2013-2014 Assessment Report

College of Liberal Arts

Art

Art History, BA

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: 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; 2013-14 data was drawn from the fall 2013 course.

Final research papers by Art History majors (5 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.
<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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<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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**Findings**

(1) Synthesize and communicate the ideas and arguments of other scholars:
20% (1/5) of the students demonstrated excellent skills in this category; 80% (4/15) were good. Of this, 100% were at the excellent or good level.

(2) Construct a clear, well-defined thesis statement:
80% (4/5) of the students demonstrated excellent skills in this category; 20% (1/5) were good. Of this, 100% were at the excellent or good level.

(3) Employ appropriate art historical data (about form, iconography, context, etc.) to support an argument:
40% (2/5) of the students demonstrated excellent skills in this category;
60% (3/5) were good. Of this, 100% were at the excellent or good level.

(4) Understand and use established art historical methodologies:
40% (2/5) of the students demonstrated excellent skills in this category; 40% (2/5) were good; 20% (1/5) were fair. Of this, 80% were at the excellent or good level; 20% were fair.

(5) Cite scholarly sources correctly and completely using a standard citation style:
60% (3/5) of the students demonstrated excellent skills in this category; 40% (2/5) were good. Of this, 100% were at the excellent or good level.

How did you use findings for improvement?

Art History faculty discussed the results, and noted that overall students in 2013-14 are exhibiting very good skills, and better skills than the 2012-13 year, which would suggest our implementation of improvements in teaching were well received. Students abilities to construct a thesis statement and cite sources are better than last year, when they were targeted for improvement. Faculty sees room for continuing improvement in the “understanding methodologies” category, with 20% at the fair level, and agreed to continue to integrate more instruction on research methods and theories in 3000- and 4000-level courses. 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 in courses in fall 2014: Arts 3720 (Medieval Art), Arts 3730 (Art in Renaissance Italy), Arts 3760 (20th century Art), Arts 4790 (Special Topics: Race and Art) and Arts 4700 (Art History Capstone) in fall 2014. Instructors in the these 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 will lay a better foundation for the material on methods covered in Arts 4700.

Additional Comments
Expected Outcome 2: Effective Oral Communication
Students will demonstrate effective oral communication skills

Assessment Method 1: Review of student performance using the University’s oral communication skills rubric

Assessment Method Description
Data for this report was drawn from students’ performances in the Art History Capstone course (Arts 4700) in fall 2013. 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. Five students were enrolled in the course in fall 2013, and data was drawn from all 5 students. Faculty filled out the University’s general 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

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.
40% (2/5) 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
60% (3/5) demonstrated Intermediate skills: Organizational pattern (including specific introduction and conclusion), is generally clear and consistent. Language choices are generally appropriate and ethical.
(100% 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 3.2=Intermediate.

Objective #2: Recognize appropriate opportunities for communication and identify the most suitable and effective mediums for message
dissemination.
60% (3/5) 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.
40% (2/5) 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.
(100% 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 3.6=Intermediate leaning toward Advanced.

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

60% (3/5) 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.
40% (2/5) 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.
(100% 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 3.6=Intermediate leaning toward Advanced.

Objective #4: Actively listen to oral arguments and recognize when a recipient does not understand a message, adapting it as necessary.
80% (4/5) 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.
20% (1/5) 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.
(100% 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 3.8=very close to Advanced.
(I should note that these students in 2013 were particularly excellent in their active listing and communication style in class discussion and presentations, and were very adept as rephrasing information or giving
additional information to make their point.)

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.

How did you use findings for improvement?

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 this year in how they structure their presentations and communications. Faculty also agreed that, in general, more practice in public speaking, and special attention and instruction given to improve structure and organization would help to improve outcomes. Faculty decided to offer more opportunities for students to develop their oral presentation skills. Oral presentations, from 5-20 minutes, were integrated in spring 2014 into Arts 3750 (19th century Art), Arts 3650 (History of Photography), and in fall 2014 into Arts 3720 (Medieval Art) and Arts 4970 (Special Topics: Race and Art). 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 already integrate classroom discussion in all of their upper division courses, and they agreed to include, when possible and appropriate, more group and/or individual presentations, short presentations of research projects, article summaries, museum talks, and other speaking opportunities. These presentations have been and will continue to be in class, in the Art Department, and/or at the Jule Collins Smith Museum or another similar public venue.

Additional Comments

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.

**Assessment Method 1:** Assessment Method 1: Method: Review of Final Research Paper for Arts 4700: Capstone in Art History

**Assessment Method Description**

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**Method: 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; 2013-14 data was drawn from the fall 2015 course.

Final research papers by all the Art History majors (a total of 5) 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.
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<thead>
<tr>
<th></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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<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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</table>

**Findings**

(1) Organize information clearly and logically: 40% (2/5) of the students demonstrated excellent skills in this category; 20% (1/5) were good; 40% (2/5) were fair. Of this, 60% were at the excellent or good level; 40% were fair.

(2) Maintain a scholarly tone: 40% (2/5) of the students demonstrated excellent skills in this category; 60% (3/5) were good. Of this, 100% were at the excellent or good level.

(3) Write in a style that is clear, smooth, consistent, and readable: 20% (1/5) of the students demonstrated excellent skills in this category; 40% (2/5) were good; 40% (2/5) were fair. Of this, 60% were at the excellent or good level; 40% were fair.

(4) Demonstrate correct grammar and word usage: 20% (1/5) of the students demonstrated excellent skills in this category; 60% (3/5) were good.
Of this, 100% were at the excellent or good level.

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 and third areas of assessment, the ability organize information clearly and logically, and writing in a clear, smooth, consistent and readable style. In each of these areas, 40% of students exhibited only fair skills.

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 in art history courses in 2014, i.e., in spring 2014 in Arts 3740 (Baroque and Rococo Art), Arts 3750 (19th century Art), Arts 3650 (History of Photography), and in fall 2014 into Arts 3720 (Medieval Art), Arts 3730 (Art in Renaissance Italy), Arts 3760 (20th century Art), and Arts 4970 (Special Topics: Race and Art). The coursework in these classes has more thoroughly addressed organization and the style of writing in class, on assignment handouts, and on rubrics used for grading drafts and/or final papers. The organization and style 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.

Additional Comments
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
An analysis of student participation in internships was done for 2013-14 by student class standing.

Findings
In academic year 2013-14, there were a total of 22 art history majors at all levels in the program.
Five students completed a total of six internships during the academic year and the following summer (2014); one of these students did multiple internships at different institutions.
Of these students, one was a sophomores/rising junior and five were juniors/rising seniors. There were a total of 11 art history majors that were rising seniors, juniors, and rising juniors.
23% (5/22) of art history students completed internships in AY 2013-14. 45% (5/11) of art history students at the rising senior, junior, or rising junior level completed internships in AY 2013-14.
Considering that one student completed more than one internship, the opportunities for internships were at 27% (6/22) of the total art history students, and 55%(6/11) 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 instituted an Internship committee for AY 2013-14, and this committee is still in place. This committee presents each semester an internship workshop 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. Faculty on the committee then mentor students as they apply
to internships.

**Additional Comments**

**Assessment Method 2:** Internship satisfaction survey

**Assessment Method Description**

Students who completed internships in 2013-14 were asked to fill out a survey about their experience. This was disseminated via email as well as hard copy in upper level art history courses.

<table>
<thead>
<tr>
<th><strong>Department of Art, Auburn University</strong></th>
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<tbody>
<tr>
<td><strong>Survey of Art History Internship experiences, 2013-14</strong></td>
</tr>
<tr>
<td>1. I would characterize my internship experience overall as</td>
</tr>
<tr>
<td>4 Excellent 3 Good 2 Fair 1 Poor 0 No value</td>
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<tr>
<td>2. The information I learned in my internship was overall</td>
</tr>
<tr>
<td>4 Excellent 3 Good 2 Fair 1 Poor 0 No value</td>
</tr>
<tr>
<td>3. I would rate the knowledge I gained about the fields of art, art history, and/or art education during my internship as</td>
</tr>
<tr>
<td>4 Excellent 3 Good 2 Fair 1 Poor 0 No value</td>
</tr>
<tr>
<td>4. The practical experience I gained in my internship was</td>
</tr>
<tr>
<td>4 Excellent 3 Good 2 Fair 1 Poor 0 No value</td>
</tr>
<tr>
<td>5. The internship experience has helped me think about my career path</td>
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<tr>
<td>4 Yes, absolutely 3 Yes, somewhat 2 Yes, a little 1 Yes, but only a tiny bit 0 Not at all</td>
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**Findings**

All five of the students (100%) who completed internships in AY 2013-14...
responded to the survey. These five students rated six different internship experiences (100%).
1. I would characterize my internship experience overall as 50% (3/6) excellent; 33% (2/6) good; 17% (1/6) fair.
2. The information I learned in my internship was overall 67% (4/6) excellent; 33% (2/6) good.
3. I would rate the knowledge I gained about the fields of art, art history, and/or art education during my internship as 67% (4/6) excellent; 17% (1/6) fair; 17% (1/6) no value.
4. The practical experience I gained in my internship was 17% (1/6) excellent; 67% (4/6) good; 17% (1/6) fair.
5. The internship experience has helped me think about my career path 67% (4/6) yes, absolutely; 17% (1/6) yes, somewhat; 17% (1/6) not at all.

Students generally ranked their internship experiences very highly. The student who indicated no value in two categories explained that this particular internship was more geared toward cultivating her language skills doing sales in an art gallery in Spain, and not toward curatorial, education, or other administrative art history duties, so little relevance to these categories for her. The student who indicated Fair on some questions seems to have been in a bad work environment and was exploited, and noted that other student interns in other departments at the same institution had better experiences.

**How did you use findings for improvement?**
Faculty will continue to work with students to find good fits for internships experiences, and take into consideration the issues that have come up with specific institutions and departments, and potentially intervene if similar problems arise in the future.

**Additional Comments**