Relationships (Measure | Outcome/Objective):
  Measure: PRO Number of Students in Major over three Semesters | Outcome/Objective: Optimal Level
Implementation Description: As students pass the BFA review and declare their major as a studio art BFA, the department will create a database with the student’s name and areas of concentration.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Department will seek input from the community
The department will seek input from the community through features in our newsletter (online and print versions) called “reader requests” and “letters to the editor” in order to monitor the influence of the department in the community. This will be implemented in our next issue of the newsletter, slated for Fall 2012.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: PRO Implement New Features within Publications to Monitor Department Influence | Outcome/Objective: Maintain Strong Local, Regional and National Presence
Implementation Description: These features will appear in our next issue of the newsletter. We will compile data.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

Develop Common Practices
Faculty will meet to discuss professional practice and the broad role played by social media in this practice. It is expected that approaches will differ widely. Faculty will develop a list of key activities related to professional practice at the BFA level and establish at least 3 benchmarks in this area. Faculty will meet with chair to discuss ways to implement a centralized method for capturing and processing data related to all current graduate BFA studio art majors.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: ART Student Professional Development | Outcome/Objective: Student Professionalism
Implementation Description: Faculty will meet to discuss professional practice and the broad role played by social media in this practice. It is expected that approaches will differ widely. Faculty will develop a list of key activities related to professional practice at the BFA level and establish at least 3 benchmarks in this area. Faculty will meet with chair to discuss ways to implement a centralized method for capturing and processing data related to all current graduate BFA studio art majors.
Projected Completion Date: 07/2013
Responsible Person/Group: Department of Art and Art History

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

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: The Department of Art and Art History

graduate school preparation
The department will investigate student satisfaction with regard to graduate school preparation 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 graduate school preparation activities.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: ARH Graduating Senior Survey Question Regarding Preparation for Graduate Study | Outcome/Objective: Program will be Highly Valued from Graduates and Key Constituencies
Implementation Description: surveys and possible formation of advisory group
Projected Completion Date: 07/2013
**Responsible Person/Group:** The Department of Art and Art History

**Improve Records for BFA Show**

The department will develop and implement a more comprehensive system for recording data about the BFA Show.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

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

- **Measure:** ART BFA Review | **Outcome/Objective:** Student Professionalism

**Implementation Description:** The department will develop and implement a more comprehensive system for recording data about the BFA Show.

**Projected Completion Date:** 07/2013

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

**peer review; random instructor sampling**

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

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

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

- **Measure:** ARH 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:** The 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 Poll Students Regarding Benefits of Capstone Course | **Outcome/Objective:** Program will be Highly Valued from Graduates and Key Constituencies

**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

**Review and Update Assessment Measure**

Faculty will meet to review and discuss this measure. Faculty will eliminate the measure and implement a measure that is considered more relevant.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

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

- **Measure:** ART Rubric Grading on 3D Projects | **Outcome/Objective:** Fundamentals of Perspective

**Implementation Description:** Faculty will meet to review and discuss this measure. Faculty will eliminate the measure and implement a measure that is considered more relevant.

**Projected Completion Date:** 07/2013

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

**student satisfaction with courses, facilities, etc.**

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.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

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

- **Measure:** ARH Graduating Senior Survey Question Regarding Preparation for Employment | **Outcome/Objective:** High Level of Recognized Quality

**Implementation Description:** surveys and possible formation of an advisory group

**Projected Completion Date:** 07/2013

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

**student satisfaction with professionalization activities**

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

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

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

- **Measure:** ARH Graduating Senior Survey Question Regarding Preparation for Employment | **Outcome/Objective:**
**Outcome/Objective:** Program will be Highly Valued from Graduates and Key Constituencies

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

**Projected Completion Date:** 07/2013

**Responsible Person/Group:** The 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):**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Outcome/Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRO Student Advisory Group</td>
<td>High Level of Recognized Quality</td>
</tr>
</tbody>
</table>

**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 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):**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Outcome/Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRO Online Surveys and Social Media Application Use</td>
<td>Preparation and Placement of Graduates for Professional and Graduate Opportunities</td>
</tr>
</tbody>
</table>

**Implementation Description:** The chair will review the data

**Projected Completion Date:** 07/2013

**Responsible Person/Group:** Department of Art and Art History
## Curriculum Map I (Student Learning Outcomes)

<table>
<thead>
<tr>
<th>Course</th>
<th>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.</th>
<th>The department expects students to demonstrate an understanding of fundamentals of one- and two-point perspective.</th>
<th>The department expects students to demonstrate an understanding of the elements and principles of design.</th>
<th>The department expects our students to be able to formulate and verbalize cogent critiques of their own work and the work of others.</th>
<th>The department expects BFA students to exhibit a level of professionalism and aesthetic standards for the degree.</th>
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</thead>
<tbody>
<tr>
<td>Course 1</td>
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<tr>
<td>ART 110</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
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<tr>
<td>Course 2</td>
<td>ART 130</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
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<tr>
<td>Course 3</td>
<td>ART 131</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
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<tr>
<td>Course 4</td>
<td>ART 210</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
<td>X (introduced)</td>
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<tr>
<td>Course 5</td>
<td>ART 310</td>
<td>X (reinforced)</td>
<td>X (reinforced)</td>
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<tr>
<td>Course 6</td>
<td>ART 311</td>
<td>X (reinforced)</td>
<td>X (reinforced)</td>
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<tr>
<td>Course 7</td>
<td>ART 302</td>
<td>X (reinforced)</td>
<td>X (reinforced)</td>
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<tr>
<td>Course 8</td>
<td>ART 216</td>
<td>X (reinforced)</td>
<td>X (reinforced)</td>
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<tr>
<td>Course 9</td>
<td>Art 212</td>
<td>X (reinforced)</td>
<td>X (reinforced)</td>
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<tr>
<td>Course 10</td>
<td>ART 218</td>
<td>X (reinforced)</td>
<td>X (reinforced)</td>
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<tr>
<td>Course 11</td>
<td>ART 220</td>
<td>X (reinforced)</td>
<td>X (reinforced)</td>
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<tr>
<td>Course 12</td>
<td>ART 222</td>
<td>X (reinforced)</td>
<td>X (reinforced)</td>
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<tr>
<td>Course 13</td>
<td>ART 244</td>
<td>X (reinforced)</td>
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<tr>
<td>Course 14</td>
<td>ART 328</td>
<td>X (reinforced)</td>
<td>X (reinforced)</td>
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<tr>
<td>Course 15</td>
<td>ART 320</td>
<td>X (reinforced)</td>
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<tr>
<td>Course 16</td>
<td>ART 309</td>
<td>X (reinforced)</td>
<td>X (reinforced)</td>
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<tr>
<td>Course 17</td>
<td>ARH 252</td>
<td>X (introduced)</td>
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<td>X (introduced)</td>
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<tr>
<td>Course 18</td>
<td>ARH 253</td>
<td>X (introduced)</td>
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<td>Course 19</td>
<td>ARH 254</td>
<td>X (introduced)</td>
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<td>Course 19</td>
<td>ARH 381</td>
<td>X (reinforced)</td>
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<td>Course 20</td>
<td>ARH 385</td>
<td>X (reinforced)</td>
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<td>Course 21</td>
<td>ARH 400</td>
<td>X (reinforced)</td>
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<td>Course 22</td>
<td>ARH 375</td>
<td>X (reinforced)</td>
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<td>Course 23</td>
<td>ARH 481</td>
<td>X (reinforced)</td>
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<tr>
<td>Required Experience</td>
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<tr>
<td>BFA Review (Spring)</td>
<td></td>
<td>X (introduced)</td>
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</tbody>
</table>
## Curriculum Map II (Assessment Measures)

<table>
<thead>
<tr>
<th>Course</th>
<th>ART 110 (Spring) C. Wagnowsky</th>
<th>ART 130 (Spring) TSA</th>
<th>ART 131 (Spring) Girten</th>
<th>ART 210 (Spring) Schoohe</th>
<th>ART 310 (Spring) Livingston</th>
<th>ART 220 (Fall) Marshall</th>
<th>ART 328 (Fall) Jirban</th>
<th>ART 309 (Fall) Marshall</th>
<th>ART 253 (Fall) Tasker</th>
<th>ARH 385 (Fall)</th>
<th>Required Experience</th>
<th>BFA Review (Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Basic (one-point) perspective drawing exercise with graphite, conte, or charcoal AND selection of exercises that combine media or materials to demonstrate perspective across different contexts.</td>
<td>Basic exercise in the manipulation black and white space on a two-dimensional plane to express an understanding of visual elements such as line, texture, value, shape, etc. and visual principles such as proportion, scale, balance, repetition and variation AND selection of exercises that combine media or materials to demonstrate design skills across different contexts.</td>
<td>Basic exercises using multiple elements and principles within the same composition so that hierarchical relationships are understood and developed.</td>
<td>Advanced (atmospheric, multiple-point, etc.) perspective drawing exercise with graphite, conte and/or charcoal</td>
<td>Advanced exercise aligning principles of design and drawing with certain conceptual contexts such that the work demonstrates students’ abilities to use foundational skills intuitively and reflexively (exercise: figure drawing in context)</td>
<td>Advanced exercises aligning principles of design and drawing with certain conceptual contexts such that the work demonstrates students’ abilities to use foundational skills intuitively and reflexively (exercise: figure drawing in context)</td>
<td>Advanced exercises aligning principles of design and drawing with certain conceptual contexts such that the work demonstrates students’ abilities to use foundational skills intuitively and reflexively (exercise: drawing exercise)</td>
<td>Advanced exercises aligning principles of design and drawing with certain conceptual contexts such that the work demonstrates students’ abilities to use foundational skills intuitively and reflexively (exercise: drawing exercise)</td>
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<td></td>
</tr>
<tr>
<td>The department expects students to demonstrate an understanding of fundamentals of one- and two-point perspective.</td>
<td>Diagnostic and/or graded writing assignment (Exhibition review/response/written critique)</td>
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<td>Diagnostic and/or graded writing assignment (Exhibition review/response/written critique)</td>
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<tr>
<td>The department expects our students to demonstrate effective written communication skills.</td>
<td>Small group critique exercise</td>
<td>Small group critique exercise</td>
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<td>The department expects our students to be able to formulate and verbalize cogent critiques of their own work and the work of others.</td>
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<tr>
<td>The department expects BFA students to exhibit a level of professionalism and skill befitting NASAD standards for the degree.</td>
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<tr>
<td>Undergraduate ARH Out-of-Class Writing Grading Rubric</td>
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<tr>
<td><strong>Thesis/Argument</strong></td>
<td><strong>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</strong></td>
<td><strong>Supports most points with appropriate, well-analyzed examples and intelligent arguments; pursues thesis consistently, with clear major points culled from reliable sources; provides substantive and relevant documentation, where applicable, in support of most ideas or claims; quotations are competently integrated</strong></td>
<td><strong>Provides sufficient evidence and detail such that all parts of the essay are developed appropriately (essay has logical beginning, middle and end) occasionally, may contain superficial analysis or unsupported generalizations; may make only limited use of examples or evidence (and sources may not be relevant or reliable); may fail to integrate some quotations appropriately; may contain weakly unified, undeveloped, or multi-focused paragraphs</strong></td>
<td><strong>Digesres from one topic to another without developing ideas or terms; frequently only narrates or describes rather than providing interpretation; makes insufficient or awkward use of evidence (may use entirely irrelevant sources, etc.); paragraphs consistently brief, weakly unified, or undeveloped</strong></td>
<td><strong>Little or no development; may list facts rather than arguing; uses no quotations/consults no sources</strong></td>
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<tr>
<td><strong>Concepts</strong></td>
<td><strong>Offers insightful interpretation and cogent analysis of texts/materials; shows impressive command of interpretive and conceptual tasks required by assignment</strong></td>
<td><strong>Recognizes complexities of topic and shows evidence of serious consideration; goes beyond the obvious; but may contain a minor factual or conceptual inconsistency; may have left minor terms undefined</strong></td>
<td><strong>Average response to assignment, showing an understanding of the basic ideas or concepts involved; may contain some factual, interpretive, or conceptual errors; may not define several central terms</strong></td>
<td><strong>Fails to respond clearly to the task at hand; shows inadequate command of information or contains significant factual and conceptual errors; confuses significant ideas</strong></td>
<td><strong>Does not show understanding of materials or methods of assignment; paper contains two or more faults listed in previous category</strong></td>
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<tr>
<td><strong>Development and Support</strong></td>
<td><strong>Organizes and develops thought and presentation throughout; paragraph structure is clear and easy to follow; clear, strong transitions advance the argument; causal connections between ideas are evident</strong></td>
<td><strong>Shows logical development and organization throughout; paragraphs are internally developed and cohesive; clear, specific, argumentative transition sentences control most paragraphs</strong></td>
<td><strong>Orders essay logically, from sentence to sentence, paragraph to paragraph, idea to idea; essay is divided into logical paragraphs; each paragraph contains ONE clear assertion; although arrangement may not always appear entirely natural or planned; logical leaps between sentences may occur; may contain weak transitions that narrate or describe rather than advancing the argument; formatting errors do not distract from presentation</strong></td>
<td><strong>Illogical arrangement of ideas; tends to narrate or merely summarize, or wanders from one topic to another; insufficiently edited, therefore presenting material as in a draft; formatting errors</strong></td>
<td><strong>No coherent arrangement; no transitions; incoherent paragraphs; pervasive and significant formatting errors</strong></td>
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<tr>
<td>Language</td>
<td>Maintains a distinctive voice and consistent viewpoint that incorporates appropriate and varied style; shows mastery of the conventions of written English and manuscript format, making at most a few minor technical errors; clear and effective command of art historical terminology/conventions.</td>
<td>Demonstrates clear sentence writing, relatively free of grammatical and technical errors; may include occasional problematic word choices or occasional spelling or punctuation errors or clichés. The writer demonstrates a good grasp of art historical terminology/conventions.</td>
<td>Has sufficient control of standard written English and accepted formatting guidelines; if grammar, punctuation, and spelling errors are present, they do not cause serious confusion; may contain some unclear or awkward sentences, wordiness, grammatical errors, imprecise word choices, passive voice, or occasional informal language; sometimes confuses art historical terms and/or conventions</td>
<td>Insufficient control of standard written English, resulting in substantial errors that cause confusion or incoherence; contains major errors (comma splices, sentence fragments), frequent informal language, or proofreading mistakes; incorrect quotation or citation format; little understanding of art historical terminology/conventions</td>
<td>Numerous errors seriously distract from the presentation; citation of sources is missing or inadequate; failure to use accepted formatting conventions; no understanding of art historical terminology/conventions</td>
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<tr>
<td>ART 130 Grading Rubric</td>
<td>Exceeds Expectations (90-100 points)</td>
<td>Meets Expectations (80-90 points)</td>
<td>Basic Proficiency (70 to 80 points)</td>
<td>Poor Proficiency (60 to 70 points)</td>
<td>No Proficiency (0-60pts)</td>
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<tr>
<td><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>
<td>60-80 percent accuracy according to basic rules of perspective (see exceeds expectations qualities)</td>
<td>40-60 percent accuracy according to basic rules of perspective (see exceeds expectations qualities)</td>
<td>20-40 percent accuracy according to basic rules of perspective (see exceeds expectations qualities)</td>
<td>&lt; 20% accurate according to basic rules of perspective (see exceeds expectations qualities)</td>
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<tr>
<td><strong>Completion</strong></td>
<td>90-100%</td>
<td>80%-90% complete</td>
<td>70%-80% complete</td>
<td>60%-70% complete</td>
<td>&lt; 50% complete</td>
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<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>
<td>Drawing shows correct proportions and measurements 85% of objects, or measurements are accurate to 85%, small errors in scale and proportion</td>
<td>There is evidence of observation and correction of errors in measuring (underdrawing) but errors are noticeable (85% or below) or student is able to correct errors only after instructor points them out. Student has some difficulty using sighting tools.</td>
<td>Internal proportions of objects are incorrect (length to width of same object) or proportions of objects compared to each other are incorrect, or use of proportion to create illusion of space is incorrect (ex. objects that are farther away should appear smaller) and there is no evidence that student sees and attempts to correct errors in drawing. Student’s use of sighting tools indicates failure to understand relationships between objects.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
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<tr>
<td><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>
<td>Student has used entire page, work exhibits some “exceeds expectations” level qualities, but composition is occasionally awkward or unbalanced.</td>
<td>Composition uses entire page but is primarily awkward, major elements are present but located poorly, or student has eliminated major elements due to inability to compose effectively.</td>
<td>Student has drawn entire still life very small in center of page, vignette style, or student has zoomed so far in as to create abstract composition, or student has over-focused on unnecessary details leaving basic forms unaddressed.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
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<tr>
<td><strong>Use of Line (Understanding of Materials)</strong></td>
<td>A variety of line weights and qualities that work together to show space and volume, line shows details of object placement and interaction, student varies line by controlling pressure, rotation, speed, etc. with assigned drawing material</td>
<td>Some change in line weight, line usage, moderate control of materials, changes in line help show space/perspective</td>
<td>There are changes in line weight and quality but these changes appear random or confusing, or use of line quality appears expressive and does not contribute to representation of 3D space on 2D surface.</td>
<td>Student can draw only one kind of line, or lines are shaky and tentative, or student is unable to draw straight lines without using ruler.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
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<tr>
<td><strong>Performance During Work</strong></td>
<td>Student brings all</td>
<td>Student has some false</td>
<td>Student hesitates and</td>
<td>Student is easily</td>
<td>Student is openly hostile,</td>
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<tr>
<td>Session (Attitude and Participation)</td>
<td>necessary materials, is focused and working for duration of assignment, takes minimal breaks, requires minimal assistance from instructor but may ask for clarification or bring up more advanced questions.</td>
<td>starts and questions, but is able to see and correct errors when they are pointed out. Student exhibits some but not all “exceeds expectations” level behaviors.</td>
<td>has difficulty but continues to work, or student expresses frustration with task in socially appropriate manner or student struggles to maintain adequate speed to complete task in allotted time, or student requires excessive affirmation from instructor to continue working.</td>
<td>distracted, or fusses repeatedly with materials, complains about difficulty level of assignment, takes many short breaks, avoids work in general grumbles, or leaves room for long periods of time, or distracts others as well as self, or is dismissive/insulting towards coursework, or has come without required materials.</td>
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<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>
<td>Some change in line weight, line usage, moderate control of materials, changes in line help show space/perspective.</td>
<td>Student demonstrates some understanding of concepts, student struggles with vocabulary (uses words like thingy or stuff).</td>
<td>Student struggles with discussion in general, uses vocabulary incorrectly, has difficulty articulating concepts.</td>
<td>Student is unwilling/unable to use vocabulary, demonstrates no interest in improving, does not articulate concepts.</td>
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<td><strong>ART 131 Grading Rubric</strong></td>
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<td><strong>Exceeds Expectations (90-100pts)</strong></td>
<td><strong>Meets Expectations (80-90pts)</strong></td>
<td><strong>Basic Proficiency (70-80pts)</strong></td>
<td><strong>Poor Proficiency (60-70pts)</strong></td>
<td><strong>No Proficiency (0-60pts)</strong></td>
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<td><strong>Design Concept</strong></td>
<td>Students has carefully observed and considered multiple aspects of chosen space (light, size, visibility, access, etc). Student has chosen materials that relate to an aspect of the space (complement or contrast). Project demonstrates student’s understanding and synthesis of most/all formal principles (used previously in earlier projects) such as texture, rhythm, weight, etc. Student has used multiple dimensions (length, width, depth, time). Design is abstract not representational.</td>
<td>Student has considered one or two aspects of chosen space. Shows evidence of understanding and synthesis of some formal principles. Material choice shows some relation to space. (Project exhibits “meets expectations” level characteristics overall but has a few weak areas).</td>
<td>Design is overly simplistic or representational. Minimal evidence of understanding and synthesis of formal principles previously covered, design represents immediate or obvious response to space, little care given to choice of space.</td>
<td>Materials have no relationship to chosen space, or material choices and choice of space appear wholly arbitrary, or design exhibits no understanding of principles previously covered in class, or design is wholly representational.</td>
<td>Work exhibits multiple “poor” level characteristics, work does not meet assignment criteria.</td>
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<td><strong>Proposal (planning, time management, fulfilling contract)</strong></td>
<td>Submitted on time. Anticipates details of project. All contractual obligations are carefully laid out. Intent is clearly evident either through words, pictures, or a combination of the two. Proposal is precise and accurate. Student has anticipated problems that could arise and communicates well with instructor about aspects of project across timeline.</td>
<td>Submitted on time. Anticipates most details of project. Most contractual obligations are laid out. Intent is evident, but requires some further development. Student has anticipated problems that could arise. (Proposal exhibits “meets expectations” level characteristics overall but has a few weak areas).</td>
<td>Submitted on time. Anticipates some details of project. Some contractual obligations are laid out. Intent is evident, but requires substantial development. Student is unaware or has not considered potential problems.</td>
<td>Proposal is missing key components, or is late, is vague or too brief, or is overly repetitive, or is inaccurate, or proposal is unclear.</td>
<td>Proposal exhibits multiple “poor” level qualities, student fails to meet key obligations outlined in proposal.</td>
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<td><strong>Craftsmanship (Design Execution)</strong></td>
<td>Proposal demonstrates understanding of materials, use of materials expresses intent, student has strong hand skills, project demonstrates student’s ability to use shop tools effectively, project shows excellent attention to detail and high level of finish.</td>
<td>Project exhibits “meets expectations” level characteristics overall but has a few weak areas</td>
<td>Project is poorly built, project does not perform according to student’s intent, surface finishes are applied hastily or sloppily, student does not understand physical properties of materials used.</td>
<td>Project is poorly built, project does not perform according to student’s intent, surface finishes are applied hastily or sloppily, student does not understand physical properties of materials used, student is unable to master use of tools</td>
<td>Work exhibits multiple “poor” level characteristics or is substantially incomplete.</td>
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<td><strong>Performance During Work Sessions (Attendance 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 peers.</td>
<td>Student exhibits some but not all “meets expectations” level behaviors.</td>
<td>Project is poorly built, project does not perform according to student’s intent, surface finishes are applied hastily or sloppily, student does not understand physical properties of materials used.</td>
<td>Student tidies up poorly, is careless with community property, uses time or lack of skill as excuse for poor/unfinished work, etc.</td>
<td>Student intentionally leaves messes, damages or disrespects community property, interferes with work of other students, or disregards instruction.</td>
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<td>Critical Assessment (self and peer) articulation of design concepts through verbal critique (final critique)</td>
<td>Student is present and offers well considered comments during critiques, is able to comment on work that differs from their own, makes analysis based on observations of self and others work, is able to point to specific details of work and/or examples from previous classes to support their comments during critique.</td>
<td>Student exhibits some but not all “exceeds expectations” level behaviors.</td>
<td>Student misses and/or has no work for one critique session, has basic explanation for key decisions made during project, does not speak unless called on during critiques, is unable to critique work dissimilar to their own, offers unsupported opinions.</td>
<td>Student misses and/or has no work for multiple critique sessions struggles to explain/discuss key decisions made during project, seems unaware of actual outcomes of project, is uncritical/easily satisfied with their own efforts, concept is unclear.</td>
<td>Work exhibits multiple “poor” level characteristics, student is hostile and defensive during critique session, student is dismissive the work of others.</td>
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<td>ART 110 Grading Rubric</td>
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<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>
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<td><strong>Exceeds Expectations (90-100 points)</strong></td>
<td><strong>Meets Expectations (80-90 points)</strong></td>
<td><strong>Basic Proficiency (70 to 80 points)</strong></td>
<td><strong>Poor Proficiency (60 to 70 points)</strong></td>
<td><strong>No Proficiency (0-60pts)</strong></td>
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<td>80-100 percent accuracy according to basic rules of perspective (parallel lines appear to recede in space; circles in perspective shown as accurate, symmetrical ellipses; use of horizontal and vertical grids; etc.).</td>
<td>60-80 percent accuracy according to basic rules of perspective (see exceeds expectations qualities)</td>
<td>40-60 percent accuracy according to basic rules of perspective (see exceeds expectations qualities)</td>
<td>20-40 percent accuracy according to basic rules of perspective (see exceeds expectations qualities)</td>
<td>&lt; 20% accurate according to basic rules of perspective (see exceeds expectations qualities)</td>
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<td><strong>Completion</strong></td>
<td>90-100%</td>
<td>80%-90% complete</td>
<td>70%-80% complete</td>
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<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>
<td>Drawing shows correct proportions and measurements 85% of objects, or measurements are accurate to 85%, small errors in scale and proportion</td>
<td>There is evidence of observation and correction of errors in measuring (underdrawing) but errors are noticeable (85% or below) or student is able to correct errors only after instructor points them out. Student has some difficulty using sighting tools.</td>
<td>Internal proportions of objects are incorrect (length to width of same object) or proportions of objects compared to each other are incorrect, or use of proportion to create illusion of space is incorrect (ex. objects that are farther away should appear smaller) and there is no evidence that student sees and attempts to correct errors in drawing. Student’s use of sighting tools indicates failure to understand relationships between objects.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
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<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>
<td>Student has used entire page, work exhibits some “exceeds expectations” level qualities, but composition is occasionally awkward or unbalanced.</td>
<td>Composition uses entire page but is primarily awkward, major elements are present but located poorly, or student has eliminated major elements due to inability to compose effectively.</td>
<td>Student has drawn entire still life very small in center of page, vignette style, or student has zoomed so far in as to create abstract composition, or student has over-focused on unnecessary details leaving basic forms unaddressed.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
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<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>
<td>Some change in line weight, line usage, moderate control of materials, changes in line help show space/perspective</td>
<td>There are changes in line weight and quality but these changes appear random or confusing, or use of line quality appears expressive and does not contribute to representation of 3D space on 2D surface.</td>
<td>Student can draw only one kind of line, or lines are shaky and tentative, or student is unable to draw straight lines without using ruler.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
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<td><strong>Performance During Work Session (Attitude and Participation)</strong></td>
<td>Student brings all necessary materials, is focused and working for duration of assignment, takes minimal breaks, requires minimal</td>
<td>Student has some false starts and questions, but is able to see and correct errors when they are pointed out. Student exhibits some but not all</td>
<td>Student hesitates and has difficulty but continues to work, or student expresses frustration with task in socially appropriate</td>
<td>Student is easily distracted, or fusses repeatedly with materials, complains about difficulty level of assignment, takes many</td>
<td>Student is openly hostile, grumbles, or leaves room for long periods of time, or distracts others as well as self, or is dismissive/insulting</td>
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<td>Critical Assessment (written or verbal)</td>
<td>Student can point to specific areas of drawing to make points, uses vocabulary accurately, asks meta-level questions about seeing and perspective, relates perspective drawing to other methodological approaches and art forms.</td>
<td>Some change in line weight, line usage, moderate control of materials, changes in line help show space/perspective.</td>
<td>Student demonstrates some understanding of concepts, student struggles with vocabulary (uses words like thingy or stuff).</td>
<td>Student is unwilling/unable to use vocabulary, demonstrates no interest in improving, does not articulate concepts.</td>
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<td>Concept/Approach (evidenced through finished work and discussion)</td>
<td>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>
<td>Student demonstrates basic competency and is able to find errors in own work when asked to do so, is able to explain how s/he would go about correcting those errors, can effectively critique peer work.</td>
<td>Student demonstrates some understanding of concepts but struggles with vocabulary or with articulating decision-making. Drawing may seem disjointed.</td>
<td>Student is unable to explain or analyze decision-making, struggles with discussion in general, uses vocabulary incorrectly, has difficulty articulating concepts, shows no interest in improving. Drawing seems disjointed.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
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<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>
<td>Drawing shows mostly correct proportions and measurements, understanding of basic human anatomy, behavior of materials in physical environment.</td>
<td>Some evidence of observation and self-correction, but errors are noticeable, or student is able to correct errors only after instructor points them out. Student has some difficulty using sighting tools, or drawing is based on ideal/average human form rather than actual model. Little evidence of environment affecting form.</td>
<td>Internal proportions of objects are incorrect (length to width of same object) or proportions of objects compared to each other are incorrect, or use of proportion to create illusion of depth is incorrect, there is no evidence that student sees and attempts to correct errors in drawing. Failure to understand human anatomy.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
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<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>
<td>Good understanding of material qualities and ability to control tools to get desired effect, expressive and representational styles are overall well-balanced, drawing has a few weak areas.</td>
<td>Some understanding of material qualities and moderate ability to control tools to get desired effect, drawing may appear random or confusing, or expressive and representational styles not well balanced.</td>
<td>Student can draw only one kind of line, mark, etc., or tool use is shaky and tentative, or student shows erratic ability with tools, or student makes poor material choices, i.e. different areas conflict with rather than support each other.</td>
<td>Work exhibits multiple “poor” level characteristics</td>
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<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>
<td>Student has mostly addressed drawing surface, and demonstrated competent understanding of elements and principles of design as per above, tonal ranges suggest form.</td>
<td>Varying degrees of skill at depicting single figures as per elements/principles above, and/or failure to integrate both poses into unified composition.</td>
<td>Student is unable to edit effectively, includes unnecessary detail or leaves out key information, drawing seems unconsidered or unfinished, drawing is overly simplistic or busy, drawing is awkwardly composed.</td>
<td>Work exhibits multiple “D” level characteristics</td>
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<td>Critical Assessment (written or verbal)</td>
<td>Student can point to specific areas of drawing to make points, uses vocabulary accurately, asks meta-level questions about seeing and perspective, relates perspective drawing to other methodological approaches and art forms.</td>
<td>Some change in line weight, line usage, moderate control of materials, changes in line help show space/perspective.</td>
<td>Student demonstrates some understanding of concepts, student struggles with vocabulary (uses words like thingy or stuff).</td>
<td>Student struggles with discussion in general, uses vocabulary incorrectly, has difficulty articulating concepts.</td>
<td>Student is unwilling/unable to use vocabulary, demonstrates no interest in improving, does not articulate concepts.</td>
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### ARH Undergraduate Knowledge Testing Basic Grade Definitions

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<tr>
<th>Grade Level</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Exceeded Expectations</strong></td>
<td>90-100pts (90 to 100% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)</td>
</tr>
<tr>
<td><strong>Met Expectations</strong></td>
<td>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)</td>
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<tr>
<td><strong>Basic Proficiency</strong></td>
<td>70-80pts (70 to 80% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)</td>
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<tr>
<td><strong>Poor Proficiency</strong></td>
<td>60-70pts (60 to 70% of the time can recall dates, names, contexts, genres, and concepts relevant to the history of art under review)</td>
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<tr>
<td><strong>No Proficiency</strong></td>
<td>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)</td>
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### ARH Undergraduate Peer Review Basic Grade Definitions

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<th>Grade Level</th>
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<tr>
<td><strong>Exceeded Expectations</strong></td>
<td>90-100pts (student made exceptional effort to understand and comment upon a peer’s work with regard to concepts, spelling, grammar, style, etc.)</td>
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<tr>
<td><strong>Met Expectations</strong></td>
<td>80-90 pts (student made average effort to understand and comment upon a peer’s work with regard to concepts, spelling, grammar, style, etc.)</td>
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<tr>
<td><strong>Basic Proficiency</strong></td>
<td>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)</td>
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<tr>
<td><strong>Poor Proficiency</strong></td>
<td>60-70pts (student shows little proficiency at reviewing a peer’s paper with regard to concepts, spelling, grammar, style, etc.)</td>
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<tr>
<td><strong>No Proficiency</strong></td>
<td>less than 60 pts (student shows no ability to review a peer’s paper with regard to concepts, spelling, grammar, style, etc.)</td>
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### ART Undergraduate Advanced/Upper-Level/Specialized Media Basic Grade Definitions

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<th>Grade Level</th>
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<tbody>
<tr>
<td><strong>Exceeded Expectations</strong></td>
<td>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)</td>
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<tr>
<td><strong>Met Expectations</strong></td>
<td>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)</td>
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<tr>
<td><strong>Basic Proficiency</strong></td>
<td>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)</td>
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<tr>
<td><strong>Poor Proficiency</strong></td>
<td>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)</td>
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<tr>
<td><strong>No Proficiency</strong></td>
<td>less than 60 pts (student does not complete assignment or shows no evidence of effort to develop proficiency in media area)</td>
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### ART Undergraduate Advanced/Upper-Level/Specialized Media Basic Grade Definitions for Critique Exercises

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<th>Grade Level</th>
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<tr>
<td><strong>Exceeded expectations</strong></td>
<td>90-100 pts (student’s commentary show both observation and analysis, student uses details to drawn conclusions, asks questions to stimulate discussion, is able to interpret and integrate points made by others when suggesting improvements, etc.)</td>
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<tr>
<td><strong>Met expectations</strong></td>
<td>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.)</td>
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<tr>
<td><strong>Basic proficiency</strong></td>
<td>70-80 pts (student offers comments only sometimes, offers only simple observations or offers...</td>
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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.)