Instructions

1. Complete the attached form and submit it as an email attachment to Graduate and Undergraduate Programs (academicassessment@sjsu.edu) on or before June 1, 2016.

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.

Please note that this form has been updated since last year. We have made several minor changes that we believe will streamline the reporting process and increase focus on the implementation of changes based on assessment results (“Closing the Loop”). The program data elements (graduation rates, headcounts, SFR, etc.) have been dropped from this annual assessment report. This data is still available through the Institutional Effectiveness and Analytics (IEA) website and we encourage programs to examine this data on a regular basis. However, this information will only be required to be reported as part of the Program Planning process. 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 2015-16).
- 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.
## SJSU Annual Program Assessment Form
### Academic Year 2015-2016

<table>
<thead>
<tr>
<th>Department:</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program:</td>
<td>Creative Arts Program</td>
</tr>
<tr>
<td>College:</td>
<td>H&amp;A</td>
</tr>
<tr>
<td>Program Website:</td>
<td><a href="http://www.sjsu.edu/creativearts/">http://www.sjsu.edu/creativearts/</a> under revision</td>
</tr>
<tr>
<td>Link to Program Learning Outcomes (PLOs) on program website:</td>
<td><a href="http://www.sjsu.edu/hum/humanities_ba_program/learning_objective/index.html">http://www.sjsu.edu/hum/humanities_ba_program/learning_objective/index.html</a></td>
</tr>
<tr>
<td>Program Accreditation (if any):</td>
<td>none</td>
</tr>
<tr>
<td>Contact Person and Email:</td>
<td>Shannon Rose Riley <a href="mailto:shannonrose.riley@sjsu.edu">shannonrose.riley@sjsu.edu</a></td>
</tr>
<tr>
<td>Date of Report:</td>
<td>July 12, 2016</td>
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</tbody>
</table>

### 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** Perform interdisciplinary analysis of various forms of creative arts, attending to connections and commonalities as well as differences, in both written and oral formats.

   **PLO2** Identify and articulate various and sometimes contested functions and purposes of the creative arts.

   **PLO3** Demonstrate the ability to develop and use practice-based methodologies in research projects.

   **PLO4** Identify, select, use and cite information sources appropriately.

   **PLO5** Create class projects that demonstrate innovative thinking.

   **PLO6** Collaborate effectively with other students in the completion of team projects.

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.)

   **ULG 1 – Specialized Knowledge**
   **PLOs 1, 2, 3, 5, and 6**
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](#)).

See #4

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>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
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</thead>
<tbody>
<tr>
<td>PLO 1</td>
<td>A</td>
<td>I</td>
<td>R</td>
<td></td>
<td></td>
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<tr>
<td>PLO 2</td>
<td>A</td>
<td>I</td>
<td>R</td>
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<tr>
<td>PLO 3</td>
<td>A</td>
<td>I</td>
<td>R</td>
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<td>PLO 4</td>
<td>A</td>
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<td>PLO 5</td>
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<td>PLO 6</td>
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<td></td>
<td></td>
<td>A</td>
</tr>
</tbody>
</table>

5. **Student Experience**
a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?

The info is published on the Departmental website and core instructors are expected to discuss PLOs in the classroom context. In particular, students in the Senior Seminar take time as a class to evaluate the PLOs and discuss whether they think they have met those objectives as they put together their final portfolios. As of Fall 2015 we offered our first lower division course in the major, CA060—that will soon begin to give us a better idea of how students progress over the course of the major. We have also just completed a packet of materials for all new majors, which they receive at their first advising session. This includes not only a major form and lists of relevant elective courses, but also the list of Departmental Goals, University Learning Goals, and Creative Arts PLOs (see attached).
b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.
   No, they do not.

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.)

Data on PLO6 (Collaborate effectively with other students in the completion of team projects) was collected in CA60 in Fall 2015—the first time the class was ever taught—from 5 students in the major. Four “Learning Community” assignments are the data source for this PLO. The concept of Learning Communities takes seriously the idea that “deep learning is only achieved in company” and that interpersonal skills and an understanding of ethics and integrity are developed through the course of such group work (not only through interactions with various groups on campus but also through group process requirements of depending on others, being reliable, contributing, collaborating, leading, and serving). Over the course of the semester, there are four presentation projects that students produce in small, semester-long Learning Communities; each requires formal presentations before the class (typically 7-10 minutes).
   • Topic 1: CREATIVITY & THE ARTS: Campus Resources
   • Topic 2: CREATIVITY WORKS: Occupations and Creativity
   • Topic 3: CREATIVITY OVER THE LIFE CYCLE: Creative Aging
   • Topic 4: CREATIVITY, MOURNING, DEATH, & DYING in DIFFERENT CULTURES

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

PLO6
   Numeric Data: Out of 5 Creative Arts majors, using a four tiered rubric for proficiency, 1 student responded at an Emerging level, 1 at Developmental, 2 at Accomplished, and 1 at Exemplary.

8. Proposed changes and goals (if any)
   No changes proposed—the class will run a second time before we consider making any substantial changes to structure or assignments.

Part C
(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcome 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>
</tr>
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<tbody>
<tr>
<td>Reassess these 5 students when</td>
<td></td>
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<table>
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<tr>
<th>they are in the Capstone class.</th>
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<tbody>
<tr>
<td>Continue to integrate PLOs into advising and teaching culture of the Department and Program.</td>
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