Department: ART & ART HISTORY

Program:

- BA, Art, Concentration in Art History and Visual Culture
- BA, Art, Concentration Studio Practice
- BA, Art, Concentration Studio Practice- Preparation for Teaching
- BFA, Art, Concentration in Digital Media Art
- BFA, Art, Concentration in Photography
- BFA, Art, Concentration in Pictorial Arts
- BFA, Art, Concentration in Spatial Arts
- MFA, Art, Digital Media Art
- MFA, Art, Photography
- MFA, Art, Pictorial Arts
- MFA, Art, Spatial Arts
- MA, Art History and Visual Culture

College: Humanities & the Arts
Website: www.sjsu.edu/art
Program Accreditation (if any): NASAD (National Schools of Art and Design)
Contact Person and Email: Anne Simonson (anne.simonson@sjsu.edu)
Date of Report: June 2014

Part A
Degree Programs:

NOTE: All BA Art and BFA Art degree programs were revised effective Fall 2013. The department is organized into six administrative programs: Art Education, Art History and Visual Culture, Digital Media Art, Photography, Pictorial Art, Spatial Art. In past years, coordinators of our administrative programs submitted assessment reports for each degree program; we are no longer going to do that because (a) the new BA Art/Studio Art does not “belong” to any one program but is shared, because (b) our reconfigured degree programs permit students to move easily between BA and BFA, and (c) because we have established horizontal (lower-division) and vertical cores of courses in which all BA and BFA Art majors enroll. Students in our four MFA ART concentrations will, as always, continue to be assessed as a single group.

NOTE ALSO, PLEASE: We use four course prefixes which were developed over the years but which do not correspond exactly either to programs or to current curricula: ARED, ART, ARTH, PHOT. It is unclear to the outside observer, for instance, that ART 12, 24, 151 are courses in Pictorial Art and that ART 13, 68, 172 are courses in Spatial Art. In other words, we have “programs, “ which for us are characterized by sub-disciplines and headed by program coordinators selected by similarly specialized faculty colleagues,
and we have curricular “concentrations” in Art each of which concentration is significantly trans-disciplinary. It is important for the reader to understand these distinctions in order to understand who is assessing student learning and how our feedback loops work. The distinctions also help to explain difficulties that most interpreters face when trying to match up our programs with IEA data. For these reasons, we are changing our approach to reporting assessment data with the hope that readers can finally understand how our objectives for BA and BFA degrees are similar, with additional expectations for the BFA, and not get lost in parsing differences between concentrations.

With the exception of Art History and Visual Culture, more focused on writing than on making but otherwise entirely a concentration within ART, our programs share goals and objectives and are best understood as an organic whole which we encourage students to explore as they develop as artists and individuals. To encourage further such exploration and in response to the mandate for 120-unit BFA degrees, we made significant changes to our curricula, effective Fall 2012. Indeed, we understand that we were the first department in the CSU to achieve this goal, and we hope that readers can understand the commitment to student learning and to ongoing curricular change that our new approach represents.

FURTHER NOTE: The “mission” of the School of Art & Design posted here - http://www.sjsu.edu/uqs/faculty/programrecords/Humanities/Art/index.html - became obsolete when the school was dissolved in July 2010 by Dean Karl Toepfer. The present configurations of the Department of Art & Art History and Department of Design were announced by Dean Lisa Vollendorf as effective in August 2013 after a year (2012-13) of restructuring discussions. The department has not yet written an appropriate mission statement.

1. List of Program Learning Outcomes (PLOs)

The following PLOs integrate and update the principles of PLOs in place for our “old” (pre-2013) BA/BFA programs.

Graduates of the BA Art/Studio Art (including the Prep for Teaching emphasis) and the BFA Art:

1. Will be able to analyze and research visual and conceptual problems and both apply and explain their use of basic design principles, concepts, tools, techniques, media, materials, formats, and visual languages to solve those problems. We expect our students to bring their expertise in finding visual-verbal solutions to problems as they embark on a lifetime of self- and professional employment in a variety of careers. As students they will demonstrate their development and application of art knowledge in a wide range of studio courses, culminating in a capstone course.

2. Will be able to demonstrate increasing skills in the use of diverse materials, tools, and media and be able to explain and evaluate success/failure in individual and group critiques. We expect our graduates to be lifelong problem-identifiers and problem-solvers, always on the lookout for new and better skills. Prior to graduation, they will demonstrate their making/evaluating skills in studio courses.
and their skills of self-assessment and explanation in a sequence of interdisciplinary professional courses and in a capstone course.

3. Will demonstrate their commitment to valuing art’s role in offering cultural critique and addressing issues of social responsibility in a global society. As creative professionals, our graduates will, we hope, assume leadership roles in engaging with social and cultural change—as teachers, as critics, as spokespersons for important issues which cannot yet be imagined. As undergraduates, our students will demonstrate their understanding of the values of contemporary art in their visual and written responses to class assignments in studio courses and in the interdisciplinary core and capstone courses (where these qualities will be assessed), in their work on collaborative group projects, in the successful articulation of their ideas in exhibitions and artist statements.

4. Will apply their knowledge of visual history and theory to their creative endeavors and to their professional practice. They will be able to speak and write clearly about art and global culture, using appropriate terminology and demonstrating their understanding of the contemporary art world. They will demonstrate their ability to place their own work within the broader context of historical and contemporary art and ideas. Our graduates will commit to continued personal engagement with intellectual issues in contemporary art and culture. As students, they will demonstrate their understanding of visual history and theory in assignments completed for their art history courses and their understanding of the intellectual context and historical precedents of their own work in assignments completed for their professional core and capstone courses.

BFA ONLY:
Our BFA graduates:
5. Will demonstrate their readiness for careers as creative professionals by completing a more sequenced and specialized course of study. Admission to the BFA requires students to demonstrate their ability to work independently as artists. Students will have successfully developed and presented for review by the Department’s faculty (a) a unified body of work (10 images), (b) an artist statement (of purpose) and then secured (c) support and commitment of two faculty members willing to serve on that student’s BFA committee. Each BFA candidate then (d) successfully completes the professional BFA seminar and (e) schedules and mounts in one of the Department’s student exhibition galleries a solo exhibition (as the work for ART 199) that meets the approval of the student’s BFA committee. Our BFA graduates will embark on professional careers as practicing artists and creative professionals and/or apply to MFA programs for further instruction and certification for college/university teaching. Our BA graduates will benefit from the professional practices core embedded in the BA/BFA curriculum, but there will not be summative assessment of their professional readiness.
2. **Map of PLOs to University Learning Goals (ULGs)**

<table>
<thead>
<tr>
<th>PLO/ULG</th>
<th>1. art knowledge</th>
<th>2. art skills</th>
<th>3. art values</th>
<th>4. hist/ theory</th>
<th>5. prof prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized Knowledge</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Broad Integrative Knowledge</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Intellectual Skills</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Applied Knowledge</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Social and Global Responsibilities</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Matrix developed through consensus of the department’s program coordinators

ULGs: [http://www.sjsu.edu/senate/docs/S13-2.pdf](http://www.sjsu.edu/senate/docs/S13-2.pdf)

3. **Alignment – Matrix of PLOs to Courses**

<table>
<thead>
<tr>
<th></th>
<th>1 art knowledge</th>
<th>2 art skills</th>
<th>3 art values</th>
<th>4 hist/ theory</th>
<th>5 prof prep</th>
<th>Assessed by</th>
<th>Feedback loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>studio courses* 6-hr/wk, each w/portfolio of assignments, critiques</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td></td>
<td></td>
<td>area</td>
<td></td>
</tr>
<tr>
<td>ART 01 (1 unit) Intro to prof practices</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>coord</td>
<td>coord</td>
<td></td>
</tr>
<tr>
<td>ART 02 Artist in contemp culture</td>
<td>a</td>
<td>A</td>
<td>A</td>
<td>a</td>
<td>coord</td>
<td>coord</td>
<td></td>
</tr>
<tr>
<td>ART 03/PHOT 120 Medium and message</td>
<td>a</td>
<td>A</td>
<td>a</td>
<td>a</td>
<td>coord</td>
<td>coord</td>
<td></td>
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<tr>
<td>ART 100W Writing</td>
<td>a</td>
<td>A</td>
<td>a</td>
<td>a</td>
<td>area</td>
<td>area</td>
<td></td>
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<tr>
<td>ART 177/PHOT 129 Professional practice</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>coord</td>
<td>coord</td>
<td></td>
</tr>
<tr>
<td>ARTH 191A or 110 Contemp arth/theory</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>area</td>
<td>area</td>
<td></td>
</tr>
<tr>
<td>ARTH 193A or B Global art history</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>area</td>
<td>area</td>
<td></td>
</tr>
<tr>
<td>BFA portfolio application and review</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>AGC</td>
<td>AGC</td>
<td></td>
</tr>
<tr>
<td>ART 180/ARED 150/PHOT 197–BA capstones</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>a</td>
<td>coord</td>
<td></td>
</tr>
<tr>
<td>ART 198 &amp; 199 BFA seminar, exhibition</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>AGC</td>
<td></td>
</tr>
</tbody>
</table>
feedback loop:
area = current faculty who teach clusters of courses in a program area such as Pictorial Art, Digital Media Art and meet 2-8 times/semester for planning and assessment purposes; areas have coordinators
coord = program (area) coordinator committee--coordinators of the 6 areas who meet bi-weekly
curric = curriculum committee which consists of program coordinators + liaison to college curric comm
AGC = art graduate committee: faculty from all areas with special interests in BFA/MFA + student reps

*NOTE: All art studio classes meet for 6 (not 3) hours/week and are limited to 24/25 students; students work on sequences of iterative, problem-based assignments which require development of both knowledge and skills in addressing specific CLOs; each completed assignment is discussed in public critique of all students’ work, and all students are required to participate in these evaluative discussions; each student assembles all assignments, corrected/amended in response to critique, in a portfolio of work which is then reviewed by the instructor at the end of the semester and which permits both formative and summative assessment; area faculty meet to evaluate course assignments in various classes and relative success of area curricula in helping students to meet PLO. Since F13, all studio art classes have been required to assign relevant readings and related writing assignments.

4. Planning – Assessment Schedule

<table>
<thead>
<tr>
<th>Year</th>
<th>Ongoing, continuous feedback loop</th>
<th>Accreditation cycle (2010, 2020)</th>
<th>Annual program assessment process</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>Studio courses evaluated by area; BFA reviews</td>
<td>New BA/BFA curricula submitted to NASAD for review; Sp14; full accreditation (2010 cycle) still pending April 2014 review by NASAD of report submitted by Art, Design departments (all visual arts at SJSU are accredited together)</td>
<td>Planning phase; advising students into new curricula; first (1) graduate with revised BA—Sp14</td>
</tr>
<tr>
<td>2014-15</td>
<td>Studio courses; BFA reviews; ART 01, 02, 03 docs initially evaluated by coord</td>
<td>Develop instruments for ART 01-02-03, possibly also for 177; possible development of instrument to help compare achievement of PLOs in BA and BFA capstones</td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>Studio courses; BFA reviews</td>
<td>Collect data from above</td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td>Studio courses; BFA reviews</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. **Student Experience**

PLOs will be posted to department website:  [www.sjsu.edu/art](http://www.sjsu.edu/art)

We may work with student organizations (Ceramics Guild, Dirty Brushes, Game Dev Club, Glass Guild, Photography Guild, Sculpture Guild, etc.) to develop strategies for additional student representation in department governance and in assessment processes.

**Part B**

6. **Graduation Rates for Total, Non URM and URM students (per program and degree)**

Data from 2011 do not appear to be relevant and do not disaggregate assorted BA and BFA degrees or degree plans (120- and 132-unit). The department has graduated approximately the same (or slightly elevated) number of undergrads each year since the split up of the school, even though IEA data show a slight decrease in total number of majors.

7. **Headcounts of program majors and new students (per program and degree)**

Historical data do not provide an altogether accurate picture because numbers for BA/BFA ART/Studio Art were not disaggregated from BA/ART/Design Studies until perhaps 2012-13?? Since new restrictions on the change-of-major process make it difficult for students with more than 90 units to change their majors, those planning to apply to the BFA (either from our BA or from another department) but permitted to do so only after they pass the review are not appropriately counted.

It should be noted that our present tenured-in rate of only 39%, especially coupled with the elimination of assigned time for program coordinators, has made it extraordinarily difficult to support even the minor recruitment efforts which would readily increase the number of applicants and the yield rate for our BA/BFA. The would-be applicants are “out there,” but we haven’t had the capacity to respond to requests that we visit feeder schools, arrange tours, etc. For example, the relatively lower numbers of BFA Spatial majors correlates directly with our having only one tenure-line faculty member in Spatial; three full retirements and one ferp in Spatial in the past five years have not been replaced despite annual requests for a Spatial position since 2005.

8. **SFR and average section size (per program)**

The reported SFR/section sizes are erroneous—for a variety of reasons, including our extensive use of independent and tutorial work (supervision of which is not compensated). Our overall SFR for F13 (IEA data, not those provided in Exhibit B) was reported as 20.7, but average section size is considerably higher.
Part C
10. Closing the Loop/Recommended Actions

Ongoing assessment—of studio courses by area faculty, BFA portfolios by full faculty and the AGC. For 2014-15, we are in a planning phase—still advising students into the new curricula and planning to develop assessment measures for effectiveness of the ART 01-02-03 courses in 2013-14. We are also awaiting final approval by NASAD of our curricula approved by the university for F2013.

11. Assessment Data
   Not collected during 2013-14 while students first enrolling in new vertical core courses (revised ART 01 + 02, 03).

12. Analysis

13. Proposed changes and goals (if any)