

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) 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: MA Art-Art History and Visual Culture
College: H&A
Program Website: www.sjsu.edu/art
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 (anne.simonson@sjsu.edu)
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 upper-division courses and seminars. A graduate should be entirely comfortable in a large art museum and should comprehend the subject matter and probable function of works made between prehistory and the present and speak with authority about major artworks in the collection. Our graduates will command the breadth of knowledge required initially to pass our Comprehensive I exam and then to teach survey courses in Western and Non-Western art at the community college level and will be accustomed to presenting such material orally and to large audiences.

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 would be expected to be entirely comfortable in a large art museum and, without reference to labels or wall text, be able to analyze and then categorize all artworks, including unusual ones, and to describe likely processes of ideation and production of each work. Our graduates demonstrate their skills of visual analysis in identifying historical context and function for a series of "unknown" images on the Comprehensive I exam, and they will use the same skills as docents, teachers, museum and other visual professionals.

PL03 (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 (including reading knowledge of a world language pertinent to thesis research), clear communication with an intended audience. Our graduates demonstrate their increasing proficiencies with these skills in their work in five graduate seminars and then by preparing a thesis proposal and passing an individualized Comprehensive II exam based on thesis committee questions related to the thesis topic.

PL04 (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. Our graduates will demonstrate their command of current theory either through their work for a methodology seminar and/or through independent study related to the thesis research. Our graduates will frame their thesis arguments theoretically and will demonstrate their professional understanding of the discipline by participating in conferences and other professional activities prior to graduation.

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.)

1.

PLO/ULG	1. art historical knowledge, Western and Global	2. skills in visual analysis, visual/verbal thinking	3. writing and research skills	4. theoretical, historiographic, professional understanding
Specialized Knowledge	x	x	x	x

Broad Integrative Knowledge	x	x	x	x
Intellectual Skills	x	x	x	x
Applied Knowledge		x	x	x
Social and Global Responsibilities	x	x		x

Matrix developed through consensus of the department's program coordinators

ULGs: <http://www.sjsu.edu/senate/docs/S13-2.pdf>

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](#))

There is a deepening and broadening of knowledge and skills through seminars on different topics drawn from different historical periods and a vertical sequence from Comprehensive I, foreign language exam, thesis proposal, Comprehensive II, thesis, Culminating Experience exam.

	1 knowledge...	2 skills.....	3 research.. writing	4 hist/ theory/ professional	Assessed by
upper-division coursework in prep for Comp I exam	a	a	a		area faculty
series of 200-level seminars, incl. ART 277 methodology or equiv.	a	a	A	a	area
Comp I exam	A	A			area
Language exam		a	a		area
Expected pre-prof experiences— symposium at SJSU, conference attendance,	a	a	a	a	area

probable travel for research, attendance at colloquia, possible papers given at conferences					
thesis proposal reviewed by pre-thesis committee of three + Comp II exam based on proposal	A	A	A	A	area comm
Thesis process—multiple drafts	A	A	A	A	comm
Culminating experience exam	A	A	A	A	comm

a = addressed

A = assessed

feedback loop:

area = current faculty who teach for Art History and Visual Culture meet twice each semester and on retreat, as necessary, for lengthy discussions of student learning and occasionally; there is an annual May review for discussion--with all pre-thesis students present--of initial plans for thesis topics and faculty assessment of their relative feasibility.

comm = three-person committee works intensively with the student on the thesis and advises on any related pre-professional activities such as proposals for conference papers.

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
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2013-14	SOTES for seminars; curricular discussions; revisions to grad policy document		discussion of overall student achievement at faculty meetings; May reviews; entire art history faculty reads all Comp I exams in Jan/Sept; colloquia where students can present work; regular meetings of full thesis committees with student writers; nominations of students to scholarships, research competitions
2014-15	as above		as above-focus will probably be on collecting data which explains inconsistent and/or slow progress of some students towards degree
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 been communicated to students by the graduate advisor and in discussions in the ARTH 279 seminar*
- b.
- c. 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 but in discussion in contexts stated above.*

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.) *The program retains comp I, comp II, and language exams, also a departmental copy of completed theses.*

7. Analysis

(Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.) *Program faculty regularly discuss student achievement, by email and in meetings held twice/semester.*

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 our graduate theses.*

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.)

Proposed Changes and Goals	Status Update