University of Alabama

Detailed Assessment Report
2013-2014 Studio Art M.A.
As of: 7/16/2014 12:41 PM CENTRAL

Analysis Questions and Analysis Answers

For Academic Programs

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

Assessment of graduate students in Studio Art is founded in course grades and formal reviews by a group of 3 or more faculty. In order to pursue their degree, MA students must successfully complete a full faculty review at the end of their first year at the MA level. This review process successfully identifies students who are struggling and helps them re-focus their efforts and improve. To receive the degree, students must complete: 1) a body of works of art (photographs, sculptures, paintings, installation, etc) executed at an acceptable technical level; 2) the staging of an exhibition of these works in a museum or gallery space; 3) a short paper placing the student's work in a context of contemporary art theory and practice, and demonstrating their knowledge of art history and critical analysis; 4) effective discussion of these outcomes with a committee of 3-4 faculty. At this point, students may leave with an MA or complete further course work and present a second body of work for consideration for the MFA.

As a result of our assessment activities faculty are currently reviewing graduate programs at other institutions and discussing the following concerns:

- What is an appropriate amount of outside professional activity while students are working toward degree?
- How do we account for the impact that professional commitments may have on students' coursework?
- How can we better articulate feedback from these reviews beyond "Pass/Fail"? (currently this information is presented orally)
- Should we separate the MA and MFA into two distinct degrees? How would these be differentiated?
- How do we best articulate our program goals and expectations to our students?
- How do we identify students' goals and best support their achievement of these goals?
- How do we identify and track measures of success in the visual arts, which often vary widely?

Mission / Purpose

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

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

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

SLO 1: Demonstrate Understanding of Art History

The department expects students to demonstrate an in-depth understanding of art history, including an understanding of varied critical frameworks and research methods.

Connected Documents
MA Studio Arts Curriculum Map
Supporting Documents Graduate Art

Relevant Associations:

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

In the MA Studio Art program, 30% of the students participating in the assessment demonstrated unsatisfactory/poor proficiency in writing skills when trying to convey their understanding of art historical periods and genres. Because this is a graduate level program and the ability to convey information clearly and concisely regarding knowledge and skills gained is crucial to student success, the department does not find this aspect of the result satisfactory. Therein, new assessments will be introduced to the MA-level classes that emphasize the development of competent communication (writing) skills so that the overall proficiency of the students may be properly evaluated.
Standard Associations

**NASAD Basic Standards**
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
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
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.
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 Summary of Rubric Results from Research Projects**
All MA students must successfully complete a series of in-depth written research projects to show their understanding of art history, which are evaluated using a series of standardized rubrics that assess the following features: concept, development, organization, and language. The results of the rubrics will be summarized.

Source of Evidence: Project, either individual or group

**Target:**
Data will be collected from individual MA-level classes. The department hopes to see a 5% increase in the number of students achieving a rating of satisfactory or better.

**M 2: ARH Summarize Results of Seminar Rubrics**
All MA students must participate in seminar-style ARH courses, in which they must make valuable in-class verbal analyses and presentations (seminar direction) in order to successfully complete coursework. This input is evaluated using a rubric that assesses the following features: sophistication of argument, clarity, organization, and preparation. The results of the rubric will be summarized.

Source of Evidence: Presentation, either individual or group

**Target:**
Data will be collected from MA-level students. The department hopes to see a 5% increase in the number of students achieving a rating of satisfactory or better.

**M 3: ART Evaluations of Journal Assignments**
Each MA student is required to complete/keep a journal about dominant aesthetic trends, scholars, and/or artists in the field when enrolled in ART 511, ART 501, or ART 525. Evaluations of these assignments will be summarized.

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

**Target:**
Data will be collected from individual MA-level classes.

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

**Revisit Assessment Measure**
Established in Cycle: 2012-2013
Faculty will meet and compare syllabi to determine an assessment measure common to all of us.

**SLO 2: Demonstrate Strong Analytical and Grammatical skills**
The department expects students to demonstrate strong analytical and grammatical skills when writing about or verbally critiquing their work and/or the work of others.

**Connected Documents**
- [MA Studio Arts Curriculum Maps](#)
- [Supporting Documents Graduate Art](#)
Relevant Associations:
Student Learning Outcome 2 Improvement Action(s) to be advanced (from 2010-11 report):

In the MA Studio Art program, a greater emphasis will be placed on writing/written communication in the core courses of the graduate curriculum (in particular, ART 501, ART 511 and ART 525). As such, new assessments will be introduced to the MA-level classes to emphasize the development of competent writing skills, etc.

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.

**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 4: ART Evaluations of Written and Verbal Critiques**
Each MA student is required to complete a series of written and verbal critique assignments in order to successfully pass 3 hours of ART 525 (a mandatory class called “Graduate Critiques”). Evaluations of these assignments will be summarized.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Evaluations of written and verbal assignments in ART 525 /625 Graduate Critiques will be summarized.

**M 5: ART Defense of Oral Presentation**
Each MA student is required to formally defend her/his work in an oral presentation to her/his committee as a requirement for graduation (or MFA candidacy). Student performances will be reviewed to determine the percentage of students being recommended to the MFA program. The department expects a 95% recommendation rate to the MFA program.

Source of Evidence: Presentation, either individual or group

**Target:**
Student performances will be reviewed to determine the percentage of students being recommended to the MFA program. The department expects a 95% recommendation rate to the MFA program.

FALL 2011
3 students at this stage. all passed.

SPRING 2012
1 student at this stage. review rescheduled for Fall 2012.

**M 6: ARH Summary of Evaluations of Written Analyses**
Each MA student is required to complete at least one written analysis/critical reflection upon the work/theory of dominant aesthetic trends, scholars, and/or artists in the field when enrolled in ART 511, ART 501 or ART 525.
Evaluations of these assignments will be summarized

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

**Target:**
Data will be collected from individual MA-level classes. The department hopes to see a 5% increase in the number of students achieving a rating of satisfactory or higher.

**SLO 3: Demonstrate Competency in the Use of Research Materials**
The department expects students to demonstrate competency in the use of materials/media in their research.

Connected Documents

MA Studio Arts Curriculum Maps
Supporting Documents Graduate Art

Relevant Associations:
Student Learning Outcome 3 Improvement Action(s) to be advanced (from 2010-11 report). In all instances, 100% of the students involved in the assessment performed satisfactorily or met with instructor expectations. This indicates that those being assessed are meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department of Art and Art History. The department seeks to maintain these high
standards.

**Standard Associations**

**NASAD Basic Standards**
7. Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8. Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9. Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10. Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11. Students will acquire a working knowledge of technologies, equipment, and materials applicable to their areas(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.

**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.

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

**Related Measures**

**M 7: ART Faculty Evaluation of Student Research**
Students must present their research to a committee in the form of a cohesive body of material objects (media specific or mixed-media). The quality of these objects is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Project, either individual or group

**Target:**
- Data will be collected on MA candidacy reviews, committee reviews, and thesis defenses.

**M 8: ART Faculty Evaluation of Student Exhibition**
MA students must participate in a solo or two-person public exhibition of their work. The quality of the exhibition is determined by faculty evaluation. The number and percent of students who receive a passing outcome (unsatisfactory, conditional pass, pass, pass with distinction) will be reported.

Source of Evidence: Academic direct measure of learning - other

**Target:**
- Data will be collected on student performance during MA thesis defenses (exhibition component).

**M 9: ART Student Applications for Exhibitions**
MA students must apply for a minimum of 3 shows/exhibitions per year as practice for the professional field. Results of successes will be reported.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
- Data will be collected concerning student performance on professional development assignment.

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

**Eliminate Measure**
- Established in Cycle: 2012-2013
- Based on a previous action plan for the MFA degree (The department will review student participation in exhibitions and decide...)

**SLO 4: Demonstrate Ability to Set and Solve Problems**
The department expects our students to demonstrate independent thinking and self-initiative.

**Connected Documents**
- MA Studio Arts Curriculum Maps
- Supporting Documents Graduate Art

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

In the MA Studio Art program, 30% of the students participating in the assessment demonstrated unsatisfactory writing skills. Because this is a graduate level program and the ability to convey information clearly and concisely regarding...
knowledge gained (and thus self-initiative and independent-thinking demonstrated as part of a research program) is crucial to student success, the department does not find this aspect of the result satisfactory. Therein, new assessments will be introduced to the MA-level classes that emphasize the development of competent communication (writing) skills so that the overall experience of students may be properly evaluated.

**Standard Associations**

**NASAD Basic Standards**

1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
4. 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.

**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.
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 Determining Area of Speciality**

All MA students work independently to determine their area of media specialty. Sophistication and clarity of choices are determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Academic direct measure of learning - other

**Target:**

Data concerning student decisions and use of media will be collected.

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

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

**Review and Eliminate or Replace Assessment Measure**

**Established in Cycle:** 2011-2012

Faculty will review and discuss this assessment measure. It is expected that the measure will be removed from our assessment pla...

**M 11: ART Faculty Evaluation of Student Research Projects and Written Statements**

All MA students are required to work independently to complete research projects and a written artist's statement. The quality of research and its detailed analysis (in the written statement) is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

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

**Target:**

Data will be collected on student performance during MA thesis defenses (written component).

**M 12: ART Student Poll Regarding Weekly Peer Review Sessions**

MA students will be polled in fall semester as to whether or not weekly peer review groups during spring semester would assist their communication skills. The results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

Students will be polled and their responses reported.

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

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

**Eliminate Unsuitable Measure**

**Established in Cycle:** 2011-2012

The graduate faculty will undertake consideration of this possibility, but it is expected that they will choose to remove it fro...
Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 5: Sustained Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

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

The department will continue to strengthen and classify the differences between the MA Studio and MFA degrees such that both degrees become (a) stronger and thus (b) more pedagogically effective.

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: PRO Report List of Strengths
A list of the strengths of the department from the most recent program review (specific to the MA in Studio Arts) will be reported.

Source of Evidence: Administrative measure - other
Target:
Data will be collected by the department chair.

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

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

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

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

M 16: PRO Report List of Actions in Response to Recommendations
A list of actions in response to the recommendation (specific to the MA in Studio Arts) will be reported.

Source of Evidence: Administrative measure - other
Target:
Data regarding recommendations will be gathered from the most recent accreditation report. Actions will be determined based on these recommendations.

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

Source of Evidence: Administrative measure - other
Target:
Data will be collected.

M 18: PRO Report Percentages from Surveys
Upon completion of the degree, students will complete a survey, including a question asking them to rate the overall quality of the program. 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 survey given to our graduating students.

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

- Department will create an exit survey for studio art graduate students
  Established in Cycle: 2011-2012
  The department will create an exit survey to be given to all graduate students as they leave the program.
The survey will address...

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

**M 19: PRO Report Results from Student Advisory Meetings**
The department will form an advisory group composed of students from both degrees. Reports from advisory group meetings will be summarized.

**Source of Evidence:** Advisory board or community feedback on program

**Target:**
An advisory group of students who will meet with the chair will be formed.

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

**The chair will establish a student 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 6: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

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

The program will continue to reach out to colleges across the southeastern United States in order to promote enrollment in its undergraduate programs.

**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 20: PRO Report Number of Students in Graduate Program**
We will assess this outcome using the number of students in the graduate program for the last three fall semesters.

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

**Target:**
Data will be collected.

**M 21: PRO Compare Number of Degrees Conferred to ACHE Standards**
We will assess this outcome by comparing the number of degrees awarded in the last three years with the ACHE viability standards.

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

**Target:**
Data will be collected.

**M 22: PRO Analyze Incoming Student Data and Target Productive Recruitment Areas**
We will assess this outcome by analyzing data about incoming students (from which colleges they graduate) 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.

**OthOtcn 7: Highly Valued by Program Graduates and Key Constituencies**
The program will be highly valued by its program graduates and other key constituencies it serves.

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

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

**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.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.6 Promote leadership development among Alabama's community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the state.

Related Measures

M 23: ARH Report Survey Results Regarding Preparation for Employment
We will assess this outcome using the results of a survey question asking students to rate the quality of their courses as preparation for employment (if students do not stay on for the MFA degree). The percent of students choosing each possible response to the question will be reported.

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

M 24: ARH Report Survey Results Regarding Preparation for MFA
We will assess this outcome using the results of a survey question asking MA Studio Art students to rate the quality of their courses as preparation for the MFA degree. The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Academic indirect indicator of learning - other
Target:
Data will be collected from individual students via electronic poll.

Related Action Plans (by Established cycle, then alpha):
relevance of poll
Established in Cycle: 2011-2012
Because the graduate program graduates so few students each year, an anonymous poll will not provide the degree of "randomness" ...

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 25: ARH Results from Student Poll Regarding Pedagogy
We will assess this outcome by polling students as to whether or not a pedagogy component would benefit their career plans. The results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other
Target:
Data will be collected from individual students via electronic poll.

Related Action Plans (by Established cycle, then alpha):
chair will form advisory committee -- pedagogy.
Established in Cycle: 2012-2013
The chair will form an advisory committee or group of faculty to formally discuss the introduction of a pedagogy component.

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

OthOtcpm 8: Maintain National Accreditation
The department expects to maintain its national accreditation with the National Schools of Art and Design (NASAD).

Relevant Associations:
Outcome 1 improvement action to be advanced (from 2010-11 report):
The department will continue to monitor the changes that made in response to the accreditation report to ensure that they are sustained.

Standard Associations
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 26: PRO Report Responses to Recommendations**
The department will respond to recommendations from the most recent accreditation report. These responses will be summarized.

Source of Evidence: Administrative measure - other

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

**M 27: PRO Maintain NASAD Credentials**
The chair will assess maintenance of NASAD credentials. Results of this assessment will be summarized.

Source of Evidence: Professional standards

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

**M 28: PRO Summarize Results of Benchmark Study with Other Universities**
The chair will form links with other universities in order to conduct benchmark studies of our progress. Results of these studies will be summarized.

Source of Evidence: Benchmarking

**Target:**
Data will be collected.

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

Data will be collected and compiled.

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

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

**M 38: Review Studio MA/MFA Criteria**
Faculty will review the criteria for the MA and the MFA degrees.

Source of Evidence: Discussions / Coffee Talk

**OthOtcn 9: Maintain Strong Local, Regional and National Presence**
The department expects to have a strong local, regional, and national presence with relation to comparable institutions offering BA, BFA, MA, and MFA programs in Studio Art and Art History.

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

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

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

Source of Evidence: Administrative measure - other

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

**M 30: PRO Maintain Active Website and Publications**
The department will maintain an active website and produce a series of paper publications (The Loupe, departmental information pamphlets and posters, etc.) to publicize and promote its activities. The number and types of publications will be listed, as well as their circulation data.

Source of Evidence: Administrative measure - other

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

M 31: PRO Implement New Features Within Publication to Monitor Department Influence
The department will implement a new feature of its paper and online publications—“reader requests” and “letters to the editor” — in order to monitor the influence of the department in the community. Responses will be summarized and analyzed.

Source of Evidence: Administrative measure - other

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

Related Action Plans (by Established cycle, then alpha):
Department will seek input from the community
Established in Cycle: 2011-2012
The department will seek input from the community through features in our newsletter (online and print versions) called “reader ...

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

OthOtcm 10: Preparation and Placement of Graduates
The department expects to prepare its graduate for and place them in professional or academic appointments/graduate schools as practicing artists and art historians.

Relevant Associations:
Outcome 3 improvement action to be advanced (from 2010-11 report):

The department is developing a more efficient reporting mechanism for recording student activities.

Standard Associations
NASAD Basic Standards
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.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.6 Promote leadership development among Alabama's community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the state.

Related Measures

M 32: PRO Report Post-Graduation Student Success using Online Surveys and Social Media
The department will use specific tracking mechanisms (online surveys and social media applications) in order to maintain an active record of student post-graduation successes. The extent to which students achieve post-graduation success will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

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

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

M 33: PRO Report Number of Students Involved in Professional Development Activities
The department will report the number and percent of current students who request help with and/or attend professionalization activities and will continue to mentor them through graduate school application workshops,
Source of Evidence: Administrative measure - other

Target:
Data will be collected.

M 34: PRO Report Number of Alumni in Database
The department will create a web-based collection mechanism (for names, addresses, comments, etc. from alumni) in order to keep its data up to date. The number of names collected will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

OthOtc11: Technology Use and New Pedagogies
The department expects its instructors to make use of educational technologies and new pedagogies in teaching.

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

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

Standard Associations

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

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

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.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

Related Measures

M 35: PRO Report Number of Instructors Trained in Tegrity and eLearning
All FTTIs, PTTIs, and GTAs teaching in a lecture setting will be trained to use Tegrity and all FTTIs, PTTIs, and GTAs (regardless of teaching environment) are trained to use eLearning. The number and percent of instructors trained to use Tegrity or eLearning will be reported.

Source of Evidence: Administrative measure - other

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

M 36: PRO Report Workshop Attendance
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: Administrative measure - other

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

M 37: ARH Assessment of the Quality of Peer Review Exercises
Select professors will implement computer-based peer review activities in their classes via open-source Moodle. Results of these assessments will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected from individual instructors.

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

**computer based peer review**
*Established in Cycle: 2011-2012*
The faculty and chair of the Department of Art and Art History whether or not computerized-peer review will benefit graduate-level students.

**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- Measure: ARH Assessment of the Quality of Peer Review Exercises | **Outcome/Objective:** Technology Use and New Pedagogies

**Implementation Description:** discussion between faculty and chair
**Projected Completion Date:** 07/2013
**Responsible Person/Group:** The Department of Art and Art History

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

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

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

**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

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**Department will create an exit survey for studio art graduate students**
The department will create an exit survey to be given to all graduate students as they leave the program. The survey will address such topics as improvements to the program as well as program strengths.

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

**Relationships (Measure | Outcome/Objective):**
- Measure: PRO Report Percentages from Surveys | **Outcome/Objective:** Sustained Level of Recognized Quality

**Implementation Description:** The department will create an online survey and will request that students complete the survey after they graduate. Our first survey will be administered to the students who graduate in December 2012.
**Projected Completion Date:** 07/2013
**Responsible Person/Group:** Department of Art and Art History

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

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

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

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

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**Eliminate Unsuitable Measure**
The graduate faculty will undertake consideration of this possibility, but it is expected that they will choose to remove it from the assessment plan, as ample opportunities exist for formal (existing courses) and informal (student exhibitions, shared studio time) peer review.

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

**Relationships (Measure | Outcome/Objective):**
- Measure: ART Student Poll Regarding Weekly Peer Review Sessions | **Outcome/Objective:**
Demonstrate Ability to Set and Solve Problems

**Implementation Description:** Remove assessment measure from plan.

**Projected Completion Date:** 07/2013

**Responsible Person/Group:** The Department of Art & 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

**Implementation Description:** discussion between faculty and chair

**Projected Completion Date:** 07/2015

**relevance of poll**
Because the graduate program graduates so few students each year, an anonymous poll will not provide the degree of "randomness" or variety of "sampling" required to be valid data. As such, faculty and the chair will discuss new ways to ascertain information about the quality of the degree.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ARH Report Survey Results Regarding Preparation for MFA | **Outcome/Objective:** Highly Valued by Program Graduates and Key Constituencies
- **Implementation Description:** faculty discussion with chair as to relevance of measure
- **Projected Completion Date:** 07/2013
- **Responsible Person/Group:** The Department of Art and Art History

**Review and Eliminate or Replace Assessment Measure**
Faculty will review and discuss this assessment measure. It is expected that the measure will be removed from our assessment plan, or substantially modified to be more useful and appropriate.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ARH Assessment of the Quality of Peer Review Exercises | **Outcome/Objective:** Technology Use and New Pedagogies
- **Measure:** ART Determining Area of Specialty | **Outcome/Objective:** Demonstrate Ability to Set and Solve Problems
- **Implementation Description:** Faculty will review and discuss this assessment measure. It is expected that the measure will be removed from our assessment plan, or substantially modified to be more useful and appropriate.
- **Projected Completion Date:** 07/2013
- **Responsible Person/Group:** The Department of Art and Art History

**The chair will establish a student advisory group**
The department chair will form an advisory group based on recommendations from the faculty. The advisory group will consist of students from all of our graduate degree programs.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** PRO Report Results from Student Advisory Meetings | **Outcome/Objective:** Sustained 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 Report Survey Results Regarding Preparation for MFA | **Outcome/Objective:** Highly Valued by Program Graduates and Key Constituencies
- **Measure:** PRO Report Post-Graduation Student Success using Online Surveys and Social Media | **Outcome/Objective:** Preparation and Placement of Graduates
- **Implementation Description:** The chair will review the data
- **Projected Completion Date:** 07/2013
- **Responsible Person/Group:** Department of Art and Art History

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

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

Measure: ARH Results from Student Poll Regarding Pedagogy | Outcome/Objective: Highly Valued by Program Graduates and Key Constituencies

Eliminate Measure

Based on a previous action plan for the MFA degree (The department will review student participation in exhibitions and decide to whether to continue using this as a measure of assessment) this measure has been eliminated. As part of our 2013-2014 assessment plan, we will implement other measures of successful professional engagement, and other measures of demonstrating competency with materials.

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

Relationships (Measure | Outcome/Objective):

Measure: ART Student Applications for Exhibitions | Outcome/Objective: Demonstrate Competency in the Use of Research Materials

Revisit Assessment Measure

Faculty will meet and compare syllabi to determine an assessment measure common to all of us.

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

Relationships (Measure | Outcome/Objective):

Measure: ART Evaluations of Journal Assignments | Outcome/Objective: Demonstrate Understanding of Art History

Projected Completion Date: 11/2013
University of Alabama

Detailed Assessment Report
2012-2013 Studio Art M.A.
As of: 7/16/2014 12:50 PM CDT

Mission / Purpose

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

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

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

SLO 1: Demonstrate Understanding of Art History

The department expects students to demonstrate an in-depth understanding of art history, including an understanding of varied critical frameworks and research methods.

Connected Documents
MA Studio Arts Curriculum Map
Supporting Documents Graduate Art

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

In the MA Studio Art program, 30% of the students participating in the assessment demonstrated unsatisfactory/poor proficiency in writing skills when trying to convey their understanding of art historical periods and genres. Because this is a graduate level program and the ability to convey information clearly and concisely regarding knowledge and skills gained is crucial to student success, the department does not find this aspect of the result satisfactory. Therein, new assessments will be introduced to the MA-level classes that emphasize the development of competent communication (writing) skills so that the overall proficiency of the students may be properly evaluated.

Standard Associations

NASAD Basic Standards
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
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 Summary of Rubric Results from Research Projects
All MA students must successfully complete a series of in-depth written research projects to show their understanding of art history, which are evaluated using a series of standardized rubrics that assess the following features: concept, development, organization, and language. The results of the rubrics will be summarized.

Source of Evidence: Project, either individual or group

Target:
Data will be collected from individual MA-level classes. The department hopes to see a 5% increase in the number of students achieving a rating of satisfactory or better.

Finding (2012-2013) - Target: Met
ARH 550-001 Research Paper Results (17 students*) – Curzon
23.52% of students (4 total) met expectations
76.47% of students (13 total) performed satisfactorily
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated an unsatisfactory performance

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

Interpretations and Conclusions
In all instances, students performed satisfactorily or better (see attached rubric for interpretation of values). In comparison to data collected during the 2011/12 cycle, when only 9% of students met expectations, the data from the 2012/13 cycle reflects a significant improvement, with 21.05% of students meeting expectations. This improvement was generated by a marked attempt to familiarize students with the writing process, provide writing support through instructor and peer review, and through the introduction of new types of assignment (including primary research activities, interviews, formal proposals, etc.).

M 2: ARH Summarize Results of Seminar Rubrics
All MA students must participate in seminar-style ARH courses, in which they must make valuable in-class verbal analyses and presentations (seminar direction) in order to successfully complete coursework. This input is evaluated using a rubric that assesses the following features: sophistication of argument, clarity, organization, and preparation. The results of the rubric will be summarized.

Source of Evidence: Presentation, either individual or group

Target:
Data will be collected from MA-level students. The department hopes to see a 5% increase in the number of students achieving a rating of satisfactory or better.

Finding (2012-2013) - Target: Met
ARH 550-001 (Curzon) Seminar Presentation Results (16 students*)
93.75% of students (15 total) demonstrated exemplary skill
0% of students (0 total) demonstrated competence
0% of students (0 total) demonstrated developing skill
6.25% of students (1 total) demonstrated insufficient skill**

*Two students chose to take incomplete grades in the class and thus their data is not represented here.
** 100% of the students who demonstrated “insufficient skill” received a failing grade because they did not complete the assignment.

Interpretations and Conclusions
93.75% of the students involved in the assessment were evaluated as exemplary in the field assessed. This data represents a significant increase from the 2011/12 cycle, in which only 63.63% of students were assessed as achieving exemplary status. During the 2012/13 cycle, however, the department faces the fact that 6.25% of students falling into the “insufficient skill” category. Yet because this particular aspect of the data was the result of the student in question not submitting a complete assignment, this result is not conclusive regarding standards of teaching and learning. Because of the increase over this year’s cycle and because nearly 100% of the students being assessed fell into the “exemplary” category when meeting the objectives of the curriculum, standards of teaching and learning in this area are deemed acceptable.

M 3: ART Evaluations of Journal Assignments
Each MA student is required to complete/keep a journal about dominant aesthetic trends, scholars, and/or artists in the field when enrolled in ART 511, ART 501, or ART 525. Evaluations of these assignments will be summarized.

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

Target:
Data will be collected from individual MA-level classes.

Finding (2012-2013) - Target: Partially Met
This course rotates among the graduate faculty. Not all faculty require a journaling component when teaching the course, so this data was not collected during this cycle. Faculty will meet and compare syllabi to determine an assessment measure common to all of us.

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

**Revisit Assessment Measure**
*Established in Cycle: 2012-2013*
Faculty will meet and compare syllabi to determine an assessment measure common to all of us.

**SLO 2: Demonstrate Strong Analytical and Grammatical skills**
The department expects students to demonstrate strong analytical and grammatical skills when writing about or verbally critiquing their work and/or the work of others.

**Connected Documents**
- MA Studio Arts Curriculum Maps
- Supporting Documents Graduate Art

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

In the MA Studio Art program, a greater emphasis will be placed on writing/written communication in the core courses of the graduate curriculum (in particular, ART 501, ART 511 and ART 525). As such, new assessments will be introduced to the MA-level classes to emphasize the development of competent writing skills, etc.

**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.
- **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 4: ART Evaluations of Written and Verbal Critiques
Each MA student is required to complete a series of written and verbal critique assignments in order to successfully pass 3 hours of ART 6/525 (a mandatory class called “Graduate Critiques”). Evaluations of these assignments will be summarized.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Evaluations of written and verbal assignments in ART 525 /625 Graduate Critiques will be summarized.

**Finding (2012-2013) - Target: Met**
Results Summary: Students work independently on a variety of problems and in variety of disciplines. Students meet weekly to discuss each other’s work and complete written assignments related to the critical evaluation of contemporary art. ART 525 (Jordan) Graduate Critiques (9 Students) 78% of students (7 total) exceeded expectations, 22% 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. ART 625 (Jordan) Graduate Critiques (4 Students) 75% of students (3 total) exceeded expectations, 25% of students (1 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 in this course. Faculty are effectively communicating advanced principles in both theory and practice. Students are demonstrating their working knowledge of technologies, equipment, and materials necessary to create a strong body of work. Students are demonstrating their ability to offer cogent, well-articulated discussion of this work, their familiarity with history and theory in their area of emphasis, and their understanding of major issues and historical achievements related to contemporary fine art.

M 5: ART Defense of Oral Presentation
Each MA student is required to formally defend her/his work in an oral presentation to her/his committee as a requirement for graduation (or MFA candidacy). Student performances will be reviewed to determine the percentage of students being recommended to the MFA program. The department expects a 95% recommendation rate to the MFA program.

Source of Evidence: Presentation, either individual or group
Target:
Student performances will be reviewed to determine the percentage of students being recommended to the MFA program. The department expects a 95% recommendation rate to the MFA program.

FALL 2011
3 students at this stage. All passed.

SPRING 2012
1 student at this stage. Review rescheduled for Fall 2012.

Finding (2012-2013) - Target: Met
Results Summary: FALL 2012: 5 students undertook the MA Candidacy Review (3 pass, 1 conditional pass, 1 unsatisfactory/no pass) 4 students undertook MA Committee Reviews (2 pass, 1 conditional pass, 1 review rescheduled) 3 students defended for the MA degree (1 pass with distinction, 2 pass) 0 students undertook the MFA Candidacy Review. 2 students undertook MFA Committee Reviews (1 pass with distinction, 1 pass,) 1 students defended for the MFA degree (1 pass). SPRING 2012: 2 students undertook the MA Candidacy Review. (1 pass with distinction, 1 conditional pass) 5 students undertook MA Committee Reviews. (2 pass, 3 conditional pass) 3 students defended for the MA degree (1 pass with distinction, 2 pass) 3 students undertook the MFA Candidacy Review (1 pass with distinction, 2 pass) 0 students undertook MFA Committee Reviews. 2 students defended for the MFA degree. (1 pass with distinction, 1 pass). Interpretations and Conclusions: 100% of students attempting this benchmark passed and were admitted to the MFA program. No students chose to finish the program with an MA.

M 6: ARH Summary of Evaluations of Written Analyses
Each MA student is required to complete at least one written analysis/critical reflection upon the work/theory of dominant aesthetic trends, scholars, and/or artists in the field when enrolled in ART 511, ART 501 or ART 525.
Evaluations of these assignments will be summarized

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

Finding (2012-2013) - Target: Met
ARH 550-001 Research Paper Results (17 students*) –
Current
25% of students (4 total) met expectations
75% of students (12 total) performed satisfactorily
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) demonstrated an unsatisfactory performance

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

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

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

SLO 3: Demonstrate Competency in the Use of Research Materials
The department expects students to demonstrate competency in the use of materials/media in their research.

Connected Documents
MA Studio Arts Curriculum Maps
Supporting Documents Graduate Art

Relevant Associations:
Student Learning Outcome 3 Improvement Action(s) to be advanced (from 2010-11 report). In all instances, 100% of the students involved in the assessment performed satisfactorily or met with instructor expectations. This indicates that those being assessed are meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department of Art and Art History. The department seeks to maintain these high standards.

Standard Associations

NASAD Basic Standards
7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields
8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9 Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10 Students will become familiar with history and theory in the area of emphasis, including current major issues and historical achievements.
11 Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12. The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis
*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 7: ART Faculty Evaluation of Student Research
Students must present their research to a committee in the form of a cohesive body of material objects (media specific or mixed-media). The quality of these objects is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Project, either individual or group

**Target:**
Data will be collected on MA candidacy reviews, committee reviews, and thesis defenses.

**Finding (2012-2013) - Target: Met**
Results Summary: FALL 2012 5 students undertook the MA Candidacy Review. (3 pass, 1 conditional pass, 1 unsatisfactory/no pass ) 4 students undertook MA Committee Reviews. (2 pass, 1 conditional pass, 1 review rescheduled) 1 students defended for the MA degree. (1 pass with distinction, 2 pass) 0 students undertook the MFA Candidacy Review 2 students undertook MFA Committee Reviews. (1 pass with distinction, 1 pass,) 1 students defended for the MFA degree. (1 pass) SPRING 2012 2 students undertook the MA Candidacy Review. (1 pass with distinction, 1 conditional pass) 5 students undertook MA Committee Reviews. (2 pass, 3 conditional pass) 3 students defended for the MA degree. (1 pass with distinction, 2 pass) 3 students undertook the MFA Candidacy Review. (1 pass with distinction, 2 pass) 0 students undertook MFA Committee Reviews. 2 students defended for the MFA degree. (1 pass with distinction, 1 pass). Interpretations and Conclusions 85.71% of students attempting the MA candidacy review met or exceeded expectations. Of these, 28.57% (2 students) met expectations but were given conditions associated with further progress in the program. 14.29% of students attempting the MA candidacy review failed to meet expectations. Failing students receive feedback on their performance and have another chance to pass the candidacy review. The review process exists to ensure that student performance in the studio meets expectations before students continue to the written and exhibition requirements for the degree. It is highly unusual for a student to fail the review during a second attempt. 100% of students presenting work to their MA committees, or defending for their MA degrees, met or exceeded expectations. Faculty are effectively communicating professional standards of studio practice and presentation. Students are able to work independently on a variety of visual problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology. Students demonstrate knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis. Students are able to complete a coherent body of work, exhibiting strong craftsmanship, professionally presented, and appropriately documented. Students are prepared to submit proposals to exhibit this work to fulfill the requirements of their MA degree.

M 8: ART Faculty Evaluation of Student Exhibition
MA students must participate in a solo or two-person public exhibition of their work. The quality of the exhibition is determined by faculty evaluation. The number and percent of students who receive a passing outcome (unsatisfactory, conditional pass, pass, pass with distinction) will be reported.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Data will be collected on student performance during MA thesis defenses (exhibition component).

**Finding (2012-2013) - Target: Met**
Results Summary: FALL 2012 5 students undertook the MA Candidacy Review. (3 pass, 1 conditional pass, 1 unsatisfactory/no pass ) 4 students undertook MA Committee Reviews. (2 pass, 1 conditional pass, 1 review rescheduled) 3 students defended for the MA degree. (1 pass with distinction, 2 pass) 0 students undertook the MFA Candidacy Review 2 students undertook MFA Committee Reviews. (1 pass with distinction, 1 pass,) 1 students defended for the MFA degree. (1 pass) SPRING 2012 2 students undertook the MA Candidacy Review. (1 pass with distinction, 1 conditional pass) 5 students undertook MA Committee Reviews. (2 pass, 3 conditional pass) 3 students defended for the MA degree. (1 pass with distinction, 2 pass) 3 students undertook the MFA Candidacy Review. (1 pass with distinction, 2 pass) 0 students undertook MFA Committee Reviews. 2 students defended for the MFA degree. (1 pass with distinction, 1 pass). Interpretations and Conclusions: 100% of students staging the exhibition component of their MA degrees met or exceeded expectations. Faculty are effectively communicating professional standards in documenting work and submitting exhibition venues for review. Students are able document the making of their work, submit strong proposals to galleries on and off campus, effectively edit and categorize written materials accompanying the work, and prepare and install the work for public display. Before, during, and after the show students are able to prepare publicity materials, document any events or review associated with the exhibition, uninstall the work, and complete the exhibition according to their agreement with the gallery.

M 9: ART Student Applications for Exhibitions
MA students must apply for a minimum of 3 shows/exhibitions per year as practice for the professional field. Results of successes will be reported.
Target:
Data will be collected concerning student performance on professional development assignment.

Finding (2012-2013) - Target: Partially Met
A series of discussions among studio faculty revealed that a) many of us do not require to students to apply for exhibitions, b) some faculty are concerned that emphasis on exhibition applications can distract students, having a negative impact on student development, c) there are many other measures of professional engagement including: residencies, workshops, professional conferences, studio visits, journal articles, reviews, etc., and d) many of these opportunities are not required and therefore not recorded or tracked as part of coursework, but rather as "student successes" for faculty evaluations. As part of our 2013-2014 assessment plan, we will implement other measures of successful professional engagement, and other measures of demonstrating competency with materials.

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

Eliminate Measure
Established in Cycle: 2012-2013
Based on a previous action plan for the MFA degree (The department will review student participation in exhibitions and decide t...}

SLO 4: Demonstrate Ability to Set and Solve Problems
The department expects our students to demonstrate independent thinking and self-initiative.

Connected Documents
MA Studio Arts Curriculum Maps
Supporting Documents Graduate Art

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

In the MA Studio Art program, 30% of the students participating in the assessment demonstrated unsatisfactory writing skills. Because this is a graduate level program and the ability to convey information clearly and concisely regarding knowledge gained (and thus self-initiative and independent-thinking demonstrated as part of a research program) is crucial to student success, the department does not find this aspect of the result satisfactory. Therein, new assessments will be introduced to the MA-level classes that emphasize the development of competent communication (writing) skills so that the overall experience of students may be properly evaluated.

Standard Associations

NASAD Basic Standards
1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
8. Students will be able to work independently on a variety of art and design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.

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.
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 Determining Area of Speciality
All MA students work independently to determine their area of media specialty. Sophistication and clarity of choices are determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Academic direct measure of learning - other

Target:
Data concerning student decisions and use of media will be collected.

Finding (2012-2013) - Target: Met
Based on our action plan, faculty meeting and discussion, this measure has been eliminated.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Review and Eliminate or Replace Assessment Measure
Established in Cycle: 2011-2012
Faculty will review and discuss this assessment measure. It is expected that the measure will be removed from our assessment pla...

M 11: ART Faculty Evaluation of Student Research Projects and Written Statements
All MA students are required to work independently to complete research projects and a written artist's statement. The quality of research and its detailed analysis (in the written statement) is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
Data will be collected on student performance during MA thesis defenses (written component).

Finding (2012-2013) - Target: Met
Results Summary: FALL 2012 5 students undertook the MA Candidacy Review (3 pass, 1 conditional pass, 1 unsatisfactory/no pass) 4 students undertook MA Committee Reviews (2 pass, 1 conditional pass, 1 review rescheduled) 3 students defended for the MA degree (1 pass with distinction, 2 pass) 0 students undertook the MFA Candidacy Review, 2 students undertook MFA Committee Reviews (1 pass with distinction, 1 pass) 1 student defended for the MFA degree (1 pass). SPRING 2012: 2 students undertook the MA Candidacy Review (1 pass with distinction, 1 conditional pass) 5 students undertook MA Committee Reviews (2 pass, 3 conditional pass) 3 students defended for the MA degree (1 pass with distinction, 2 pass) 3 students undertook the MFA Candidacy Review (1 pass with distinction, 2 pass) 0 students undertook MFA Committee Reviews, 2 students defended for the MFA degree (1 pass with distinction, 1 pass). Interpretations and Conclusions: 100% of students submitting the written component of their MA degrees met or exceeded expectations. Faculty are effectively communicating professional standards and conventions for writing about contemporary fine art. Students demonstrate their understanding of history, theory, and critical analysis by writing an article-length artist statement that includes image references and citations. Students demonstrate an understanding of context and an ability to place their work along a continuum of contemporary theory and practice.

M 12: ART Student Poll Regarding Weekly Peer Review Sessions
MA students will be polled in fall semester as to whether or not weekly peer review groups during spring semester would assist their communication skills. The results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other
Target:
Students will be polled and their responses reported.

Finding (2012-2013) - Target: Met
Based on our action plan (faculty meeting, discussion) this measure was eliminated.

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

Eliminate Unsuitable Measure
Established in Cycle: 2011-2012
The graduate faculty will undertake consideration of this possibility, but it is expected that they will choose to remove it fro...

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

OthOtm5: Sustained Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Relevant Associations:
Program Outcome 1 Improvement Action(s) to be advanced (from 2010-11 report):
The department will continue to strengthen and classify the differences between the MA Studio and MFA degrees such that both degrees become (a) stronger and thus (b) more pedagogically effective.

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

M 13: PRO Report List of Strengths
A list of the strengths of the department from the most recent program review (specific to the MA in 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. Students produce professional-quality exhibitions of their work.
2. Students are able to engage with the local and regional arts community.
3. Students assist in teaching undergraduate courses, which prepares them for a career in teaching.
4. The faculty have developed interdisciplinary critiques that develop the student's critical and theoretical knowledge, introduce new technologies, and reinforce their communication skills.

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

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

Finding (2012-2013) - Target: Met

Summary, Interpretation and Conclusions

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

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

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

Finding (2012-2013) - Target: Met

Summary, Interpretations, and Conclusions

There were no recommendations in the accreditation report specific to the MA.

M 16: PRO Report List of Actions in Response to Recommendations
A list of actions in response to the recommendation (specific to the MA in Studio Arts) will be reported.

Source of Evidence: Administrative measure - other
Target:
Data regarding recommendations will be gathered from the most recent accreditation report. Actions will be determined based on these recommendations.

Finding (2012-2013) - Target: Met

Summary, Interpretations, and Conclusions

As there were no recommendations in the accreditation report specific to the MA program, there are no actions in response.

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

Source of Evidence: Administrative measure - other
Target:
Data will be collected.

Finding (2012-2013) - Target: Met

Summary, Interpretations, and Conclusions

As there were no recommendations specific to the MA in studio art in the accreditation report, no actions were needed, and thus there are no impacts to report.

M 18: PRO Report Percentages from Surveys
Upon completion of the degree, students will complete a survey, including a question asking them to rate the overall quality of the program. 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 survey given to our graduating students.

Related Action Plans (by Established cycle, then alpha):
Department will create an exit survey for studio art graduate students
*Established in Cycle: 2011-2012*
The department will create an exit survey to be given to all graduate students as they leave the program.
The survey will address...

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

**M 19: PRO Report Results from Student Advisory Meetings**
The department will form an advisory group composed of students from both degrees. Reports from advisory group meetings will be summarized.

Source of Evidence: Advisory board or community feedback on program

**Target:**
An advisory group of students who will meet with the chair will be formed.

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

**The chair will establish a student 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 6: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

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

The program will continue to reach out to colleges across the southeastern United States in order to promote enrollment in its undergraduate programs.

**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 20: PRO Report Number of Students in Graduate Program**
We will assess this outcome using the number of students in the graduate program for the last three fall semesters.

Source of Evidence: Administrative measure - other

**Target:**
Data will be collected.

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

**Summary**
The number of students enrolled in our MA (studio art) program are as follows:

- 2008/2009: 12
- 2009/2010: 4
- 2010/2011: 4
- 2011/2012: 11
- 2012/2013: 13

**Interpretations**
Students move through our MA program often on their way to our MFA degree. Students will spend two years in the MA program before being accepted into the MFA program. As one cohort of students moves through the system on their way to an MFA degree, the MA enrollment may drop, depending on the size of the incoming cohort.

**Conclusions**
It is difficult to draw conclusions from the past few years. More data will be needed.

**M 21: PRO Compare Number of Degrees Conferred to ACHE Standards**
We will assess this outcome by comparing the number of degrees awarded in the last three years with the ACHE viability standards.

Source of Evidence: Administrative measure - other

**Target:**
Data will be collected.

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

**Summary**
The number of MA (studio art) degrees conferred for past three years are:
2008/2009: 1
2009/2010: 0
2010/2011: 1
2011/2012: 0
2012/2013: data still being collected

**Interpretations**
The numbers of students receiving MA (studio art) degree appears to be low and does not meet ACHE viability standards. However, most of our students who enter our graduate program graduate with an MFA degree. If they elect to pursue the MFA, they cannot graduate first with an MA. Thus, the MA degrees will always remain low and the program needs to be considered within the larger picture of the MA - MFA degree program.

**Conclusions**
While the MA in studio art does not appear to meet ACHE viability, the nature of the program is such that should students choose to pursue their MFA with us, they are not able to graduate with the MA degree first.

**M 22: PRO Analyze Incoming Student Data and Target Productive Recruitment Areas**
We will assess this outcome by analyzing data about incoming students (from which colleges they graduate) 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 7: Highly Valued by Program Graduates and Key Constituencies**
The program will be highly valued by its program graduates and other key constituencies it serves.

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

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

**General Education/Core Curriculum Associations**

1. 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. Promote and enhance areas of academic, scholarship, and research excellence.
2. Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
3. 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. 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: ARH Report Survey Results Regarding Preparation for Employment**
We will assess this outcome using the results of a survey question asking students to rate the quality of their courses as preparation for employment (if students do not stay on for the MFA degree). The percent of students choosing each possible response to the question will be reported.

*Source of Evidence: Academic indirect indicator of learning - other
Target: Data will be collected from individual students.
Finding (2012-2013) - Target: Not Reported This Cycle
Results Summary: No students left the program at the MA level.
Interpretations and Conclusions: No students left the program at the MA level.*

**M 24: ARH Report Survey Results Regarding Preparation for MFA**
We will assess this outcome using the results of a survey question asking MA Studio Art students to rate the quality of their courses as preparation for the MFA degree. The percent of students choosing each possible response to the question will be reported.

*Source of Evidence: Academic indirect indicator of learning - other
Target: Data will be collected from individual students via electronic poll.
Finding (2012-2013) - Target: Not Reported This Cycle
No data was collected during the 2012/13 cycle.*
Related Action Plans (by Established cycle, then alpha):

relevance of poll
Established in Cycle: 2011-2012
Because the graduate program graduates so few students each year, an anonymous poll will not provide the degree of “randomness” ...  

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 25: ARH Results from Student Poll Regarding Pedagogy
We will assess this outcome by polling students as to whether or not a pedagogy component would benefit their career plans. The results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected from individual students via electronic poll.

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

Related Action Plans (by Established cycle, then alpha):
chair will form advisory committee -- pedagogy.
Established in Cycle: 2012-2013
The chair will form an advisory committee or group of faculty to formally discuss the introduction of a pedagogy component.

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

OthOtcm 8: Maintain National Accreditation
The department expects to maintain its national accreditation with the National Schools of Art and Design (NASAD).

Relevant Associations:
Outcome 1 improvement action to be advanced (from 2010-11 report):

The department will continue to monitor the changes that made in response to the accreditation report to ensure that they are sustained.

Standard Associations
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 26: PRO Report Responses to Recommendations
The department will respond to recommendations from the most recent accreditation report. These responses will be summarized.

Source of Evidence: Administrative measure - other

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

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

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

M 27: PRO Maintain NASAD Credentials
The chair will assess maintenance of NASAD credentials. Results of this assessment will be summarized.

Source of Evidence: Professional standards

Target:
The department will continue its accreditation.

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

The department is accredited through 2018. No action needed.
**M 28: PRO Summarize Results of Benchmark Study with Other Universities**

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

**Source of Evidence:** Benchmarking

**Target:**
Data will be collected.

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

**Summary, Interpretation and Conclusions**

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

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

Data will be collected and compiled.

*Established in Cycle: 2011-2012*

The chair will collect data for analysis to determine benchmarks.

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

**OthOtom 9: Maintain Strong Local, Regional and National Presence**

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

**Relevant Associations:**

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

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

**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 29: PRO Maintain Database of Media Presence**

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

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

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

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

**Summary, Interpretations and Conclusions**

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

**M 30: PRO Maintain Active Website and Publications**

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

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

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

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

**Summary, Interpretations and Conclusions**
The department maintains an active website: http://art.ua.edu. 100% of the department's activities were posted on the website.

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

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

M 31: PRO Implement New Features Within Publication to Monitor Department Influence

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

Source of Evidence: Administrative measure - other

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

Finding (2012-2013) - Target: Partially Met

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

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

"Important for all artists": 253 views, 1 share, 3 likes
"The Grand Opening of the Dinah Washington Gallery": 151 views, 7 likes
"Cathy Pagani just sent us this photo": 202 views, 11 likes

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

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

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

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

OthOtcm 10: Preparation and Placement of Graduates

The department expects to prepare its graduate for and place them in professional or academic appointments/graduate schools as practicing artists and art historians.

Relevant Associations:
Outcome 3 improvement action to be advanced (from 2010-11 report):

The department is developing a more efficient reporting mechanism for recording student activities.

Standard Associations

NASAD Basic Standards
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.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.6 Promote leadership development among Alabama's community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the state.

Related Measures

M 32: PRO Report Post-Graduation Student Success using Online Surveys and Social Media

The department will use specific tracking mechanisms (online surveys and social media applications) in order to maintain an active record of student post-graduation successes. The extent to which students achieve post-graduation success will be reported.

Source of Evidence: Administrative measure - other

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

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

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

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

M 34: PRO Report Number of Alumni in Database
The department will create a web-based collection mechanism for names, addresses, comments, etc. from alumni) in order to keep its data up to date. The number of names collected will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

Finding (2012-2013) - Target: Met
Results

We have established a database to keep track of our 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.

OthOtcn 11: Technology Use and New Pedagogies
The department expects its instructors to make use of educational technologies and new pedagogies in teaching.

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

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

Standard Associations

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

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

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.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

Related Measures

M 35: PRO Report Number of Instructors Trained in Tegrity and eLearning
All FTTs, PTTs, and GTAs teaching in a lecture setting will be trained to use Tegrity and all FTTs, PTTs, and GTAs (regardless of teaching environment) are trained to use eLearning. The number and percent of instructors trained to use Tegrity or eLearning will be reported.

Source of Evidence: Administrative measure - other

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

Finding (2012-2013) - Target: Met

Summary, Interpretations, and Conclusions

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

M 36: PRO Report Workshop Attendance
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: Administrative measure - other

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

Finding (2012-2013) - Target: Met

Summary, Interpretations, and Conclusions

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

M 37: ARH Assessment of the Quality of Peer Review Exercises
Select professors will implement computer-based peer review activities in their classes via open-source Moodle. Results of these assessments will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected from individual instructors.

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

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

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

- **computer based peer review**
  Established in Cycle: 2011-2012
  The faculty and chair of the Department of Art and Art History whether or not computerized-peer review will benefit graduate-level students.

- **Review and Eliminate or Replace Assessment Measure**
  Established in Cycle: 2011-2012
  Faculty will review and discuss this assessment measure. It is expected that the measure will be removed from our assessment pla...

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

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

**computer based peer review**

- The faculty and chair of the Department of Art and Art History whether or not computerized-peer review will benefit graduate-level students.

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

Relationships (Measure | Outcome/Objective):
Measure: ARH Assessment of the Quality of Peer Review Exercises | Objective: Technology Use and New Pedagogies

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

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

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

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

Department will create an exit survey for studio art graduate students
The department will create an exit survey to be given to all graduate students as they leave the program. The survey will address such topics as improvements to the program as well as program strengths.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Objective):
  Measure: PRO Report Percentages from Surveys | Objective: Sustained Level of Recognized Quality

Implementation Description: The department will create an online survey and will request that students complete the survey after they graduate. Our first survey will be administered to the students who graduate in December 2012.
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 | Objective):
  Measure: PRO Implement New Features Within Publication to Monitor Department Influence | Objective: Maintain Strong Local, Regional and National Presence

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

Eliminate Unsuitable Measure
The graduate faculty will undertake consideration of this possibility, but it is expected that they will choose to remove it from the assessment plan, as ample opportunities exist for formal (existing courses) and informal (student exhibitions, shared studio time) peer review.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Objective):
  Measure: ART Student Poll Regarding Weekly Peer Review Sessions | Objective: Demonstrate Ability to Set and Solve Problems

Implementation Description: Remove assessment measure from plan.
Projected Completion Date: 07/2013
Responsible Person/Group: The Department of Art & 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

Implementation Description: discussion between faculty and chair
Projected Completion Date: 07/2013

Relevance of Poll
Because the graduate program graduates so few students each year, an anonymous poll will not provide the degree of “randomness” or variety of “sampling” required to be valid data. As such, faculty and the chair will discuss new ways to ascertain information about the quality of the degree.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Objective):
  Measure: ARH Report Survey Results Regarding Preparation for MFA | Objective: Highly
Valued by Program Graduates and Key Constituencies

**Implementation Description:** faculty discussion with chair as to relevance of measure

**Projected Completion Date:** 07/2013

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

**Review and Eliminate or Replace Assessment Measure**
Faculty will review and discuss this assessment measure. It is expected that the measure will be removed from our assessment plan, or substantially modified to be more useful and appropriate.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ARH Assessment of the Quality of Peer Review Exercises | **Outcome/Objective:** Technology Use and New Pedagogies
- **Measure:** ART Determining Area of Specialty | **Outcome/Objective:** Demonstrate Ability to Set and Solve Problems

**Implementation Description:** Faculty will review and discuss this assessment measure. It is expected that the measure will be removed from our assessment plan, or substantially modified to be more useful and appropriate.

**Projected Completion Date:** 07/2013

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

**The chair will establish a student advisory group**
The department chair will form an advisory group based on recommendations from the faculty. The advisory group will consist of students from all of our graduate degree programs.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** PRO Report Results from Student Advisory Meetings | **Outcome/Objective:** Sustained 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:** PRO Report Survey Results Regarding Preparation for MFA | **Outcome/Objective:** Highly Valued by Program Graduates and Key Constituencies
- **Measure:** PRO Report Post-Graduation Student Success using Online Surveys and Social Media | **Outcome/Objective:** Preparation and Placement of Graduates

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

**Projected Completion Date:** 07/2013

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

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** Medium

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

**Eliminate Measure**
Based on a previous action plan for the MFA degree (The department will review student participation in exhibitions and decide to whether to continue using this as a measure of assessment) this measure has been eliminated. As part of our 2013-2014 assessment plan, we will implement other measures of successful professional engagement, and other measures of demonstrating competency with materials.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ART Student Applications for Exhibitions | **Outcome/Objective:** Demonstrate Competency in the Use of Research Materials

**Revisit Assessment Measure**
Faculty will meet and compare syllabi to determine an assessment measure common to all of us.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

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

*Measure*: ART Evaluations of Journal Assignments | **Outcome/Objective**: Demonstrate Understanding of Art History

**Projected Completion Date**: 11/2013
Mission / Purpose

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

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

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

SLO 1: Demonstrate Understanding of Art History
The department expects students to demonstrate an in-depth understanding of art history, including an understanding of varied critical frameworks and research methods.

Connected Documents
MA Studio Arts Curriculum Maps
Supporting Documents Graduate Art

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

In the MA Studio Art program, 30% of the students participating in the assessment demonstrated unsatisfactory/poor proficiency in writing skills when trying to convey their understanding of art historical periods and genres. Because this is a graduate level program and the ability to convey information clearly and concisely regarding knowledge and skills gained is crucial to student success, the department does not find this aspect of the result satisfactory. Therefore, new assessments will be introduced to the MA-level classes that emphasize the development of competent communication (writing) skills so that the overall proficiency of the students may be properly evaluated.

Standard Associations

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.
8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

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 Summary of Rubric Results from Research Projects**
All MA students must successfully complete a series of in-depth written research projects to show their understanding of the history, which are evaluated using a series of standardized rubrics that assess the following features: concept, development, organization, and language. The results of the rubrics will be summarized.

Source of Evidence: Project, either individual or group

**Target:**
Data will be collected from individual MA-level classes. The department hopes to see a 5% increase in the number of students achieving a rating of satisfactory or better.

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

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

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

**M 2: ARH Summarize Results of Seminar Rubrics**
All MA students must participate in seminar-style ARH courses, in which they must make valuable in-class verbal analyses and presentations (seminar direction) in order to successfully complete the course. This input is evaluated using a rubric that assesses the following features: sophistication of argument, clarity, organization, and preparation. The results of the rubric will be summarized.

Source of Evidence: Presentation, either individual or group

**Target:**
Data will be collected from MA-level students. The department hopes to see a 5% increase in the number of students achieving a rating of satisfactory or better.

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

**Results Summary:**
ARH 501-001 (Curzon) Seminar Presentation Results (11 students)
63.63% of students (7 total) demonstrated exemplary skill
36.36% of students (4 total) demonstrated competence
0% of students (0 total) demonstrated developing skill
0% of students (0 total) demonstrated insufficient skill

**Interpretations and Conclusions (see attached rubric for interpretation of values):**
100% of the students involved in the assessment were evaluated as exemplary or competent in the fields assessed (an increase, in the case of the former, by about 8%, and decrease [because students moved up a category, into the “exemplary” range] in the latter by about 8% relative to the values established during the 2010-11 cycle). This indicates that those being assessed are meeting or exceeding the basic objectives of the curriculum and therein meeting or exceeding the baseline standards set by the department.

**M 3: ARH Evaluations of Journal Assignments**
Each MA student is required to complete/keep a journal about dominant aesthetic trends, scholars, and/or artists in the field when enrolled in ART 511, ART 501, or ART 525. Evaluations of these assignments will be summarized.

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

**Target:**
Data will be collected from individual MA-level classes.

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

**Results Summary**
ARH 501 (Curzon) journal/blogging assignment results (11 students total)
81.81% of students (9 total) met expectations
18.18% of students (2 total) performed satisfactorily
0% of students (0 total) demonstrated poor proficiency
0% of students (0 total) performed unsatisfactorily

**Interpretations and Conclusions**
100% of the students involved in the assessment met expectations or performed satisfactorily in the fields assessed. This indicates that those being assessed are meeting or exceeding the basic objectives of the curriculum and therein meeting or exceeding the baseline standards set by the department.

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**SLO 2: Demonstrate Strong Analytical and Grammatical skills**
The department expects students to demonstrate strong analytical and grammatical skills when writing about or verbally critiquing their work and/or the work of others.

**Connected Documents**
- MA Studio Arts Curriculum Maps
- Supporting Documents Graduate Art

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

In the MA Studio Art program, a greater emphasis will be placed on writing/written communication in the core courses of the graduate curriculum (in particular, ART 501, ART 511 and ART 525). As such, new assessments will be introduced to the MA-level classes to emphasize the development of competent writing skills, etc.

**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.

**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 4: ART Evaluations of Written and Verbal Critiques**
Each MA student is required to complete a series of written and verbal critique assignments in order to successfully pass 3 hours of ART 6/25 (a mandatory class called “Graduate Critiques”). Evaluations of these assignments will be summarized.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Evaluations of written and verbal assignments in ART 525/625 Graduate Critiques will be summarized.

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

**Results Summary**
Students work independently on a variety of problems and in variety of disciplines. Students meet weekly to discuss each other’s work and complete written assignments related to the critical evaluation of contemporary art.

**ART 525 (Schulte) Graduate Critiques (10 Students)**
- 100% of students (10 total) exceeded expectations
- 0% of students (0 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 625 (Schulte) Graduate Critiques (3 Students)**
- 100% of students (3 total) exceeded expectations
- 0% of students (0 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 exceeded expectations in this course. Faculty are effectively communicating advanced principles in both theory and practice. Students are demonstrating their working knowledge of technologies, equipment, and materials necessary to create a strong body of work. Students are demonstrating their ability to offer cogent, well-articulated discussion of this work, their familiarity with history and theory in their area of emphasis, and their understanding of major issues and historical achievements related to contemporary fine art.

**M 5: ART Defense of Oral Presentation**
Each MA student is required to formally defend her/his work in an oral presentation to her/his committee as a requirement for graduation (or MFA candidacy). Student performances will be reviewed to determine the percentage of students being recommended to the MFA program. The department expects a 95% recommendation rate to the MFA program.
Source of Evidence: Presentation, either individual or group

Target:

Student performances will be reviewed to determine the percentage of students being recommended to the MFA program. The department expects a 95% recommendation rate to the MFA program.

FALL 2011
3 students at this stage. all passed.

SPRING 2012
1 student at this stage. review rescheduled for Fall 2012.

Finding (2011-2012) - Target: Met

Results Summary

FALL 2011
2 students undertook the MA Candidacy Review. (2 pass with distinction)
4 students undertook MA Committee Reviews. (1 satisfactory, 3 pass with distinction)
1 students defended for the MA degree. (1 satisfactory)
2 students undertook the MFA Candidacy Review. (2 pass)
1 students undertook MFA Committee Reviews. (1 satisfactory)
1 students defended for the MFA degree. (1 pass with distinction)

SPRING 2012
5 students undertook the MA Candidacy Review. (2 fail, 2 pass, 1 pass with distinction)
4 students undertook MA Committee Reviews. (3 pass with distinction, 1 review rescheduled)
2 students defended for the MA degree. (2 pass with distinction)
1 students undertook the MFA Candidacy Review. (1 pass)
1 students undertook MFA Committee Reviews. (1 pass)
1 students defended for the MFA degree. (1 pass)

Interpretations and Conclusions

100% of students attempting this benchmark passed and were admitted to the MFA program.

M 6: ARH Summary of Evaluations of Written Analyses

Each MA student is required to complete at least one written analysis/critical reflection upon the work/theory of dominant aesthetic trends, scholars, and/or artists in the field when enrolled in ART 511, ART 501 or ART 525.

Evaluations of these assignments will be summarized

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

Target:

Data will be collected from individual MA-level classes. The department hopes to see a 5% increase in the number of students achieving a rating of satisfactory or higher.

Finding (2011-2012) - Target: Met

Results Summary

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

Interpretations and Conclusions

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

SLO 3: Demonstrate Competency in the Use of Research Materials

The department expects students to demonstrate competency in the use of materials/media in their research.

Connected Documents
MA Studio Arts Curriculum Maps
Supporting Documents Graduate Art

Relevant Associations:

Student Learning Outcome 3 Improvement Action(s) to be advanced (from 2010-11 report). In all instances, 100% of the students involved in the assessment performed satisfactorily or met with instructor expectations. This indicates that those being assessed are meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department of Art and Art History. The department seeks to maintain these high standards.
**Standard Associations**

**NASAD Basic Standards**
7 Students will develop an understanding of basic design principles, concepts, media and formats in a variety of fine arts disciplines, including the ability to conceive, design, and create works in one or more specific fine arts fields.
8 Students will be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
9 Students are offered opportunities to develop an area of emphasis, leading toward mastery, in at least one fine arts medium.
10 Students will become familiar with history and theory in their area of emphasis, including current major issues and historical achievements.
11 Students will acquire a working knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis.
12 The department provides easy and regular access to appropriate tools, materials, and equipment needed to create work in an area of emphasis.

**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 7: ART Faculty Evaluation of Student Research**
Students must present their research to a committee in the form of a cohesive body of material objects (media specific or mixed-media). The quality of these objects is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Project, either individual or group

**Target:**
Data will be collected on MA candidacy reviews, committee reviews, and thesis defenses.

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

**Results Summary**
FALL 2011
2 students undertook the MA Candidacy Review. (2 pass with distinction)
4 students undertook MA Committee Reviews. (1 satisfactory, 3 pass with distinction)
1 students defended for the MA degree. (1 satisfactory)
2 students undertook the MFA Candidacy Review. (2 pass)
1 students undertook MFA Committee Reviews. (1 satisfactory)
1 students defended for the MFA degree. (1 pass with distinction)

SPRING 2012
5 students undertook the MA Candidacy Review. (2 fail, 2 pass, 1 pass with distinction)
4 students undertook MA Committee Reviews. (3 pass with distinction, 1 review rescheduled)
2 students defended for the MA degree. (2 pass with distinction)
1 students undertook the MFA Candidacy Review. (1 pass)
1 students undertook MFA Committee Reviews. (1 pass)
1 students defended for the MFA degree. (1 pass)

**Interpretations and Conclusions**
60% of students attempting the MA candidacy review met or exceeded expectations. 40% of students attempting the MA candidacy review failed to meet expectations. Failing students receive feedback on their performance and have another chance to pass the candidacy review. The review process exists to ensure that student performance in the studio meets expectations before students continue to the written and exhibition requirements for the degree. It is highly unusual for a student to fail the review during a second attempt.

100% of students presenting work to their MA committees, or defending for their MA degrees, met or exceeded expectations. Faculty are effectively communicating professional standards of studio practice and presentation. Students are able to work independently on a variety of visual problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology. Students demonstrate knowledge of technologies, equipment, and materials applicable to their area(s) of emphasis. Students are able to complete a coherent body of work, exhibiting strong craftsmanship, professionally presented, and appropriately documented. Students are prepared to submit proposals to exhibit this work to fulfill the requirements of their MA degree.
M 8: ART Faculty Evaluation of Student Exhibition
MA students must participate in a solo or two-person public exhibition of their work. The quality of the exhibition is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Academic direct measure of learning - other

Target:
Data will be collected on student performance during MA thesis defenses (exhibition component).

Finding (2011-2012) - Target: Met

Results Summary
FALL 2011
2 students undertook the MA Candidacy Review. (2 pass with distinction)
4 students undertook MA Committee Reviews. (1 satisfactory, 3 pass with distinction)
1 student defended for the MA degree. (1 satisfactory)
2 students undertook the MFA Candidacy Review. (2 pass)
1 student undertook MFA Committee Reviews. (1 satisfactory)
1 student defended for the MFA degree. (1 pass with distinction)

SPRING 2012
5 students undertook the MA Candidacy Review. (2 fail, 2 pass, 1 pass with distinction)
4 students undertook MA Committee Reviews. (3 pass with distinction, 1 review rescheduled)
2 students defended for the MA degree. (2 pass with distinction)
1 student undertook the MFA Candidacy Review. (1 pass)
1 student undertook MFA Committee Reviews. (1 pass)
1 student defended for the MFA degree. (1 pass)

Interpretations and Conclusions
100% of students staging the exhibition component of their MA degrees met or exceeded expectations. Faculty are effectively communicating professional standards in documenting work and submitting exhibition venues for review. Students are able document the making of their work, submit strong proposals to galleries on and off campus, effectively edit and categorize written materials accompanying the work, and prepare and install the work for public display. Before, during, and after the show students are able to prepare publicity materials, document any events or review associated with the exhibition, uninstall the work, and complete the exhibition according to their agreement with the gallery.

M 9: ART Student Applications for Exhibitions
MA students must apply for a minimum of 3 shows/exhibitions per year as practice for the professional field. Results of successes will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected concerning student performance on professional development assignment.

Finding (2011-2012) - Target: Met

Results Summary
Students were required to submit their work to at least 10 exhibition venues and document the responses received. Five responses were due at mid-semester, five at the end of the semester. Student performance was based on submissions, not on acceptance/rejection to exhibition venues.

ART 522/622 001 Graduate Sculpture (Wedderson) Fall 2011
12.50% of students (1 total) exceeded expectations
37.50% of students (3 total) met expectations
25.00% of students (2 total) demonstrated basic proficiency
0.00% of students (0 total) demonstrated poor proficiency
25.00% of students (2 total) demonstrated no proficiency

ART 522/622 001 Graduate Sculpture (Wedderson) Spring 2012
33.33% of students (3 total) exceeded expectations
44.44% of students (4 total) met expectations
11.11% of students (1 total) demonstrated basic proficiency
0.00% of students (0 total) demonstrated poor proficiency
11.11% of students (1 total) demonstrated no proficiency

During the 2011-2012 academic year ART 522/622 students participated in a total of 23 exhibitions.
**Interpretations and Conclusions**

Our students have excellent success rates at placing their artwork in a wide range of exhibition venues. Participating in exhibitions is an important part of preparing graduate students to enter the professional and academic worlds. However, success rates during reviews raised faculty concerns that over-emphasis on seeking opportunities and responsibilities outside the department may be adversely affecting student development and performance during early years in the program. Because studio art faculty practice a wide range of approaches to teaching professional practice, the department will review this measure and decide whether to continue using it as a measure of assessment.

**SLO 4: Demonstrate Ability to Set and Solve Problems**

The department expects our students to demonstrate independent thinking and self-initiative.

**Connected Documents**
- MA Studio Arts Curriculum Maps
- Supporting Documents Graduate Art

**Relevant Associations:**

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

In the MA Studio Art program, 30% of the students participating in the assessment demonstrated unsatisfactory writing skills. Because this is a graduate level program and the ability to convey information clearly and concisely regarding knowledge gained (and thus self-initiative and independent-thinking demonstrated as part of a research program) is crucial to student success, the department does not find this aspect of the result satisfactory. Therein, new assessments will be introduced to the MA-level classes that emphasize the development of competent communication (writing) skills so that the overall experience of students may be properly evaluated.

**Standard Associations**

**NASAD Basic Standards**

1. Students will develop the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
2. Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines, and from a variety of cultural and historical perspectives.
3. Students will develop the capacity to explain and define views effectively and rationally when critically analyzing works of art and design.
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.

**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.
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 Determining Area of Speciality**

All MA students work independently to determine their area of media specialty. Sophistication and clarity of choices are determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

Source of Evidence: Academic direct measure of learning - other

**Target:**

Data concerning student decisions and use of media will be collected.

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

**Results Summary**

The Department of Art and Art History requires students to pick from the five following media to declare an area of specialization. Numbers of students are reported below, but no assessments were performed on the ways in which students made these decisions.

**Graduate Students by Media Area (Fall 2011)**
- Ceramics (2)
- Painting (7)
- Photography (2)
- Printmaking (2)
- Sculpture (4)

**Graduate Students by Media Area (Spring 2012)**
Ceramics (3)
Painting (6)
Photography (1)
Printmaking (2)
Sculpture (4)

Interpretations and Conclusions
Student media choice is not an appropriate measure of assessment for a variety of reasons. Most students select a media area before coming to the department, based on specialized skills developed during their undergraduate studies. Students are assigned studio research space based on media are so if one area is considered "full" students may study in a secondary area. It is not uncommon for students to complete coursework and/or specialize in two areas, or to work in the interstices between areas. Additionally, many areas have significant overlap in practice, materials, equipment, technology, or theory. Over-emphasis on media area stresses historical divides that are largely considered anachronistic by practicing studio artists today. Faculty will review and discuss this assessment measure. It is expected that the measure will be removed from our assessment plan, or substantially modified to be more useful and appropriate.

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

Review and Eliminate or Replace Assessment Measure
Established in Cycle: 2011-2012
Faculty will review and discuss this assessment measure. It is expected that the measure will be removed from our assessment plan.

M 11: ART Faculty Evaluation of Student Research Projects and Written Statements
All MA students are required to work independently to complete research projects and a written artist’s statement. The quality of research and its detailed analysis (in the written statement) is determined by faculty evaluation. The number and percent of students who receive a passing outcome (satisfactory, pass, pass with distinction) will be reported.

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

Target:
Data will be collected on student performance during MA thesis defenses (written component).

Finding (2011-2012) - Target: Met

Results Summary
FALL 2011
2 students undertook the MA Candidacy Review. (2 pass with distinction)
4 students undertook MA Committee Reviews. (1 satisfactory, 3 pass with distinction)
1 students defended for the MA degree. (1 satisfactory)
2 students undertook the MFA Candidacy Review. (2 pass)
1 students undertook MFA Committee Reviews. (1 satisfactory)
1 students defended for the MFA degree. (1 pass with distinction)

SPRING 2012
5 students undertook the MA Candidacy Review. (2 fail, 2 pass, 1 pass with distinction)
4 students undertook MA Committee Reviews. (3 pass with distinction, 1 review rescheduled)
2 students defended for the MA degree. (2 pass with distinction)
1 students undertook the MFA Candidacy Review. (1 pass)
1 students undertook MFA Committee Reviews. (1 pass)
1 students defended for the MFA degree. (1 pass)

Interpretations and Conclusions
100% of students submitting the written component of their MA degrees met or exceeded expectations. Faculty are effectively communicating professional standards and conventions for writing about contemporary fine art. Students demonstrate their understanding of history, theory, and critical analysis by writing an article-length artist statement that includes image references and citations. Students demonstrate an understanding of context and an ability to place their work along a continuum of contemporary theory and practice.

M 12: ART Student Poll Regarding Weekly Peer Review Sessions
MA students will be polled in fall semester as to whether or not weekly peer review groups during spring semester would assist their communication skills. The results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Students will be polled and their responses reported.

Finding (2011-2012) - Target: Not Met

Results Summary
Students were not polled and the results have not been reported.
Interpretations and Conclusions

Anecdotal evidence suggests that 1) Graduate students have heavy (tight) schedules including; teaching responsibilities, their own course work, personal responsibilities outside of class, and professional responsibilities outside of class. Finding a time to meet weekly with peers would be burdensome. 2) Peer review is the primary subject of ART 525 Graduate Critiques, a course offered every spring semester and required for graduate students. 3) Semi-private studio space and student exhibitions on campus offer ample opportunities for informal peer review sessions.

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

Eliminate Unsuitable Measure
Established in Cycle: 2011-2012
The graduate faculty will undertake consideration of this possibility, but it is expected that they will choose to remove it fro...

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

OthOtm 5: Sustained Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

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

The department will continue to strengthen and classify the differences between the MA Studio and MFA degrees such that both degrees become (a) stronger and thus (b) more pedagogically effective.

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: PRO Report List of Strengths
A list of the strengths of the department from the most recent program review (specific to the MA 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. Students produce professional-quality exhibitions of their work.
2. Students are able to engage with the local and regional arts community.
3. Students assist in teaching undergraduate courses, which prepares them for a career in teaching.
4. The faculty have developed interdisciplinary critiques that develop the student's critical and theoretical knowledge, introduce new technologies, and reinforce their communication skills.

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

Source of Evidence: Administrative measure - other

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

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

There were no recommendations specific to the MA in studio art in the accreditation report.
M 15: PRO Report List of Recommendations
A list of recommendations (specific to the MA in Studio Arts) will be reported.

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

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

There were no recommendations in the accreditation report specific to the MA.

M 16: PRO Report List of Actions in Response to Recommendations
A list of actions in response to the recommendation (specific to the MA in Studio Arts) will be reported.

Source of Evidence: Administrative measure - other
Target:
Data regarding recommendations will be gathered from the most recent accreditation report. Actions will be determined based on these recommendations.

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

As there were no recommendations in the accreditation report specific to the MA program, there are no actions in response.

M 17: PRO Report Summary of Action Impacts
A summary of the impacts of the actions (specific to the MA in Studio Arts) will be reported.
Source of Evidence: Administrative measure - other
Target:
Data will be collected.

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

As there were no recommendations specific to the MA in studio art in the accreditation report, no actions were needed, and thus there are no impacts to report.

M 18: PRO Report Percentages from Surveys
Upon completion of the degree, students will complete a survey, including a question asking them to rate the overall quality of the program. 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 survey given to our graduating students.

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

No data to report at this time.

Related Action Plans (by Established cycle, then alpha):
Department will create an exit survey for studio art graduate students
Established in Cycle: 2011-2012
The department will create an exit survey to be given to all graduate students as they leave the program.
The survey will address...

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

M 19: PRO Report Results from Student Advisory Meetings
The department will form an advisory group composed of students from both degrees. Reports from advisory group meetings will be summarized.

Source of Evidence: Advisory board or community feedback on program
Target:
An advisory group of students who will meet with the chair will be formed.

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

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

Related Action Plans (by Established cycle, then alpha):
The chair will establish a student 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.

OthOtm 6: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Relevant Associations:
Program Outcome 2 Improvement Action(s) to be advanced (from 2010-11 report):
The program will continue to reach out to colleges across the southeastern United States in order to promote enrollment in its undergraduate programs.

**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 20: PRO Report Number of Students in Graduate Program**

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

Source of Evidence: Administrative measure - other

**Target:**

Data will be collected.

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

**Summary**

The number of students enrolled in our MA (studio art) program are as follows:

- 2008/2009: 12
- 2009/2010: 4
- 2010/2011: 4
- 2011/2012: 11

**Interpretations**

Students move through our MA program often on their way to our MFA degree. Students will spend two years in the MA program before being accepted into the MFA program. As one cohort of students moves through the system on their way to an MFA degree, the MA enrollment may drop, depending on the size of the incoming cohort.

**Conclusions**

It is difficult to draw conclusions from the past few years. More data will be needed.

**M 21: PRO Compare Number of Degrees Conferring to ACHE Standards**

We will assess this outcome by comparing the number of degrees awarded in the last three years with the ACHE viability standards.

Source of Evidence: Administrative measure - other

**Target:**

Data will be collected.

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

**Summary**

The number of MA (studio art) degrees conferred for past three years are:

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

**Interpretations**

The numbers of students receiving MA (studio art) degree appears to be low and does not meet ACHE viability standards. However, most of our students who enter our graduate program graduate with an MFA degree. If they elect to pursue the MFA, they cannot graduate first with an MA. Thus, the MA degrees will always remain low and the program needs to be considered within the larger picture of the MA - MFA degree program.

**Conclusions**

While the MA in studio art does not appear to meet ACHE viability, the nature of the program is such that should students choose to pursue their MFA with us, they are not able to graduate with the MA degree first.

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

We will assess this outcome by analyzing data about incoming students (from which colleges they graduate) and therein target those areas as productive recruitment areas. Results from these analyses will be reported.

Source of Evidence: Administrative measure - other

**Target:**

Data will be collected.

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

**Summary, Interpretation and Conclusions**

**OthOtcn 7: Highly Valued by Program Graduates and Key Constituencies**

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

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

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.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.6 Promote leadership development among Alabama's community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the state.

Related Measures

M 23: ARH Report Survey Results Regarding Preparation for Employment
We will assess this outcome using the results of a survey question asking students to rate the quality of their courses as preparation for employment (if students do not stay on for the MFA degree). The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected from individual students.

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

Results Summary:
No students left the program at the MA level.

Interpretations and Conclusions:
No students left the program at the MA level.

M 24: ARH Report Survey Results Regarding Preparation for MFA
We will assess this outcome using the results of a survey question asking MA Studio Art students to rate the quality of their courses as preparation for the MFA degree. The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected from individual students via electronic poll.

Finding (2011-2012) - Target: Not Met

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

Interpretations and Conclusions:
Only two students graduated with an MFA degree over the course of the 2011-12 cycle. This population does not represent a large enough sampling to produce a successful result with a poll.

Related Action Plans (by Established cycle, then alpha):
relevance of poll
Established in Cycle: 2011-2012
Because the graduate program graduates so few students each year, an anonymous poll will not provide the degree of "randomness" ...

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

M 25: ARH Results from Student Poll Regarding Pedagogy
We will assess this outcome by polling students as to whether or not a pedagogy component would benefit their career plans. The results of this poll will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Data will be collected from individual students via electronic poll.

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

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

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

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

OthOtcn 8: Maintain National Accreditation
The department expects to maintain its national accreditation with the National Schools of Art and Design (NASAD).

Relevant Associations:
Outcome 1 improvement action to be advanced (from 2010-11 report):
The department will continue to monitor the changes that made in response to the accreditation report to ensure that they are sustained.

Standard Associations
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 26: PRO Report Responses to Recommendations
The department will respond to recommendations from the most recent accreditation report. These responses will be summarized.

Source of Evidence: Administrative measure - other
Target:
Data will be collected from our most recent program review.
Finding (2011-2012) - Target: Met
Summary, Interpretations, and Conclusions

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

M 27: PRO Maintain NASAD Credentials
The chair will assess maintenance of NASAD credentials. Results of this assessment will be summarized.

Source of Evidence: Professional standards
Target:
The department will continue its accreditation.
Finding (2011-2012) - Target: Met
Summary, Interpretation and Conclusions

The department is accredited through 2018. No action needed.

M 28: PRO Summarize Results of Benchmark Study with Other Universities
The chair will form links with other universities in order to conduct benchmark studies of our progress. Results of these studies will be summarized.

Source of Evidence: Benchmarking
Target:
Data will be collected.
Finding (2011-2012) - Target: Not Met
Summary, Interpretation and Conclusions

Data will be collected for analysis.

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

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

OthOtcn 9: Maintain Strong Local, Regional and National Presence
The department expects to have a strong local, regional, and national presence with relation to comparable institutions offering BA, BFA, MA, and MFA programs in Studio Art and Art History.

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

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

Source of Evidence: Administrative measure - other

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

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

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

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

**M 30: PRO Maintain Active Website and Publications**
The department will maintain an active website and produce a series of paper publications (The Loupe, departmental information pamphlets and posters, etc.) to publicize and promote its activities. The number and types of publications will be listed, as well as their circulation data.

Source of Evidence: Administrative measure - other

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

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

**Summary, Interpretations and Conclusions**
The department maintains an active website: http://art.ua.edu. 100% of the department's activities were posted on the website.

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

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

**M 31: PRO Implement New Features Within Publication to Monitor Department Influence**
The department will implement a new feature of its paper and online publications— "reader requests" and "letters to the editor" – in order to monitor the influence of the department in the community. Responses will be summarized and analyzed.

Source of Evidence: Administrative measure - other

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

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

**Summary, Interpretations and Conclusions**
There is no data for analysis.
Related Action Plans (by Established cycle, then alpha):

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

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

OthOtcn 10: Preparation and Placement of Graduates
The department expects to prepare its graduate for and place them in professional or academic appointments/graduate schools as practicing artists and art historians.

Relevant Associations:
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
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.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.6 Promote leadership development among Alabama’s community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the state.

Related Measures

M 32: PRO Report Post-Graduation Student Success using Online Surveys and Social Media
The department will use specific tracking mechanisms (online surveys and social media applications) in order to maintain an active record of student post-graduation successes. The extent to which students achieve post-graduation success will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

Finding (2011-2012) - Target: Partially Met
Summary, Interpretations and Conclusions
Data was collected but was difficult to interpret. The chair will review this measure to see if this is an effective measure to track students post-graduation.

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

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

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

M 33: PRO Report Number of Students Involved in Professional Development Activities
The department will report the number and percent of current students who request help with and/or attend professionalization activities and will continue to mentor them through graduate school application workshops, participation in regional and national professional and/or academic events including CAA, SECAC, SPE, etc.)

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

Finding (2011-2012) - Target: Met
Summary, Interpretations, and Conclusions
Students were encouraged to apply for research and travel grants through the Graduate School. 100% (n=5) of our MA students who applied were successful in receiving funding for professional development opportunities. The funding was used for conference travel (n=3) and exhibition support (n=2).

M 34: PRO Report Number of Alumni in Database
The department will create a web-based collection mechanism (for names, addresses, comments, etc. from alumni) in order to keep its data up to date. The number of names collected will be reported.

Source of Evidence: Administrative measure - other

Target:
Data will be collected.

Finding (2011-2012) - Target: Met

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

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

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

OthOtcm 11: Technology Use and New Pedagogies
The department expects its instructors to make use of educational technologies and new pedagogies in teaching.

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

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

Standard Associations

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

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

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.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

Related Measures

M 35: PRO Report Number of Instructors Trained in Tegrity and eLearning
All FTTI, PTTI, and GTAs teaching in a lecture setting will be trained to use Tegrity and all FTTIs, PTTIs, and GTAs (regardless of teaching environment) are trained to use eLearning. The number and percent of instructors trained to use Tegrity or eLearning will be reported.

Source of Evidence: Administrative measure - other

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

Finding (2011-2012) - Target: Met

Summary, Interpretations, and Conclusions

100% of our new assistant professors attended the Learner-Centered College workshop in the fall of 2011.
100% of our assistant professors have attended previous workshops.

M 36: PRO Report Workshop Attendance
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: Administrative measure - other
Target:  
100% of our new assistant professors will attend the Learner-Centered College workshop each fall.

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

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

**M 37: ARH Assessment of the Quality of Peer Review Exercises**  
Select professors will implement computer-based peer review activities in their classes via open-source Moodle. Results of these assessments will be reported.

<table>
<thead>
<tr>
<th>Source of Evidence: Academic indirect indicator of learning - other</th>
</tr>
</thead>
</table>

**Target:**  
Data will be collected from individual instructors.

**Finding (2011-2012) - Target: Not Met**  
Because computer-based peer assessment is a new activity in the Department of Art and Art History, the instructors involved in the program decided to pilot these assessments using short assignments, which are better suited for an undergraduate curriculum. Please see "Computer-based Peer Review Activities" measures in the BA Studio, BFA, and BA Art History degrees for the results of these activities.

**Related Action Plans (by Established cycle, then alpha):**  
computer based peer review  
*Established in Cycle: 2011-2012*  
The faculty and chair of the Department of Art and Art History whether or not computerized-peer review will benefit graduate-level...

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

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

<table>
<thead>
<tr>
<th>computer based peer review</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty and chair of the Department of Art and Art History whether or not computerized-peer review will benefit graduate-level students.</td>
</tr>
<tr>
<td><strong>Established in Cycle:</strong> 2011-2012</td>
</tr>
<tr>
<td><strong>Implementation Status:</strong> Planned</td>
</tr>
<tr>
<td><strong>Priority:</strong> Medium</td>
</tr>
</tbody>
</table>

| Relationships (Measure | Outcome/Objective): |
|---|
| **Measure:** ARH Assessment of the Quality of Peer Review Exercises | **Outcome/Objective:** Technology Use and New Pedagogies |

<table>
<thead>
<tr>
<th>Implementation Description: discussion between faculty and chair</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Projected Completion Date:</strong> 07/2013</td>
</tr>
<tr>
<td><strong>Responsible Person/Group:</strong> The Department of Art and Art History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data will be collected and compiled.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The chair will collect data for analysis to determine benchmarks.</td>
</tr>
<tr>
<td><strong>Established in Cycle:</strong> 2011-2012</td>
</tr>
<tr>
<td><strong>Implementation Status:</strong> Planned</td>
</tr>
<tr>
<td><strong>Priority:</strong> Medium</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Department will create an exit survey for studio art graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department will create an exit survey to be given to all graduate students as they leave the program. The survey will address such topics as improvements to the program as well as program strengths.</td>
</tr>
<tr>
<td><strong>Established in Cycle:</strong> 2011-2012</td>
</tr>
<tr>
<td><strong>Implementation Status:</strong> Planned</td>
</tr>
<tr>
<td><strong>Priority:</strong> Medium</td>
</tr>
</tbody>
</table>

| Relationships (Measure | Outcome/Objective): |
|---|
| **Measure:** PRO Report Percentages from Surveys | **Outcome/Objective:** Sustained Level of Recognized Quality |

| Implementation Description: The department will create an online survey and will request that students complete the survey after they graduate. Our first survey will be administered to the students who graduate in December 2012. |
| **Projected Completion Date:** 07/2013 |
| **Responsible Person/Group:** Department of Art and Art History |

<table>
<thead>
<tr>
<th>Department will seek input from the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department will seek input from the community through features in our newsletter (online and print versions) called &quot;reader requests&quot; and &quot;letters to the editor&quot; 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.</td>
</tr>
<tr>
<td><strong>Established in Cycle:</strong> 2011-2012</td>
</tr>
<tr>
<td><strong>Implementation Status:</strong> Planned</td>
</tr>
<tr>
<td><strong>Priority:</strong> Medium</td>
</tr>
</tbody>
</table>
Relationships (Measure | Outcome/Objective):

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

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

Eliminate Unsuitable Measure

The graduate faculty will undertake consideration of this possibility, but it is expected that they will choose to remove it from the assessment plan, as ample opportunities exist for formal (existing courses) and informal (student exhibitions, shared studio peer review.

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

Relationships (Measure | Outcome/Objective):

Measure: ART Student Poll Regarding Weekly Peer Review Sessions | Outcome/Objective: Demonstrate Ability to Set and Solve Problems

Implementation Description: Remove assessment measure from plan.
Projected Completion Date: 07/2013
Responsible Person/Group: The Department of Art & 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 Results from Student Poll Regarding Pedagogy | Outcome/Objective: Highly Valued by Program Graduates and Key Constituencies

Implementation Description: discussion between faculty and chair
Projected Completion Date: 07/2013

Relevance of Poll

Because the graduate program graduates so few students each year, an anonymous poll will not provide the degree of "randomness" or variety of "sampling" required to be valid data. As such, faculty and the chair will discuss new ways to ascertain information about the quality of the degree.

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

Relationships (Measure | Outcome/Objective):

Measure: ARH Report Survey Results Regarding Preparation for MFA | Outcome/Objective: Highly Valued by Program Graduates and Key Constituencies

Implementation Description: faculty discussion with chair as to relevance of measure
Projected Completion Date: 07/2013
Responsible Person/Group: The Department of Art and Art History

Review and Eliminate or Replace Assessment Measure

Faculty will review and discuss this assessment measure. It is expected that the measure will be removed from our assessment plan, or substantially modified to be more useful and appropriate.

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

Relationships (Measure | Outcome/Objective):

Measure: ART Determining Area of Speciality | Outcome/Objective: Demonstrate Ability to Set and Solve Problems

Implementation Description: Faculty will review and discuss this assessment measure. It is expected that the measure will be removed from our assessment plan, or substantially modified to be more useful and appropriate.
Projected Completion Date: 07/2013
Responsible Person/Group: The Department of Art and Art History

The Chair will Establish a Student Advisory Group

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

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

Relationships (Measure | Outcome/Objective):

Measure: PRO Report Results from Student Advisory Meetings | Outcome/Objective: Sustained 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
<table>
<thead>
<tr>
<th>Priority:</th>
<th>Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships (Measure</td>
<td>Outcome/Objective):</td>
</tr>
<tr>
<td>Measure:</td>
<td>PRO Report Post-Graduation Student Success using Online Surveys and Social Media</td>
</tr>
<tr>
<td>Outcome/Objective:</td>
<td>Preparation and Placement of Graduates</td>
</tr>
<tr>
<td>Implementation Description:</td>
<td>The chair will review the data</td>
</tr>
<tr>
<td>Projected Completion Date:</td>
<td>07/2013</td>
</tr>
<tr>
<td>Responsible Person/Group:</td>
<td>Department of Art and Art History</td>
</tr>
</tbody>
</table>
### Curriculum Map I (Student Learning Outcomes)

<table>
<thead>
<tr>
<th>Course</th>
<th>ART 501</th>
<th>ART 511</th>
<th>ART 525</th>
<th>ART 510</th>
<th>ART 512</th>
<th>ART 516</th>
<th>ART 518</th>
<th>ART 520</th>
<th>ART 522</th>
<th>ART 501</th>
<th>ARH 555</th>
<th>ARH 556</th>
<th>ARH 550</th>
<th>ARH 561</th>
<th>ARH 561</th>
<th>ARH 570</th>
<th>ARH 580</th>
<th>Required Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>X (advanced)</td>
<td>Thesis Exhibition (X (advanced))</td>
</tr>
</tbody>
</table>

### Curriculum Map II (Assessment Measures)

<table>
<thead>
<tr>
<th>Course</th>
<th>ART 501 (Fall)</th>
<th>ART 525 (Spring)</th>
<th>ART 516 (Fall)</th>
<th>ARH 501 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shinman</td>
<td>Formal presentation evaluating current or historical conceptual frameworks deployed by artists in the discipline</td>
<td>Journal keeping</td>
<td>Group critique exercise and written response</td>
<td>Seminar direction evaluated by rubric</td>
</tr>
<tr>
<td>Schulte</td>
<td>Formal presentation evaluating current or historical conceptual frameworks employed by artists in the discipline; written analysis of aesthetic trends</td>
<td>Meta-critical exercise and written response</td>
<td>Formal quality of objects evaluated by instructor of record in final portfolio exercise</td>
<td>Written research assignment</td>
</tr>
<tr>
<td>Shinman</td>
<td>Independent project or paper</td>
<td>Quality of independent initiative, creativity, and conceptual sophistication evaluated by instructor of record in final portfolio exercise</td>
<td>Quality of independent initiative, creativity, and conceptual sophistication evaluated by faculty committee at exhibition</td>
<td>Writing assignments evaluated by rubric</td>
</tr>
</tbody>
</table>

**Required Experience**

- Thesis Exhibition
- Written Statement
- Professionalization (TBA)
<table>
<thead>
<tr>
<th>Common Assignment</th>
<th>Written Statement (Spring)</th>
<th>Written artist statement evaluated by faculty committee</th>
<th>Quality of independent research evaluated by faculty committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Experience</td>
<td>Professionalization</td>
<td>Success of exhibition proposals submitted</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX TO GRADUATE SECTION OF ASSESSMENT PLAN

**Graduate Grade Definitions and/or Rubrics**

**Graduate Student Paper Grading Rubric**

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

Numerous errors listed in "unsatisfactory" range seriously distract from the presentation; failure to use accepted formatting conventions |
Graduate ARH
Discussant/Seminar Direction Evaluation

<table>
<thead>
<tr>
<th></th>
<th>(9-10 points)</th>
<th>B (8-8.9 points)</th>
<th>C (7-7.9 points)</th>
<th>D – F (6-0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Understanding</strong></td>
<td>Meets Expectations</td>
<td>Satisfactory</td>
<td>Poor</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>Shows a deep/robust understanding of the task of a discussant, with a fully developed knowledge regarding the topics at hand</td>
<td>Shows a moderate to limited understanding of the task of a discussant; not quite a fully developed knowledge regarding the topics at hand</td>
<td>Shows a superficial understanding of the task of a discussant; knowledge not developed enough regarding the topics at hand</td>
<td>Shows little to no understanding of being a discussant and little to no knowledge regarding the topics at hand</td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td>Clearly articulates a sophisticated position or argument regarding the topics at hand</td>
<td>Articulates a position or argument that is moderately complete in scope regarding the topics at hand</td>
<td>Articulates a position or argument that is unfocused or ambiguous regarding the topics at hand</td>
<td>Does not articulate a position or argument</td>
</tr>
<tr>
<td><strong>Implications</strong></td>
<td>Fully discusses the major and minor implications of the argument or position</td>
<td>Adequately discusses most of the major and minor implications of the position</td>
<td>Discusses minor implications (missing the major ones), paying little to no attention to major implications</td>
<td>Doesn’t discuss the implications of the argument or position</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>There is logic in the progression of ideas and a relevance to the questions asked of peers in the class</td>
<td>There are a few areas of disjointedness or intermittent lack of logical progression of ideas and questions asked of peers in the class</td>
<td>Ideas are sometimes disjointed and/or do not always flow logically, making it sometimes difficult to follow</td>
<td>Ideas are disjointed and/or do not flow logically, hence argument is very difficult to or cannot be follow</td>
</tr>
<tr>
<td><strong>Prompting</strong></td>
<td>Did not have to prompt with probing questions at all</td>
<td>Prompted minimally (one or two probing questions)</td>
<td>Prompted a lot (a series of probing questions)</td>
<td>Prompted at nearly every or every point in the discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

Studio Art Graduate-Level Exhibition Grade Definitions

**Exceeded Expectations (pass with distinction)** = student demonstrates a completely unified body of work, has a clear sense of decision-making with regard to conceptual elements and their implementation, has conducted extensive research on his or her subject matter and its precedents, uses tools and media in a variety of ways and shows aplomb with media-specific techniques, and as such produces a superlative end product

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

**Poor Proficiency (marginal pass)** = student demonstrates a respectable effort to put together a unified body of work but does not reach this goal, marginal evidence of research into concept and implementation, underdeveloped sense for the use of tools and media and little efficiency in media-specific techniques, and as such produces a mediocre end product
**Poor Proficiency** (fail) = student is missing or has not completed required elements, demonstrates no evidence of research with regard to concept and implementation, uses tools and media poorly and shows poor efficiency in media-specific techniques, and as such produces a failing end product.

### Studio Art Graduate-Level Portfolio Assessment Grade

**Definitions**

**Met Expectations:** 90-100pts (Work is highly original, thoroughly developed, excellently crafted and is reaching a professional standard)

**Performed Satisfactorily:** 80-90pts (Work is original, developed, well-crafted and is reaching toward a professional standard)

**Poor Proficiency:** 70-80pts (work shows limited originality, possibly it is under-developed and/or under-crafted) **Unsatisfactory:** 70pts and below (Work is far from original, extremely under-developed, poorly crafted and no where near reaching a professional standard)

### Studio Art Graduate-Level Critique Grade Definitions

**Met Expectations:** 90-100pts (Extreme preparedness with regard to presenting work and commenting upon the work of others, high level of engagement with instructor/subject and material)

**Performed Satisfactorily:** 80-90pts (Well prepared with regard to presenting work and commenting upon the work of others, good level of engagement with instructor/subject and material)

**Poor Proficiency:** 70-80pts (Unprepared with regard to presenting work and commenting upon the work of others, adequate level of engagement with instructor/subject and material)

**Unsatisfactory:** 70pts and below (Extremely unprepared with regard to presenting work and commenting upon the work of others, very inadequate level of engagement with instructor/subject and material)