Georgia State University  
Assessment Data by Section  
2012-2013 Art History BA  
As of: 2/24/2014 12:00 PM EST  
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose
The mission of the Art History BA Program within the School of Art and Design is to provide a rigorous, comprehensive, and accessible undergraduate education in art history to a diverse urban constituency. This mission extends to the University at large, to the community, and beyond, with the recognition that visual literacy is essential to imagination, creativity, and the articulation of ideas in all fields.

Goals
G 1: Visual Arts Literacy
Provide students with sophisticated critical thinking and visual literacy skills so that they may effectively relay ideas and responses in visual, oral, and/or written communication as they relate to the visual arts.

G 2: Visual Arts Advocacy
Expand students’ understanding as practitioners, scholars, and advocates of the visual arts who engage and collaborate with local, state, regional, national, and global institutions and communities to provide enhanced visual arts opportunities to students and the community.

G 3: Technology
Prepare students to be competitive in an increasingly technological, interdisciplinary, and theoretical art world through awareness of a wide range of media and state-of-the-art technologies.

Student Learning Outcomes/Objectives
SLO 1: Knowledge of Content (G: 1, 2) (M: 1)
Student is able to recall pertinent art historical facts (i.e., artist, title, date), can identify artworks as belonging to specific cultures, periods, and places, and can define art historical vocabulary.

General Education/Core Curriculum Associations
4.0 Students effectively analyze the meanings of texts and/or works of art or music, express ways that culture shapes values, and critically evaluate them.
8.0 Students demonstrate understanding of political, social, economic, and/or institutional developments across the globe.

Strategic Plan Associations
4.2 Highlight the arts and media.
5.4 Enhance the global competency of students, faculty and staff.
SLO 2: Critical Thinking Skills (G: 1, 2, 3) (M: 1)
Student is able to apply a range of art historical methods (i.e., formal analysis, semiotics, criticism, etc.), to apply appropriate methods to the analysis of particular works of art, and to make reasoned judgements about the validity of rival claims about art.

General Education/Core Curriculum Associations
3.0 Students effectively analyze, evaluate, and provide convincing reasons in support of conclusions, considering opposing points of view when appropriate.
4.0 Students effectively analyze the meanings of texts and/or works of art or music, express ways that culture shapes values, and critically evaluate them.
9.0 Students effectively analyze, evaluate, and provide convincing reasons in support of conclusions, considering opposing points of view when appropriate.

SLO 3: Research Skills (G: 1, 2, 3) (M: 1)
Student is able to design and carry out an independent research project culminating in a substantial written document. Student is able to acquire, evaluate, and critique the scholarship relevant to an art historical problem, and to propose solutions or contribute new insights into that problem.

General Education/Core Curriculum Associations
1.0 Students produce well-organized communication that exhibits logical thinking, appropriate style for circumstance and audience, meets conventional standards of usage, and acknowledges the use of information sources when necessary. Students demonstrate comprehension of written material: purpose, message, and rhetorical situation.

SLO 4: Written Communication Skills (G: 1, 2) (M: 1)
Student is able to explain art historical principles, and to use art historical terms in their proper context to explain and/or describe works of art or art historical problems. Student can effectively communicate the results of research and critical thought in a well-written formal essay.

General Education/Core Curriculum Associations
1.0 Students produce well-organized communication that exhibits logical thinking, appropriate style for circumstance and audience, meets conventional standards of usage, and acknowledges the use of information sources when necessary. Students demonstrate comprehension of written material: purpose, message, and rhetorical situation.
4.0 Students effectively analyze the meanings of texts and/or works of art or music, express ways that culture shapes values, and critically evaluate them.
9.0 Students effectively analyze, evaluate, and provide convincing reasons in support of conclusions, considering opposing points of view when appropriate.

Measures, Targets, and Findings
M 1: Graduation portfolio (O: 1, 2, 3, 4)
Students are evaluated on the basis of a graduation portfolio assembled by graduating seniors in connection with AH 4990: Art History Capstone or in consultation with their principal advisers in the course of their final semester (or last 15 credit hours of study). This year, the portfolio consisted of a CAPP form, a copy of a test from an upper-level Art History course, an advanced writing project involving art historical research, a research response paper, a critical analysis
paper, an art analysis paper, and an art history experience paper. The portfolio requires students to submit a paper from the beginning of their Art History studies and one from the end, and this "book-ending" approach provides us with a solid grasp of each student's improvement, or lack thereof, across time. Knowledge of Content is evaluated based on analysis of performance in 1000-level art-history survey classes, and a review of the content-based sections of tests submitted with the graduation portfolio. Critical Thinking Skills are evaluated based on review of exam essay questions and the writing project(s) submitted with the graduation portfolio. Research Skills are evaluated based on review of any research-based exam questions and the writing project(s) submitted with the graduation portfolio. Written Communication Skills are evaluated based on review of exam essay questions and the writing project(s) submitted with the graduation portfolio. The degree of student mastery of each Learning Objective is evaluated according to the following scheme: 1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent, not evaluated

Source of Evidence: Portfolio, showing skill development or best work

**Target for O1: Knowledge of Content**

Evaluation is based on analysis of performance in 1000-level art-history survey classes, and a review of the content-based sections of tests submitted with the graduation portfolio. The minimum score for successful completion of this goal is 3/5 (Good), while our aim is an average score of 4.5/5 (Very Good-Excellent).

**Findings 2012-2013 - Target: Met**

Number of students evaluated for this goal: 15 Number of those students who achieved the goal: 15 Minimum score for successful completion of goal: 3 We are aiming for an average score of: 4.5 Average score for this goal this academic year: 4.33 (Prev. Year: 3.91) The outcome score for Objective 1, Knowledge of Content, saw 100% student achievement, and an increase average from last year's 3.91 to 4.33. This increase reflects the Art History area's continued insistence on more rigor in its course work. For Art History, Knowledge of Content includes the ability to identify information like artist, title, and date with 100% accuracy as well as knowledge of art historical terms. In early classes (such as the surveys) student often struggle with learning how to memorize and report this information. As the Art History area increases its expectations regarding student performance, it places more weight on this foundational information and demands higher performance from students, especially majors. The Art History area's target for this objective is unchanged – we are working toward 100% student achievement and an average score of 4.5.

**Target for O2: Critical Thinking Skills**

Evaluation based on review of exam essay questions and the writing project(s) submitted with the graduation portfolio. The minimum score for successful completion of this goal is 3/5 (Good), while our aim is an average score of 4.5/5 (Very Good-Excellent).

**Findings 2012-2013 - Target: Partially Met**

Number of students evaluated for this goal: 15 Number of those students who achieved the goal: 14 Minimum score for successful completion of goal: 3 We are aiming for an average score of: 4.5 Average score for this goal this academic year: 4.2 (Prev. Year: 3.65) The outcome score for Objective 2, Critical Thinking Skills, also saw an increase from last year's 3.65 to 4.2, along with a 93% achievement rate (last year's achievement rate was 88%). The increase may be the result of the area's emphasis on critical thinking in each of its 3000- and 4000-level courses. As with our other statistics, we lack sufficient
longitudinal data to perform in-depth analysis. The Art History area’s target for this objective is unchanged – we are working toward 100% student achievement and an average score of 4.5.

**Target for O3: Research Skills**

Evaluation based on review of any research-based exam questions and the writing project(s) submitted with the graduation portfolio. The minimum score for successful completion of this goal is 3/5 (Good), while our aim is an average score of 4.5 (Very Good-Excellent).

**Findings 2012-2013 - Target: Partially Met**

Number of students evaluated for this goal: 15 Number of those students who achieved the goal: 14 Minimum score for successful completion of goal: 3 We are aiming for an average score of: 4.5 Average score for this goal this academic year: 3.76 (Prev. Year: 3.74) The outcome score for Objective 3, Research Skills, increased slightly from the previous year’s score of 3.74 to 3.76, with a 93% achievement rate (last year’s achievement rate was 88%). This still falls well short of our goal. As part of our continuing effort to improve our students’ Research Skills, we require an undergraduate methodology course (AH 3000) and have been working with the Fine Arts Library Liason, Nedda Ahmed, to provide students with more access to research materials and instruction. Based on the increase in outcomes for Objective 2, it appears that this is having a positive effect, and we are optimistic that it will also increase the outcome for Goal 3 going forward. The Art History area’s target for this objective is unchanged – we are working toward 100% student achievement and an average score of 4.5.

**Target for O4: Written Communication Skills**

Evaluation based on review of exam essay questions and the writing project(s) submitted with the graduation portfolio. The minimum score for successful completion of this goal is 3/5 (Good), while our aim is an average score of 4.5/5 (Very Good-Excellent).

**Findings 2012-2013 - Target: Partially Met**

Number of students evaluated for this goal: 15 Number of those students who achieved the goal: 14 Minimum score for successful completion of goal: 3 We are aiming for an average score of: 4.5 Average score for this goal this academic year: 3.95 (Prev. Year: 3.66) The outcome score for Objective 4, Written Communication Skills, climbed from last year’s 3.66 to 3.95. While the increase is encouraging, we are still disappointed given our focus in recent years on improving our students’ writing. We hope to see greater improvement. Art History area’s action plan for this objective is unchanged – we are working toward 100% student achievement and an average score of 4.5.

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

**AH 4990 as new capstone course for the major**

The outcomes for Objectives 1 and 2 (Knowledge of Content and Critical Thinking Skills) were unchanged from the previous academic year. The students we evaluated are meeting our goals in both those areas, and we see no need for changes in our program with respect to these particular goals. One concern that we do have is that these scores may be somewhat inflated,
since they are based only on the graduation portfolios submitted, and -- since submission of the graduation portfolio is still essentially voluntary -- the portfolios submitted may not be a representative sample. This problem should be solved in coming years, as more and more of our graduating majors will be required to pass through the new capstone course (AH 4990), and thus be required to submit a graduation portfolio. As we get a more truly representative sample of work, however, we may find that our average scores go down.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Finished  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- Measure: Graduation portfolio  
- Outcome/Objective: Critical Thinking Skills  
- Research Skills  
- Written Communication Skills

**Implementation Description:** AH 4990 has been adopted as the capstone course for the major, though it will be sometime before we have a critical mass taking completing the course. Therefore, we project that within two years we can effectively use it as a measure.

**Projected Completion Date:** 07/2010  
**Responsible Person/Group:** Glenn Gunhouse, John Decker, Kimberly Cleveland, Maria Gindhart, Melinda Hartwig, Susan Richmond, Akela Reason

### AH 3000 - Intro to Art History Methodology

We have added a new course to our program (AH 3000 - Introduction to Art History Methodology), which we hope will improve the research skills of our majors by giving them training in art-historical methods early in their course of study. As more and more of our graduates are required to take this course as part of their program, we hope to see improvement in the scores for the Research Skills objective. In addition, our students now have the opportunity for instruction in library research skills under the guidance of Nedda Ahmed, the new library instructor in the fine arts area. We plan to take more advantage of this opportunity in the future, with the expectation that it will further improve our students' research skills.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Finished  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- Measure: Graduation portfolio  
- Outcome/Objective: Critical Thinking Skills  
- Knowledge of Content  
- Research Skills  
- Written Communication Skills

**Implementation Description:** This course addition will have increased enrollment in the fall 2009 as a new requirement for the major.

**Projected Completion Date:** 07/2009  
**Responsible Person/Group:** Glenn Gunhouse, Maria Gindhart, Melinda Hartwig, Kimberly Cleveland, John Decker, Susan Richmond, Akela Reason

### AH 3000 and AH 4990 as CTW courses

Now that AH 3000 and AH 4990 have been taught for multiple years and by multiple instructors, the effectiveness of these courses needs to be assessed, with the subsequent implementation of ways to improve them.

**Established in Cycle:** 2008-2009  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
Measure: Graduation portfolio | Outcome/Objective: Critical Thinking Skills | Research Skills | Written Communication Skills

Projected Completion Date: 12/2014
Responsible Person/Group: Faculty in the Art History Area who have taught AH 3000 and AH 4990.

Content Knowledge and Critical Thinking Skills
The outcomes for Objective 1 (Knowledge of Content and Critical Thinking Skills. 3.85 and 3.58 respectively) are lower from the previous academic year. While the students we evaluated are meeting most of our goals, the faculty and course content is more rigorous, requiring more out of students. Our goal is to turn out art history graduates who could go on to any top graduate program in the US. Our concern last year was the somewhat inflated scores based only on the graduation portfolios submitted, which -- since submission of the graduation portfolio was essentially voluntary -- the portfolios submitted were not be a representative sample. This year we solved the problem by offering graduating majors a new capstone course (AH 4990), and required all to submit a graduation portfolio. This resulted in a more representative sample of work that included a CAPP form, a copy of a test from an upper-level Art History course, and an advanced writing project involving art-historical research, a research response paper, a critical analysis paper, an art analysis paper, and an art history experience paper. This has been terminated because it is a duplicate action plan detail.

Established in Cycle: 2009-2010
Implementation Status: Terminated
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Graduation portfolio | Outcome/Objective: Critical Thinking Skills

Content Knowledge and Critical Thinking Skills
The outcomes for Objective 1 (Knowledge of Content and Critical Thinking Skills. 3.85 and 3.58 respectively) are lower from the previous academic year. While the students we evaluated are meeting most of our goals, the faculty and course content is more rigorous, requiring more out of students. Our goal is to turn out art history graduates who could go on to any top graduate program in the US. Our concern last year was the somewhat inflated scores based only on the graduation portfolios submitted, which -- since submission of the graduation portfolio was essentially voluntary -- the portfolios submitted were not be a representative sample. This year we solved the problem by offering graduating majors a new capstone course (AH 4990), and required all to submit a graduation portfolio. This resulted in a more representative sample of work that included a CAPP form, a copy of a test from an upper-level Art History course, and an advanced writing project involving art-historical research, a research response paper, a critical analysis paper, an art analysis paper, and an art history experience paper. We also believe that the relatively low scores for Objectives 1 and 4 were in part the result of the greater breadth of assessment material, which gave us the opportunity to target more precisely areas that need improvement. Furthermore, many of the students who took AH 4990 Art History Capstone, did not take AH 3000 - Introduction to Art History Methodology. By taking AH 3000, students receive greater attention in their content, critical thinking, research and written communication skills early in their career resulting in better papers and tests.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Graduation portfolio | Outcome/Objective: Knowledge of Content

CTW Alignment
The average score for Objective 4 (Written Communication Skills) dropped from the previous academic year (from 4.1 to 3.58). This was a disappointing result, given our focus in recent years on the need to improve the quality of our students' writing. We hope that with increased attention to writing in our designated CTW courses (AH 3000 and AH 4990), we will see improvement in the scores for this objective. We also believe that the relatively low scores for Objectives 1 and 4 were in part the result of the greater breadth of assessment material, which gave us the opportunity to target more precisely areas that need improvement. Furthermore, many of the students who took AH 4990 Art History Capstone, did not take AH 3000 - Introduction to Art History Methodology. By taking AH 3000, students receive greater attention in their content, critical thinking, research and written communication skills early in their career resulting in better papers and tests.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Graduation portfolio | Outcome/Objective: Critical Thinking Skills
| Research Skills | Written Communication Skills

Research Plan
The scores for Objective 3 (Research Skills) were quite a bit lower than we’d like to see. The average of 3.75 was considerably below our goal of 4.5, and lower than the results for the other three objectives. We recognize that this is a continuing area of focus for the faculty. We have already added a new course to our program (AH 3000 - Introduction to Art History Methodology), which we hope will improve the research skills of our majors by giving them training in art-historical methods early in their course of study. As more and more of our graduates are required to take this course as part of their program, we hope to see improvement in the scores for the Research Skills objective. In addition, our students now have the opportunity for instruction in library research skills under the guidance of Nedda Ahmed, the new library instructor in the fine arts area. We plan to take more advantage of this opportunity in the future, with the expectation that it will further improve our students’ research skills.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Graduation portfolio | Outcome/Objective: Critical Thinking Skills
| Research Skills

3000-Level Courses
We want to develop more robust 3000-level courses, which will provide students with intermediary critical thinking and writing skills. These courses would be a firm foundation and would better prepare students to perform at higher levels in the 4000-level courses.

Established in Cycle: 2011-2012
Implementation Status: Planned
Establishing BA in Art History
We are in the process of proposing a BA in Art History, as our current program is a BA in Art with a Concentration in Art History. A self-standing major should be more appealing to students interested in art history and will carry more weight when our art history students apply for jobs and graduate school.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Responsible Person/Group: Art History Faculty

Undergraduate Seminars
We would like to see all undergraduate majors take at least one seminar class. For this, we would need to make 4900-level classes “undergraduate seminars,” with a lower cap on class size to ensure greater one-on-one instruction. Such a seminar would better prepare our students for the rigors of graduate school and would offer them an opportunity to perform more focused research and writing. We need, however, to consider how this will affect such things as RPG and credit-hour generation.

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

Relationships (Measure | Outcome/Objective):
Measure: Graduation portfolio | Outcome/Objective: Critical Thinking Skills
| Knowledge of Content | Research Skills | Written Communication Skills

Responsible Person/Group: Art History area

1000-Level Survey Experimentation
In order to increase Knowledge of Content (Objective 1) in our 1000-level survey courses (AH 1700, AH 1750, and AH 1850), which serve as the foundation for our upper-level classes, we would like to experiment with smaller sections for the FLCs and for Honors students to see if more personal attention translates to better student performance. We would also like to explore whether we could assign GTAs to those courses to work with students.

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

Relationships (Measure | Outcome/Objective):
Measure: Graduation portfolio | Outcome/Objective: Knowledge of Content

Implementation Description: The Art History area will discuss the best course of action and discuss it with the Associate Director and Director of the School of Art and Design.
Projected Completion Date: 10/2014
Responsible Person/Group: Art History area
Additional Resources: We may need more funding for PTIs and/or GTAs.
**Fine Arts Library Liason**

Students in AH 3000, AH 4990, and many of our 4000-level classes have library sessions with Fine Arts Library Liaison Nedda Ahmed, and we want to continue to facilitate our students' access to research materials and instruction.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** In-Progress
- **Priority:** High
- **Relationships (Measure | Outcome/Objective):**
  - **Measure:** Graduation portfolio | **Outcome/Objective:** Research Skills

**Implementation Description:** The Art History faculty, or representatives thereof, will meet with Nedda Ahmed to discuss strategies to best tailor library sessions to the abilities and needs of our students.

**Responsible Person/Group:** Art History area

---

**Refining Goals for Student Learning**

Learning goals will be refined to align with the mission statement of the School of Art and Design, which is currently being modified, and to better illustrate what we would like our students to be once they complete the program.

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

**WAC Classes**

Due to the success we have had with our two CTW classes (AH 3000 and AH 4990), we want to explore whether offering more WAC courses in Art History would further improve Critical Thinking Skills, Research Skills, and Written Communication Skills (Objectives 2, 3, and 4). Several Art History faculty currently offer WAC courses, but we want to consider whether doing so more systematically would improve student achievement.

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

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

- **Measure:** Graduation portfolio | **Outcome/Objective:** Critical Thinking Skills
- Research Skills | Written Communication Skills

**Implementation Description:** The Art History area needs to discuss this proposition, potentially with input from the Associate Director and Director of the School of Art and Design.

- **Projected Completion Date:** 10/2014
- **Responsible Person/Group:** Art History area

**Additional Resources:** This would be dependent on receiving support from WAC in the form of training grants for faculty and writing consultant positions for graduate students.