Instructions
1. Complete the attached form and submit it as an email attachment to Graduate and Undergraduate Programs (academicassessment@sjsu.edu) on or before March 1, 2017.

2. Please copy your college’s Associate Dean and Assessment Facilitator on the email submission. Assessment Facilitators are also available to provide support - please feel free to contact them with any questions or concerns.

3. Completed forms will be posted on your Program Records webpage.

This report is organized into three sections designed to organize your annual assessment efforts and to inform your department’s Program Planning. Here is the rationale behind each section.

Part A – The Big Picture
· This section will likely only need to be prepared once at the beginning of your assessment cycle, although it should be reviewed each year and updated as necessary. This information should be included in each annual report, even if it has not changed.
· This section lists your Program Learning Outcomes (PLOs) and, more importantly, how they connect with your curriculum within the program and the University Learning Goals (ULGs).
· Finally, this section presents your assessment plan for the current planning cycle in the form of a multi-year schedule (usually 5 years, updated as part of Program Planning). This schedule should indicate which PLO(s) will be assessed each year, as well as your plans for implementing changes based on assessment results, and re-assessment after changes have been given time to take effect.

Part B – What We Did This Year
· This section details your assessment efforts over the last year (AY 2016-17).
· Which PLO(s) were assessed, how was the data collected, and what do the data tell you with regard to student achievement on this PLO? What do you plan to do, if anything, to improve future achievement levels (i.e., “close the loop”)?

Part C – Keeping Track of the Changes (“Closing the loop”)
· This section is meant to keep a running record of your efforts to improve your students’ outcomes. This table should grow throughout your assessment cycle and will be an important part of your next Program Plan.
· Create a new row in the table each time you propose a change as a result of your assessment efforts. Then be sure to keep track of your change efforts in subsequent years.
Part A

1. List of Program Learning Outcomes (PLOs)
(PLOs should be appropriate to the degree and consider national disciplinary standards, if they exist. Each outcome should describe how students can demonstrate learning.)

PLO1 (Art History Knowledge) Graduates will be able to demonstrate their knowledge (visual recognition and identification) of significant artworks and of the canon of historical periods customary in Western and Non-Western traditions with increasing sophistication as they enroll in eleven upper-division courses drawn from each of four major areas within the discipline. A graduate might be expected to be entirely comfortable in a large art museum and to comprehend the subject matter and probable function of works made between prehistory and the present and to speak with authority about major artworks in the collection.

PLO2 (Art History Skills) Graduates will be able to demonstrate increasing skills of visual analysis appropriate to describing and explaining artworks from a variety of historical contexts. A graduate might be expected to be entirely comfortable in a large art museum and, without reference to labels or wall text, to be able to analyze and then to categorize all artworks, including unusual ones, and to describe likely processes of ideation and production of each work.

PLO3 (Writing and research) Graduates will demonstrate the writing and research skills necessary for the accurate and complete investigation and communication of art historical information. A graduate will be able to identify and address a research problem such as might be encountered in a specialized seminar and to demonstrate creative and critical thinking, visual analysis, integration of theoretical perspectives, proficient use of a variety of research strategies, clear communication with an intended audience.

PLO4 (Methodology) Graduates will demonstrate a theoretical, historiographic, and professional understanding of the discipline of Art History and apply this understanding to explaining and solving research problems. A graduate will be able to discuss the nature and historical development of modern
and contemporary theories used by art historians, to identify suitable methods for framing a research topic, and to explain professional paths open to art historians with BA and advanced degrees.

2. **Map of PLOs to University Learning Goals (ULGs)**
(Please indicate how your PLOs map to the University Learning Goals below by listing the PLO under each relevant ULG, or including this map in table form (see examples here). Use the link above for a full description of each ULG.)

<table>
<thead>
<tr>
<th>ULG 1 – Specialized Knowledge</th>
<th>1, 2, 3, 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULG 2 – Broad Integrative Knowledge</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>ULG 3 – Intellectual Skills</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>ULG 4 – Applied Knowledge</td>
<td>2, 3, 4,</td>
</tr>
<tr>
<td>ULG 5 – Social and Global Responsibilities</td>
<td>1, 2, 4</td>
</tr>
</tbody>
</table>

3. **Alignment – Matrix of PLOs to Courses**
(Please show in which courses the PLOs are addressed and assessed. The curriculum map should show increasing levels of proficiency and alignment of curriculum and PLOs. See examples here)

<table>
<thead>
<tr>
<th>Course</th>
<th>1 knowledge</th>
<th>2 skills</th>
<th>3 research.. writing</th>
<th>4 hist/ theor</th>
<th>Assessed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>lower-division preparation</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>area faculty</td>
<td></td>
</tr>
<tr>
<td>upper-division coursework (33 units)</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>area faculty</td>
<td></td>
</tr>
<tr>
<td>ARTH 193A or 193B</td>
<td>a</td>
<td></td>
<td></td>
<td>area</td>
<td></td>
</tr>
<tr>
<td>ARTH or ART 100W</td>
<td></td>
<td>a</td>
<td>A</td>
<td>area</td>
<td></td>
</tr>
<tr>
<td>ARTH 101</td>
<td>a</td>
<td>a</td>
<td>A</td>
<td>area</td>
<td></td>
</tr>
<tr>
<td>Pre-professional practices</td>
<td></td>
<td>a</td>
<td>A</td>
<td>area</td>
<td></td>
</tr>
<tr>
<td>ARTH 175</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>area</td>
</tr>
</tbody>
</table>
SEMINAR (capstone) | A | A | A | A | area

a = addressed
A = assessed

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

4. Planning – Assessment Schedule
(Please provide a reasonable, multi-year assessment plan that specifies when a PLO will be assessed (A), when you might plan to implement changes as a result of your assessment (I), and, if applicable, when you might reassess a given PLO to gauge the impact of the change. All PLOs should be assessed at least once during each program planning cycle (usually 5 years). Add rows and columns as necessary.)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 1</td>
<td>A</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLO 2</td>
<td></td>
<td>A</td>
<td>I</td>
<td></td>
<td></td>
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<tr>
<td>PLO 3</td>
<td></td>
<td></td>
<td>A</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>PLO 4</td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>I</td>
</tr>
</tbody>
</table>

5. Student Experience
(PLOs should be described with student-friendly terms.
Provide a weblink that points to your PLOs. The weblink should be one-click away on your
department/program homepage. Quick links on the right side panel, menu items on the top or side panel, or explicit links on your department/program homepage are one-click away links.)

a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.? http://www.sjsu.edu/art/outcomes/index.pcf/

b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.

Yes, we meet with graduate students twice per year to discuss program goals and invite assessment input.

Part B
6. **Assessment Data and Results**  
(Please briefly describe the data collected for this report (e.g., student papers, posters, presentations, portfolios, assignments, exams). The instruments used to evaluate student achievement (e.g., rubrics or other criteria) and actual data (e.g., assignment description or instructions) should be attached as appendices. PLOs should be evaluated based on direct assessments of learning, not grades earned by students)

The program retains and evaluates comp I, comp II, and language exams, also departmental copies of completed theses.

7. **Analysis**  
(Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.)

Program faculty members regularly discuss student achievement, by email and in meetings held twice/semester. Thesis and pre-thesis committees meet more often. All pre-thesis graduate students are also assessed annually during the required graduate student review. Achievement of learning objectives are noted by the graduate advisor.

8. **Proposed changes and goals (if any)**  
(Given your findings, please list the proposed changes and goals for the next academic year and beyond – that is, how will you “close the loop”?)

ARTH courses provide a significant proportion of the department’s FTES (215.5 for 2013-14), but the audiences for upper-division courses have changed somewhat, particularly as programs in Design have reworked their curricula to correspond to the new 120-unit maximums. In response, we have reduced the number of courses taught, and the missing classes include some of the more specialized courses in which our own art history majors enroll. A task for assessment discussions in 2016-2017 is a close look at the present curriculum, at the sequencing/scheduling of our course offerings, and at the alignment of PLOs with our curriculum.

An additional focus for discussion will be strategies for working with PLO #1. Our digital native students increasingly appear to believe that knowledge is best kept in external memory (rather than in their heads), a belief in conflict with the regular practice of our discipline.

**Part C**  
(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcomes as a result of your assessment efforts. Each row should represent a single proposed change or goal. Each proposed change should be reviewed and updated yearly so as to create a record of your department’s efforts. Please add rows to the table as needed.)

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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