Expected Outcome 1: Ability to Conduct Independent Research

Students completing the BA degree in Art History will be able to conduct independent art historical research. Students will be able to synthesize the work of other scholars and produce their own effective arguments.

Assessment Method 1: Review of Final Research Paper in Arts 4700, capstone in Art History

Assessment Method Description
Review of Final Research Paper for Arts 4700: Capstone in Art History

Arts 4700 is offered once a year, and is required of all art history majors in the last or penultimate semester of their progress toward the degree; 2012-13 data was drawn from the fall 2012 course.

Final research papers by Art History majors (11 students) in the capstone class were evaluated using a rubric that measured students’ abilities to

(1) synthesize and communicate the ideas and arguments of other scholars,

(2) construct a clear, well-defined thesis statement,

(3) employ appropriate art historical data (about form, iconography, context, etc.) to support an argument,

(4) understand and use established art historical methodologies

(5) cite scholarly sources correctly and completely using a standard citation style.

Because the rubric used to assess this category of independent research is multifaceted and comprises five distinct areas, we are using one only assessment method.
Art History Independent Research Rubric

<table>
<thead>
<tr>
<th>Goal</th>
<th>Excellent Ability</th>
<th>Good Ability</th>
<th>Fair Ability</th>
<th>Poor Ability</th>
<th>Very poor ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is able to synthesize and communicate the ideas and arguments of other scholars.</td>
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<tr>
<td>Student is able to construct a clear, well-defined thesis statement.</td>
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<tr>
<td>Student is able to employ appropriate art historical data (form, iconography, context etc.) to support her/his argument.</td>
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<tr>
<td>Student is aware of the art historical methods and approaches he/she employs in the research.</td>
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<tr>
<td>Student is able to cite sources correctly and completely using a standard citation style.</td>
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</tbody>
</table>

Findings

(1) Synthesize and communicate the ideas and arguments of other scholars: 36% (4/11) of the students demonstrated excellent skills in this category; 55% (6/11) were good; 9% (1/11) were fair.

Of this, 91% were at the excellent or good level; 9% were fair.

(2) Construct a clear, well-defined thesis statement: 18% (2/11) of the students demonstrated excellent skills in this category; 55% (6/11) were good; 18% (2/11) were fair; 9% (1/11) were poor.

Of this, 73% were at the excellent or good level; 27% were fair or poor.

(3) Employ appropriate art historical data (about form, iconography, context, etc.) to support an argument

36% (4/11) of the students demonstrated excellent skills in this category; 46% (5/11) were good; 18% (2/11) were fair.

Of this, 82% were at the excellent or good level; 18% were fair.

(4) Understand and use established art historical methodologies: 27% (3/11) of the students demonstrated excellent skills in this category; 46% (5/11) were good; 9% (1/11) were fair; 18% (2/11) were poor.

Of this, 73% were at the excellent or good level; 27% were fair or poor.
(5) Cite scholarly sources correctly and completely using a standard citation style: 46% (5/11) of the students demonstrated excellent skills in this category; 36% (4/11) were good; 0% (0/11) were fair; 18% (2/11) were poor.

Of this, 82% were at the excellent or good level; 18% were poor.

**How did you use findings for improvement?**

Art History faculty discussed the results, and while the statistics suggest that Art History majors are doing well overall with developing their independent research abilities, faculty saw room for improvement in two areas, categories 2 and 4. Only 73% of students were at the excellent or good level in their ability to construct a clear, well-defined thesis statement and to understand and use established art historical methodologies. In addition, while numbers in category 5, regarding citation of sources, were overall very good, 18% of students exhibited poor skills, signaling another area of concern.

Faculty agreed that more instruction would be given in classes regarding the development of a thesis statement for a research project, and how to identity, understand, and utilize art historical research methodologies. In addition, there will be more instruction regarding citation of sources in bibliographies and endnotes or footnotes in papers. This additional instruction would occur mostly in upper-level courses, on the 3000 and 4000-levels. Opportunities in classes other than the Capstone, where Assessment for Art History majors’ research skills will remain, will allow us to “scaffold” instruction among courses and offer a variety of ways to develop student skills.

Faculty have already implemented these improvements and emphases. The instructors of Arts 3750 (Nineteenth-century Art), Arts 3690 (Arts of Africa), and Arts 4700 (Art History Capstone) in fall 2013 have put more emphasis and class discussion on how to develop a thesis, or argument, over the course of a research project. The quality of a thesis statement is also emphasized on assignment handouts, and on rubrics used for grading drafts and/or final papers. Instructors in the Arts 3750 and 3690 classes have also put stronger emphasis on the correct identification of methodologies in reading assignments, discussion of those methods in reading summaries and discussion, and required explicit discussion and analysis of methodologies in research projects and papers. Course material in Art 4700 continues to emphasize the importance of understanding and consciously employing established art historical methods; this course is in part a methods and theory class. Faculty believe that more explicit instruction on methodologies in other courses (Like 3690 and 3750 in fall 2013) will lay a better foundation for the material on methods covered in Arts 4700. Furthermore, more attention has been given in these courses (Arts 3750, Arts 3690, and Art 4700) in fall regarding proper bibliography and citation styles, as well as the need for academic honesty. Students are required in all classes to submit preliminary bibliographies for review, and to cite sources properly on all written assignments. Assignment handouts and rubrics were updated to reflect the importance of learning these skills, how to accomplish them, and how they will be graded.
Expected Outcome 2: Effective Oral Communication

Effective Oral Communication

Students graduating with a B.A. in Art History will demonstrate effective oral communication skills

Assessment Method 1: Review of student performance using the SLO 7 rubric

Assessment Method Description

Data for this report was drawn from students’ performances in the Art History Capstone course (Arts 4700) in fall 2012. This course is offered once a year, and is required for all Art History majors, is generally taken in the last two semesters of study, and includes a formal oral presentation of a research project as well as many other opportunities for discussion and oral communication. Eleven students were enrolled in the course in fall 2012, and data was drawn from all 11 students.

The rubric was filled out using an assessment rubric specific to the formal oral presentation as well as assessment of student performance during class discussions of research, readings, and other information and ideas related to course topics.

Findings

SLO 7 Objective #1: Structure ideas clearly and expressively, using appropriate language free from bias and understand what it means to be an ethical and credible speaker.

46% of students had Advanced skills: Organizational pattern (including specific introduction and conclusion), is sequenced and consistently observable and makes the content of the presentation cohesive. Language choices are appropriately balanced and ethical.

36% demonstrated Intermediate skills: Organizational pattern (including specific introduction and conclusion), is generally clear and consistent. Language choices are generally appropriate and ethical.

18% had Basic skills: Organizational pattern (including specific introduction and conclusion) is only intermittently observable. Language choices occasionally are inappropriately biased.

0% had Little or no skills: Organizational pattern (including specific introduction and conclusion) is not visible. Language choices reflect inappropriate bias.

(82% were Advanced or Intermediate)

If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 3.3=Intermediate.

SLO 7 Objective #2: Recognize appropriate opportunities for communication and
Identify the most suitable and effective mediums for message dissemination.

27% of students had Advanced skills: Genre and style of oral communication is consistently appropriate for its intended audience. Student is able to identify different oral communication strategies as appropriate for different groups of listeners.

46% had Intermediate skills: Genre and style of oral communication is generally appropriate for its intended audience. Student is generally able to identify different oral communication strategies as appropriate for different groups of listeners.

27% had Basic skills: Genre and style of oral communication is only intermittently appropriate for its intended audience. Student shows frequent uncertainty about the appropriateness of different oral communication strategies for different groups of listeners.

0% had Little or no skills: Genre and style of oral communication is not appropriate for its intended audience. Student shows wide-scale uncertainty about the appropriateness of different oral communication strategies for different groups of listeners.

(73% Advanced or Intermediate).

If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 3.0=Intermediate.

SLO 7 Objective #3: Communicate candidly (in an open and direct manner) and effectively as an individual, in pairs, or in small groups.

36% of students had Advanced skills: In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.

36% had Intermediate skills: In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation generally compelling, and speaker appears generally polished and confident.

28% had Basic skills: In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) are inconsistently used, weakening the presentation's impact. The speaker frequently seems to lack confidence and seem unpolished.

0% had Little or no skills: The student is not able to understand and respond to the oral arguments of recipients, and is unable to adapt presentation style and content as needed to ensure recipient understanding.

(72% Advanced or Intermediate)

If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the
average in this objective is 3.1=Intermediate.

**SLO 7 Objective #4:** Actively listen to oral arguments and recognize when a recipient does not understand a message, adapting it as necessary.

46% had Advanced skills: In a wide range of contexts, the student is able to listen consistently to and reflect upon the oral arguments of recipients, adapting presentation style and content as needed to ensure recipient understanding.

36% had Intermediate skills: In a wide range of contexts, the student is generally able to listen consistently to and reflect upon the oral arguments of recipients, frequently adapting presentation style and content as needed to ensure recipient understanding.

18% had Basic skills: In a wide range of contexts, the student is not consistently able to understand and respond to the oral arguments of recipients, only occasionally adapting presentation style and content as needed to ensure recipient understanding.

0% had Little or no skills: The student is not able to understand and respond to the oral arguments of recipients, and is unable to adapt presentation style and content as needed to ensure recipient understanding.

(82% Advanced or Intermediate)

If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 3.3=Intermediate.

Considering these statistics, the majority of the Art History students in AY 2012-13 possess skills at the Advanced or Intermediate level of each category of oral communication skills.

If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average of all four objectives is 3.2=Intermediate.

Thus, the average student can demonstrate Intermediate skills in all areas of Oral Communication assessment.

**How did you use findings for improvement?**

Art History faculty discussed the results, and while the statistics suggest that Art History majors have a high level of proficiency in oral communication, they saw room for improvement in each area. Faculty agreed that more practice in public speaking, and special attention and instruction given to improve each area of assessment, and especially the two areas where students did less well (categories 2 & 3), would help to improve outcomes. Faculty decided to offer more opportunities for students to develop their oral presentation skills. Opportunities in classes other than the Capstone, where Assessment for Art History majors’ Oral Communication skills will remain, will allow us to “scaffold” instruction among courses and offer a variety of ways to develop student
skills.

Faculty have been, and will continue to, develop and implement new oral communication opportunities for our majors in and outside of classes, when possible and appropriate. Faculty focused their efforts to develop these skills mainly in 3000- and 4000-level courses. Faculty already integrate classroom discussion in all of their upper division courses, and they agreed to include, when possible and appropriate, group and/or individual presentations, whether short (less than 5 min) or long (20 min), short presentations of research projects, article summaries, museum talks, and other speaking opportunities. These presentations could be in class, in the Art Department, and/or at the Jule Collins Smith Museum or another similar public venue.

Faculty have already implemented the first of these improvements. For instance, in spring 2013, students in the Dada and Surrealism course (Arts 4900) did several long and short oral presentations both in class and at a public departmental event where they enacted Dadaist art practices and methods. Also in spring 2013, students in Arts 3680 (20th-century Art II) each did an individual 7-minute mini lecture in class, reporting on a current event in the art world.

Expected Outcome 3: Effective Written Communication

Expected outcomes: Effective Written Communication

Students completing a BA degree in Art History will be able to write effectively. Students should be able to demonstrate the ability to use correct grammar and word choices. They should be able to write in a scholarly tone and organize ideas clearly, logically, and effectively. They should use a writing style that is clear, smooth, consistent, and readable.

Related typical general education outcomes:

SLO 6: Students will be able to write effectively.


Assessment Method Description


Arts 4700 is offered once a year, and is required of all art history majors in the last or penultimate semester of their progress toward the degree; 2012-13 data was drawn from the fall 2012 course.

Final research papers by all the Art History majors (a total of 11) enrolled in the Arts 4700 Art History capstone class were evaluated using a rubric that measured students’
ability to

(1) organize information clearly and logically,

(2) maintain a scholarly tone,

(3) write in a style that is clear, smooth, consistent, and readable, and

(4) demonstrate correct grammar and word usage.

Because the rubric used to assess this category of effective written communication is multifaceted and comprises four distinct areas, we are using one only assessment method.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Excellent Ability</th>
<th>Good Ability</th>
<th>Fair Ability</th>
<th>Poor Ability</th>
<th>Very poor ability</th>
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</thead>
<tbody>
<tr>
<td>Student is able to organize information clearly and logically in sentences, paragraphs, and in the overall paper.</td>
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<tr>
<td>Student is able to maintain a serious, scholarly tone throughout the paper.</td>
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<tr>
<td>Student employs a writing style that is clear, smooth, consistent, and readable</td>
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<tr>
<td>Student is able to use correct grammar and usage.</td>
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Findings

(1) Organize information clearly and logically: 18% (2/11) of the students demonstrated excellent skills in this category; 27% (3/11) were good; 55% (6/11) were fair.

Of this, 45% were at the excellent or good level; 55% were fair.

(2) Maintain a scholarly tone: 36% (4/11) of the students demonstrated excellent skills in this category; 46% (5/11) were good; 18% (2/11) were fair.

Of this, 82% were at the excellent or good level; 18% were fair.

(3) Write in a style that is clear, smooth, consistent, and readable: 27% (3/11) of the students demonstrated excellent skills in this category; 46% (5/11) were good; 27% (3/11) were fair.
Of this, 73% were at the excellent or good level; 27% were fair.

(4) Demonstrate correct grammar and word usage: 36% (4/11) of the students demonstrated excellent skills in this category; 46% (5/11) were good; 18% (2/11) were fair.

Of this, 82% were at the excellent or good level; 18% were fair.

**How did you use findings for improvement?**

Art History faculty discussed the results, and while the statistics suggest that Art History majors are doing well overall with developing their writing skills, faculty saw room for improvement especially in the first area of assessment, the ability to organize information clearly and logically. The majority of students (55%) exhibited only fair skills here. Faculty agreed that more instruction would be given in class to the organization of writing, whether it be for examination essays, book reviews, research papers, presentations, summaries, and so on. This instruction would occur in upper-level courses, on the 3000 and 4000-levels. Opportunities in classes other than the Capstone, where Assessment for Art History majors’ writing skills will remain, will allow us to “scaffold” instruction among courses and offer a variety of ways to develop student skills.

Faculty have already implemented these improvements and emphases. The instructors of both Arts 3750 (Nineteenth-century Art) and Arts 3690 (Arts of Africa) in fall 2013 have more thoroughly addressed organization of writing in class, on assignment handouts, and on rubrics used for grading drafts and/or final papers. Organization of writing is also being more specifically addressed and worked on in the Capstone course, through in-class discussions of assignments, and more attention has been given to this section of the rubrics to assess drafts and final papers.

**Expected Outcome 4: Student participation in Internships**

This is a non-student-learning-outcome category to track art history student participation and satisfaction in internships at art museums and other arts organizations. While this is not a student-learning-outcome situation, the Art dept. has the goal that these internships be productive, educational, and satisfying experiences for our students.

**Assessment Method 1: Internship participation data**

**Assessment Method Description**

Faculty collected data on art history student participation in internships in the 2012-13 academic year by student class standing.

**Findings**

In academic year 2012-13, there were a total of 26 art history majors at all levels in the program.
Six students completed a total of nine internships during the academic year and the following summer (2013); two of these students did multiple internships at different institutions.

Of these students, three were juniors/rising seniors and three were rising juniors.

23% (6/26) of art history students completed internships in AY 2012-13.

30% (6/20) of art history students at the senior, junior, or rising junior level completed internships in AY 2012-13.

Considering that two students completed more than one internship, the opportunities for internships were at 34% (9/26) of the total art history students, or 45%(9/20) of the art history students at the senior, junior, or rising junior level.

**How did you use findings for improvement?**

To cultivate student interest in internships, and to improve their applications, Art Department faculty have instituted an Internship committee for AY 2013-14. This committee is presenting a two-day internship workshop in October 2013, with information on internships available, how to apply, what to expect, how to improve your application and experience on there, and so on. Students who have done internships will discuss their experiences, and representatives from regional institutions who are looking for art and art history internships will also speak.

**Assessment Method 2: Internship satisfaction survey**

**Assessment Method Description**

Students who completed internships in 2012-13 were asked to fill out a survey about their experience.

### Department of Art, Auburn University

### Survey of Art History Internship experiences, 2012-13

1. I would characterize my internship experience overall as

   4 Excellent  3 Good  2 Fair  1 Poor  0 No value

2. The information I learned in my internship was overall

   4 Excellent  3 Good  2 Fair  1 Poor  0 No value

3. I would rate the knowledge I gained about the fields of art, art history, and/or art education during my internship as

   4 Excellent  3 Good  2 Fair  1 Poor  0 No value

4. The practical experience I gained in my internship was
Findings

Four of the six students (4/6; 75%) who completed internships in AY 2012-13 responded to the survey. These four students rated seven different internship experiences, of a total of nine completed (7/9; 78%).

1. I would characterize my internship experience overall as
   57% (4/7) excellent; 43% (3/7) good.

2. The information I learned in my internship was overall
   43% (3/7) excellent; 57% (4/7) good

3. I would rate the knowledge I gained about the fields of art, art history, and/or art education during my internship as
   71% (5/7) excellent; 29% (2/7) good

4. The practical experience I gained in my internship was
   43% (3/7) excellent; 43% (3/7) good; 14% (1/7) fair.

5. The internship experience has helped me think about my career path
   100% (7/7) excellent.

Students ranked their internship experiences very highly. With one exception, all answers were in the top two possible categories: excellent or good.

Most notable, 100% of the internships helped students in considering their career paths.

How did you use findings for improvement?

To improve the pool of findings for the survey, the Art Dept. has decided to administer it on paper and electronically in coming years (it was done electronically for AY 2012-13). In addition, an open-ended question has been added to the survey: How could the Department of Art and its faculty help to improve the internship experience, whether during the application process or during the internship itself?