

**SJSU Annual Program Assessment Form**  
**Academic Year 2015-2016**

**Instructions**

1. Complete the attached form and submit it as an email attachment to *Graduate and Undergraduate Programs* ([academicassessment@sjsu.edu](mailto: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.

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ART & ART HISTORY
Program: BA Art/Art History and Visual Culture
College: H&A
Program Website: <a href="http://www.sjsu.edu/art">www.sjsu.edu/art</a>
Link to Program Learning Outcomes (PLOs) on program website:
Program Accreditation (if any): NASAD (National Schools of Art and Design)
Contact Person and Email: Anne Simonson ( <a href="mailto:anne.simonson@sjsu.edu">anne.simonson@sjsu.edu</a> )
Date of Report: June 2016

**Part A**

**1. List of Program Learning Outcomes (PLOs)**

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 (Art History Values) 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 (Art History Methodology) 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.

## 2. Map of PLOs to [University Learning Goals \(ULGs\)](#)

ULG 1 – Specialized Knowledge 1, 2, 3, 4
ULG 2 – Broad Integrative Knowledge 1, 2, 3, 4
ULG 3 – Intellectual Skills 1. 2. 3. 4
ULG 4 – Applied Knowledge 2, 3, 4
ULG 5 – Social and Global Responsibilities 1, 2, 4

## 3. Alignment – Matrix of PLOs to Courses

The vertical sequence of ARTH 101-175-capstone seminar permits evaluation of increasing achievement.

	1 knowledge...	2 skills.....	3 research.. writing	4 hist/ theory/ professional	Assessed by
lower-division preparation	a	a	a		area faculty
upper-division coursework (33 units)	a	a	a		area
ARTH 193A or 193B	a				area
ARTH or ART 100W		a	A		area
ARTH 101 Pre-professional practices	a	a	A	A	area
ARTH 175	A	A	A	A	area
SEMINAR (capstone)	A	A	A	A	area

a = addressed

A = assessed

feedback loop:

*area* = current faculty who teach for Art History and Visual Culture meet twice each semester for lengthy discussions of student learning; changes are made on an ongoing basis to assignments, scheduling (sequencing) of courses, proposals for seminar offerings.

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.)

The planned schedule was as follows:

	ongoing, continuous feedback loop	accreditation cycle-- NASAD (2010, 2020)	annual program assessment process
2013-14	assignments and expectations; scheduling/sequencing; work w/library liaison; GE assessment; reorganization of course websites		ongoing feedback loop activities; some disruption to planned assessment of 101-175-seminars by changes in enrollment patterns, anticipated changes to Visual Resources Library functioning
2014-15	as above		likely examination of 101-175-seminar scheduling, probable focus on PLO #1 in terms of achievement
2015-16	as above		
2016-17	as above		
2017-18	as above		

5. **Student Experience**

- a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.? *PLOs have not been systematically communicated to students beyond the contexts for individual and group advising.*
- b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate. *Not in a systematic fashion.*

**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.) *No program-level data collected.*

**7. Analysis**

(Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.) *The Department's faculty review/ discuss student performance on a regular basis. Because ARTH major classes also enroll non-majors, we are particularly concerned with an overall increase in cheating via cell phone use during in-class exams and essays that should help us to assess PLOs 1 and 2—to an extent that we plan to bring this issue to the Student Fairness Committee in Fall 2016.*

**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”?) *In 2016-17 the department will begin the planning and collection of data appropriate to completing an accreditation report in early fall 2019. NASAD is particularly interested in the quality of written work, particularly in MA theses, and we have had no difficulties in the past in meeting their requests for appropriate student work and related data.*

**Part C**

Proposed Changes and Goals	Status Update