**2009 Art History Feedback**

Step 1

*The Departmental Diversity Statement is a nice touch....*

Step 2

*Goals/Outcomes look good…..*

Step 3

*I don’t think I understand the difference between the first two 100-level goals/objectives …might be a good idea to make it clearer.*

*You wrote that “a small group of students take place in the Pre-Enrollment Assessment Review”.  Do you use this information as pre-test data to be compared to the embedded questions on exam and quizzes?*

*Is the Pre-Enrollment Assessment Review” part of a continuing portfolio or a one-time deal?*

 *How many students declare their major AFTER they have enrolled at Albion?  Is it significant?*

*Rubrics are a good ways of acquiring direct assessment evidence. You wrote that your department would be using a revised form of the English Writing Rubric and that seems adequate for lower level courses. Do you use another or more enhanced rubric to capture upper level (and more sophisticated) competencies?*

*You indicated that: "Every class will not, nor is it expected to,achieve each outcome. The goal is to get an even distribution of experiences that achieve the outcomes".*

*Since you plan to plan to embed questions and exercises in assignments and projects, seems to me that would be useful to indicate which goals/outcomes are being introduced, enhanced, etc. in each course or each junction of your majors’ departmental education. That way every faculty member clearly understands what goal/outcomes need to be stressed and evaluated.*

*Do you (or your art history majors) continue the pre-enrollment portfolio?*