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.
Department: Art and Art History

Program: BA ART – Concentration in Studio Practice, Preparation for Teaching

College: Humanities and the Arts

Program Website: http://www.sjsu.edu/art/

Link to Program Learning Outcomes (PLOs) on program website: http://www.sjsu.edu/art/outcomes/index.pcf/

Program Accreditation (if any): NASAD

Contact Person and Email: Anne Simonson, Anne.Simonson@sjsu.edu

Date of Report: March 1, 2017

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. Will be able to: analyze and research visual and conceptual problems; both apply and explain their use of basic design principles, concepts, tools, techniques, media, materials, formats, and visual languages to solve those problems; demonstrate their development and application of art knowledge in a wide range of studio courses, culminating in a capstone course.

PLO2. Will be able to: demonstrate increasing skills in the use of diverse materials, tools, and media; explain and evaluate success/failure in individual and group critiques; 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.

PLO3. Will be able to: demonstrate their commitment to valuing art’s role in offering cultural critique and addressing issues of social responsibility in a global society; 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, and in the successful articulation of their ideas in exhibitions and artist statements.

PLO4. Will be able to: apply knowledge of visual history and theory to creative endeavors and to their
professional practice; speak and write clearly about art and global culture, using appropriate
terminology and demonstrating their understanding of the contemporary art world; demonstrate their
ability to place their own work within the broader context of historical and contemporary art and ideas;
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.

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>PLOs 1,2,3, and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULG 2 – Broad Integrative Knowledge</td>
<td>PLOs 1,2,3, and 4</td>
</tr>
<tr>
<td>ULG 3 – Intellectual Skills</td>
<td>PLOs 1,2,3 and 4</td>
</tr>
<tr>
<td>ULG 4 – Applied Knowledge</td>
<td>PLOs 3 and 4</td>
</tr>
<tr>
<td>ULG 5 – Social and Global Responsibilities</td>
<td>PLO’s 3 and 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>Studio Courses*</th>
<th>1st 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>ART 01 (1 unit)</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td></td>
<td></td>
<td>area</td>
<td>coord</td>
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<tr>
<td>ART 02 Artist in contemp culture</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>coord</td>
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<tr>
<td>ART 03/PHOT120 Medium and message</td>
<td>a</td>
<td>A</td>
<td>a</td>
<td>a</td>
<td>coord</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></td>
<td></td>
</tr>
<tr>
<td>Capstone Courses ART 197; PHOT 120</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>area</td>
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</table>
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 (R) 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>
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<tbody>
<tr>
<td>PLO 1</td>
<td></td>
<td>A</td>
<td></td>
<td></td>
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<td>PLO 2</td>
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<td>PLO 3</td>
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<td></td>
<td>A</td>
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<td>PLO 4</td>
<td></td>
<td></td>
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<td>A</td>
<td>I</td>
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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/](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.
Feedback occurs largely in the capstone classes. Faculty are in the process of constructing assessment tools for these courses, which have recently been revised. Rubrics will be constructed for A-Y 2017/18.

**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)
Data not yet available as this is a new program, and assessment procedures are still in the developing stage.

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

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”?)
By the end of this year, the department will develop appropriate assessment tools and rubrics for this major. Assessment data will be collected in 2017-18.

**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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Last updated: Feb. 20, 2017