

Undergraduate Degree Program Assessment Plan Review Checklist

Program reviewed ___ Art History BA Plan #13 _____ Date of review ___ 4-6-07 _____

Reviewer(s) names _____ Andrew Deiser, Rolf Groesbeck, Yslan Hicks _____

1. STUDENT LEARNING GOALS (Describe in broad terms what students should know and/or be able to do as a result of the specific degree program.)

Learning goals are identified for the degree program.

Learning goals are clear. ___

Learning goals are learning-focused rather than teaching-focused.

Learning goals clearly link to the program's goals and mission. _

Learning goals are linked to UALR Core Competencies. (For a list of the UALR Core Competencies, please visit: <http://ualr.edu/provost/assessment/competencies.shtml>).

Comments: The committee noted that each of the four goals addressed the same core competencies and questioned the degree to which each goal meets each competency.

2. LEARNING OBJECTIVES or OUTCOMES (Describe in more specific terms what students should know and/or be able to demonstrate they have achieved each of the learning goals.)

Learning outcomes are identified for all learning goals.

Learning outcomes are clear. ___

Learning outcomes are measurable. Learning outcomes are student-focused rather than professor-focused.

Comments:

-Learning objective 2: "students will determine basic information about key monuments... The committee questioned whether the use of "monuments" confined the aforementioned student identification and analysis to one expression of an art form. Is this correct? Does the learning objective encompass identification and analysis of a variety of art forms and would "works" be more accurate?

-70 percent/70 points: The subcommittee suggests that this comment be deleted from the report unless additional information is provided that creates context for understanding the significance of the percentages/scores.

3. ASSESSMENT ACTIVITIES and CURRICULUM.

Curriculum Assessment Map is completed.

Objectives are clearly linked to required courses or activities in the degree curriculum.

PVC 2/07 - 1 - Location points for assessment of different objectives are clearly identified. Comments: The curriculum map fails to identify the extent to which each outcome is measured in individual classes, *e.g.*, extensive, somewhat, little, not assessed.

4a. ASSESSMENT METHODS (The methods utilized to determine whether students have achieved or mastered the learning outcomes.)

Assessment measures are identified for every objective. ___

Assessment measures relate to learning outcomes.

Direct measures of student learning are emphasized. ___

Assessment measures allow student performance to be gauged over time.

Reliability/consistency and validity of measures are addressed. ___

Approaches to reliability and validity are likely to lead to credible findings.

Comments:

b. DESIGN (The organization and implementation of assessment methods.)

The assessment design is reported.

An appropriate number of students will be assessed given the program goals and objectives.

Follow-up procedures are utilized to increase student participation in the assessments.

At what point in their careers students will participate in assessment is clearly stated (e.g., as seniors, as rising juniors, as alumni).

Data will be collected from all relevant stakeholder groups.

Comments:

–The total number of majors is not disclosed in the body of the report, therefore the subcommittee cannot determine whether an appropriate number of students will be assessed given the program goals and objectives.

–It appears that employers are not consulted for data collection. Are there are no options for careers in art history without acquisition of an advanced degree? Might this be stated directly? Is there a plan to include employers (whatever the field) as a source for assessing stakeholder involvement?

–The report indicates discussion leading to future assessment methods for inclusion of alums as a relevant stakeholder group.

PVC 2/07 - 2 - PVC 2/07 - 3 -

c. IMPLEMENTATION/ASSESSMENT CYCLE

Implementation timeline is reported and appears realistic.

For programs with multiple tracks or emphases: All options are included in assessment plan.

Plan will cover what time period? 4-5 years

During which year will the plan be revisited?

Comments:

The assessment timeline is rather loosely defined and reported, therefore the subcommittee is unable to record a year in which the plan will be revisited

OVERALL RATING:

Meets/Exceeds

Exceeds Expectations (All requirements checked and reviewer had no questions. Plan is very likely to produce credible and useful findings regarding student learning outcomes.) Meets Expectations (Most requirements checked and reviewer had few questions.)

Needs Revision (Most requirements not met and reviewer had several questions. Plan is not likely to produce credible and useful findings regarding student learning outcomes as written.)

OVERALL COMMENTS:

Strengths:

–The committee found that reliability, consistency and validity of measures were particularly strong.

–The use of an external reviewer.

Suggestions for improvement/revision: _____

–Included in the body of this document. 1

1. What are your student learning goals for this degree program?

The MA in Art offers three concentrations: art history, art education, and art studio. The student learning goals for each concentration are as follows:

Art History learning goals

The student will:

- 1. Increase their knowledge of art history by studying a broad base of Western (Europe) and Non-western art.**
- 2. Use effective critical thinking and problem solving skills to research and analyze art history topics.**
- 3. Use primary and secondary research sources, and will document these sources using acceptable scholarly standards.**
- 4. Communicate effectively in a professional manner in either written or oral presentations.**
- 5. Conduct concentrated research on one art historical issue or problem and analyze it for its social, political, and historical significance.**

Art Education learning goals

The student will:

- 1. Advance their technical skills beyond the BA level in more than one studio discipline in order to strengthen their role as an art educator.**
 - 2. Advance their knowledge of art history beyond the BA level in order to strengthen their role as an art educator.**
 - 3. Understand the discipline of art education through a study of the history, philosophies, theories, and practices that contribute to its development.**
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4. Develop advanced research skills using a variety of references, and understand how to document these sources using acceptable scholarly standards.

5. Communicate effectively in a professional manner in either written or oral presentations.

6. Conduct concentrated research on one art education topic and analyze it for its significance to the discipline.

Art Studio learning goals

The student will:

1. Advance their technical skills in at least one studio area

2. Create a significant body of focused, informed, and inventive work

3. Increase their understanding of art history and apply this understanding to their work

4. Articulate clearly the objectives of their work in a professional manner

These student learning goals are consistent with the overall program mission to prepare students for professional careers in art. 2

2. What are your learning objectives or outcomes associated with each student learning goal?

The learning objectives/outcomes for each concentration are as follows:

Art History learning objectives/outcomes

The student will:

1. Identify key monuments from Western and Non-Western art with regard to artist or culture, date, location and period or style. (Goal 1)

2. Use a variety of research methodology to include conventional and technology based media. (Goals 3 and 5)

- 3. Gain reading proficiency in a second language for the purpose of conducting research using diverse resources. (Goal 3)**
- 4. Write papers on a variety of art history topics that include the historical significance of the work as well as a critical analysis of the topic. (Goals 1, 2, and 4)**
- 5. Orally present their research in a coherent manner using vocabulary appropriate for art history. (Goal 4)**
- 6. Write a thesis on an art historical issue or problem conducting extensive research and thoroughly describing and analyzing the issues involved using appropriate vocabulary for art history. (Goals 1, 2, 3, 4 and 5)**
- 7. Discuss the objectives and significance of their thesis research at an oral defense using vocabulary appropriate for art history. (Goal 4)**

Art Education learning objectives/outcomes

The student will:

- 1. Use a variety of studio art techniques in more than one studio art class, at an advanced level of proficiency. (Goal 1)**
 - 2. Identify and analyze a broad range of art historical information and discuss this information in a professional manner. (Goal 2, 3, and 4)**
 - 3. Understand the history of art education and various teaching philosophies and curricular approaches that have been utilized. (Goal 3)**
 - 4. Understand current teaching methodologies, student learning methods, and student assessment as they relate to visual arts curricula. (Goal 3)**
 - 5. Conduct research on a variety of art education and art history topics using print and digital resources from local and distant venues and properly document the sources used. (Goals 2, 3, 4, and 5)**
 - 6. Orally present their research in a coherent manner using vocabulary appropriate for art education. (Goal 5)**
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7. Write a thesis on an art education issue or problem conducting extensive research and thoroughly describing and analyzing the issues involved using appropriate vocabulary for art education. (Goals 3, 4, 5, and 6) 3

Studio Art learning objectives/outcomes

The student will:

1. Use a variety of techniques within one studio area, at a high level of proficiency.

(Goal 1)

2. Use the elements of art and the principles of design effectively to solve visual problems. (Goal 2)

3. Create a coherent body of work that is conceptually based (Goal 2)

4. Identify and analyze a broad range of art historical information and utilize this information in the development and discussion of their work. (Goal 3)

5. Discuss the objectives of their work during oral and written critiques in a coherent manner using vocabulary appropriate for the visual arts and their studio discipline. (Goals 3 and 4)

6. Discuss the objectives of, and art historical influences on their work, in a written thesis, using vocabulary and research methods appropriate for the visual arts and their studio discipline. (Goals 3 and 4)

3. Where will the objectives be addressed in your program? In which courses and through which activities will they be assessed?

Please see the attached Curriculum Assessment Maps for this degree program.

4. How will you assess each objective?

(a) Methods

ART HISTORY

Assessment focuses on collecting data from three tools used to evaluate a student's progress in art history: the Advancement to Candidacy Exam and Post-Exam Discussion Evaluation form; the Thesis Evaluation form; and the UALR Alumni Graduate Student Questionnaire – Assessment of the Art History Program.

The evaluation requirements on the *Advancement to Candidacy Exam and Post-Exam Discussion Form* relate to the Learning Objectives/Outcomes (LO) as follows:

Slide Identification:

- 1. Demonstrates proficiency in the broad history of Western (Europe) Art. (LO 1)**
 - 2. Demonstrates proficiency in the broad history of Non-western Art. (LO 1)**
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Written Component:

- 1. Meets the criteria of the question. (LO 4)**
 - 2. Knowledge of subject: Identifies specific works and places them correctly in historical context. (LO 1,2, 4)**
 - 3. Organization of Ideas. (LO 4)**
 - 4. Mechanics and Grammar (LG 2, 4)**
 - 5. Use of art historical terminology. (LG 4)**
 - 6. Evidence of research skills. (LG 2, 3)**
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The Advancement to candidacy Exam is administered after the student has completed 21 hours of graduate course work. At this point the student should also have satisfied the foreign language proficiency. (There are 30 hours in the program.) Therefore, the student should have enough graduate experience for us to assess whether they have gained the learning outcomes. The requirements of the Advancement to Candidacy Exam form cover most of the learning objectives/outcomes (with the exception of the thesis paper and the oral defense). Thus it is a valid instrument for assessment.

The evaluation requirements on the *Art History MA Thesis Assessment Form* relate to the Learning Objectives/Outcomes (LO) as follows:

1. Thesis statement – identification of research problem (LO 2, 4)
 2. Development of paper – development of ideas from thesis, organization, & persuasive discussion. (LO 2, 4, 6)
 3. Quality of visual analysis – Selection of art works for the topic, familiarity with visual information. (LO 1, 2, 4)
 4. Research ability – Selection of authoritative sources; appropriate use of primary sources; appropriate use of secondary sources; original ideas. (LO 2, 3)
 5. Documentation of sources – use of department standard footnotes; use of department standard bibliography; use of department standard illustrations. (LO 2)
 6. Disciplinary content – literature review; use of art historical terminology; use of art historical methodology. (LO 2, 3, 4, 6)
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The student writes their thesis in their last semester of graduate work. Therefore, they should have achieved the learning objectives/outcomes as set by the program. The requirements of the *Art History MA Thesis Assessment Form* cover most of the learning objectives/outcomes. (The oral defense is currently not covered in this evaluation form and this will have to be added before the next assessment cycle). Thus it is a valid instrument for assessment.

Given the relatively small size of the program the Advancement and Thesis forms are not used every semester. Therefore, data is collected when there are students in the program progressing to the advanced level. The overall assessment cycle for the MA in Art program takes approximately 6 years. In that time, at least 5 or more forms should be completed for students. The more data collected the more reliable the findings. If however, in the 6-year time frame adequate numbers of students have not been reached, analysis of the data will be postponed.

The evaluation requirements on the *UALR Alumni Graduate Student Questionnaire – Assessment of the Art History Program* relate to the Learning Objectives/Outcomes (OG) as follows:

1. I feel the graduate art history courses were appropriately challenging for the master's level. (LG 2)
 2. My art history experiences had a positive affect on my writing abilities. (LG 4)
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1. My art history experiences had a positive affect on my ability to make oral presentations. (LG 4)
2. My ability to conduct scholarly research was enhanced by the requirements of the art history courses. (LG 3, 5)
3. My ability to listen and comprehend increased as a result of my art history experience. (LG 2)
4. My art history experience greatly improved my ability to incorporate knowledge from other areas of study into learning situations and problem solving. (LG 2)
5. I feel my ability to evaluate professional literature and research material for its meaningfulness increased as a result of my art history experience. (LG 2, 3)
6. I feel adequate resources were available for my study of art history.
7. There were sufficient offerings in western art history. (LG 1)
8. There were sufficient offerings in non-western art history. (LG 1)
9. The art history courses helped to prepare me for the writing and research necessary to complete my thesis. (LG 3,4,5)

The *UALR Alumni Graduate Student Questionnaire – Assessment of the Art History Program* provides an opportunity for stakeholder involvement. This will be covered in section “d” of this question.

ART EDUCATION

Assessment focuses on collecting data from three tools used to evaluate a student’s progress in the Concentration: the Advancement to Candidacy Exam; the *UALR Alumni Graduate Student Questionnaire – Assessment of the Art Education Program*; and the *Questionnaires of Art Supervisors*.

The evaluation requirements on the *Questionnaire for Graduates of the UALR MA Art Education Concentration* are as follows:

1. How would you rate the MA Art Education concentration? What were the positive and negative areas of the curriculum provided by the program?
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2. What specific opportunities would you like to have had during your program and what changes could be made to provide these opportunities for future students?
3. How can the program be strengthened for future students?

The evaluation requirements on the *Questionnaire for Administrators and/or Supervisors of Graduates from the UALR MA in Art, Art Education Concentration form* are as follows:

1. After reviewing required course work for students pursuing the MA in Art Education, how would you rate this program in relationship to other programs in Art Education at the Masters level?
 2. Have you had an occasion to discuss any portion of the MA in Art, Art Education concentration with the student employed by your district? What is the impact of this program on the teacher in your district?
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1. What types of changes have you seen in Art Education faculty or their teaching that are pursuing the MA in Art, Art Education concentration at UALR? Please explain.
 2. How important is it to you and your district that art teachers continue their education and pursue the MA in Art?
 3. Does your district support the teacher in their pursuit of the MA in Art, Art Education concentration? How?
 4. Would you encourage other art education faculty in your district to pursue the MA in Art, Art Education concentration at UALR?
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Although these questions provided feedback, from alumni and art administrators, they do not relate to the learning objectives as written for art education. The assessment cycle for the MA in Art program has not focused on art education in several years. The learning goals and learning objectives/outcomes for art education have recently been revised to be more precise. Thus all assessment materials and tools will need to be revised to be more functional.

ART STUDIO

Assessment focuses on collecting data from three tools used to evaluate a student's progress in art history: the Studio Critique Form; the Advancement to Candidacy

Critique Faculty form; and the Thesis Evaluation form. The Portfolio Comparison is a new assessment tool. Data for this is currently being collected. An evaluation form will be created when sufficient data has been collected and is ready for analysis.

The evaluation requirements on the *Studio Critique Form* relate to the learning Objectives/Outcomes as follows:

1. Work shows inventiveness, creativity and conceptualization abilities. (LO 2, 3)
 2. Work demonstrates progressively advancing technical skills related to the chosen studio discipline. (LO 1)
 3. Work shows an understanding of design and composition. (LO 2)
 4. References to cultures and art historical traditions relative to the studio discipline are utilized and/or articulated. (LO 4)
 5. Student is able to orally express the objectives of the work produced using vocabulary relative to the discipline. (LO 5)
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The evaluation requirements on the *Advancement to Candidacy Critique Faculty Form* relate to the Learning Objectives/Outcomes as follows:

1. All requirements of the advancement paper are addressed in depth. (LO 4)
 2. The advancement paper is organized in a concise and cohesive manner. (LO 5)
 3. Work shows a command of the technical skills involved in the studio discipline. (LO 1)
 4. Body of work shows an understanding of design and composition relative to the studio discipline. (LO 2)
 5. Work shows inventiveness, creativity, and conceptualization. (LO 2, 3)
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The *Thesis Paper, Exhibition and Oral Defense Evaluation* form examines the four components of the thesis experience. The evaluation is divided into four categories: the abstract, the body of the text, the exhibition and the oral defense. Because each of these categories has a different set of requirements, they will not be individually

listed here. However, each category covers the Learning Objectives as follows: Abstract – LO 6; Body of text – LO 4, 5, 6; exhibition – LO 1, 2, 3, 4; Oral Defense – LO 4, 5.

All of the learning objectives/outcomes for studio art are linked to the requirements on these three evaluation forms. Thus data covering every objective/outcome can be accumulated. Therefore the forms serve as valid tools for assessment. Also these forms are used for 5-10 students in any given semester. This creates a consistent and reliable source of data that can be gathered every semester.

b.) Design

Assessment instruments for each concentration of the MA in Art degree allows for data to be collected at various stages of the students' development.

The Studio Critique form is used when a student begins taking studio courses and throughout their studies. This form documents the student's progress from the beginning of their graduate experience until they complete the 18 hours in their concentration. This form allows us to see whether the student is accomplishing the learning objectives and at what pace.

All concentrations have an Advancement to Candidacy. This assesses the student's abilities when they have completed 3/4 of their degree requirements, and most of the learning objectives. The Thesis Evaluation form assesses the student at the end of the program, when all learning objectives should be realized.

Questionnaires have been completed for the Art History and Art Education concentrations. This has been a way to get feedback from past graduates and stakeholders such as art supervisors and administrators. A questionnaire soliciting feedback concerning the art studio concentration has not been used to this point but will be developed in the next assessment cycle.

Thus far the Graduate Coordinator for the MA in Art has collected the data for assessment with assistance from class instructors or thesis committee chairs who administer the advancement critiques or exams. This practice has worked thus far and will be continued.

c.) Assessment Cycle

In years past, the three areas of concentration were assessed annually on a rotating basis. We continue to assess the areas of concentration on a rotating basis, but we are now reviewing the concentrations in two-year rotations in order to extract more useful data. This means that within a 6-year cycle each concentration is assessed. (A 5-year 8

assessment cycle does not quite fit the time frame needed for the three concentrations.) The art history and art education concentrations benefit from this rotation best because of the small numbers of students in these areas. Within a six-year rotation sufficient data can be gathered for all concentrations.

The types of forms that are used for assessment collect data for all the learning objectives. Therefore focusing on one particular goal or objective during an assessment cycle is not necessary. At the end of a six-year rotation the department can look at the overall MA in Art program and determine if changes need to be made to program, curriculum, assessment activities, etc.

d.) Stakeholder involvement

The current assessment plan tries to include a number of different stakeholders but improvements can be made here. Stakeholder involvement currently includes the following:

- 1. Current art history and studio art students (which can include art education students) complete *Evaluation of Program* forms at the end of every semester.**
 - 2. Art studio and art history thesis candidates complete an *Evaluation of the Program* at the end of their thesis project.**
 - 3. Questionnaires have been completed and evaluated for art history and art education to solicit feedback from alumni and art supervisors and administrators.**
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Stakeholder involvement can be strengthened with the addition of the following:

- a. An *Evaluation of Program* form for art education thesis candidates**
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- b. A questionnaire of art studio alumni concerning this concentration to solicit feedback from this sector of our graduates.**
 - c. A questionnaire of community stakeholders to solicit feedback concerning the studio art concentration.**
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The findings from these various questionnaires can be disseminated to these groups via the Art Department website. Information concerning program improvements, changes, etc. can be posted here. At this point informing the stakeholder group of the results is a part of the assessment plan. However, at this point stakeholders are not included in the decision-making process concerning program changes.
