



2009-2010 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2009-2010

Report Date: May 25, 2010

School/College: University of San Francisco, College of Arts & Sciences

Department/Program: Department of Art + Architecture/ Art History/Arts Management Major

Person completing the Report: Paula Birnbaum, Associate Professor, Art History/Arts Management, Department of Art + Architecture

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:
 - a. which program learning outcomes were assessed this year.
 - b. who in your department/program was involved in the assessment of the above learning outcomes

This year, the third series of two learning outcomes were assessed by the Art History/Arts Management major, and they are as follows:

3a. Express understanding through written, oral, and visual reflection of the role that art has played and can play in encouraging positive social change.

3b. Propose and produce a meaningful service-learning project for a local non-profit cultural organization, gallery, or socially engaged group, with active participation and leadership in addressing both organizational and civic concerns.

The Art History/Arts Management Assessment activities involved Professor Birnbaum assessing two of her three Spring 2010 arts management internship courses (ART 421: Internship-Fine Art Museum; ART 423: Internship-Non-Profit Arts Organization) by evaluating the students' final presentations (PowerPoint presentations), final papers, and their supervisors' written evaluations.

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

- a. **What did you do?**

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]



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- Birnbaum assessed ART 421, Internship: Fine Arts Museum, and ART 423, Internship: Non-Profit Arts Organization (Service Learning)--both required upper-division courses for all students majoring in Art History/Arts Management.
- Birnbaum analyzed the results of students' in-class final presentations (PowerPoint slide shows), final written reflections papers, and their supervisors final written evaluations that reflected the learning outcomes 3a and 3b described above. For the assessment she re-read each student paper and studied her PowerPoint presentation, and then completed a rubric based upon their performance in each area as well as their internship supervisors' written evaluations, and Prof. Birnbaum's notes on their oral performance and contributions in class.
- In Birnbaum's internship classes, students were expected to reflect regularly (four times over the course of the semester) in writing on a class blog (open to the class membership), and orally during class discussions, on their perceptions of the components of successful service learning, their own understanding of the role that art has played and can play in encouraging positive social change, and how their respective museums and arts organizations contribute to the greater community.
- Other assessment indicia in ART 421 and 423 included several short writing assignments based upon class field trips and museum visits as well as prominent themes in the field (for example, the impact of the economic recession on the non-profit arts sector, the role of technology in arts education, etc).

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

- Almost universally the students in the arts management internship classes performed at a "Very Good" level on both our Learning Outcomes 3a and 3b.
- 100 % of our students assessed were able to express understanding through written, oral, and visual reflection of the role that art has played and can play in encouraging positive social change.
- 100 % of students enrolled in the internship classes were able to propose and produce a meaningful service-learning project for a local non-profit cultural organization, gallery, or socially engaged group, with active participation and leadership in addressing both organizational and civic concerns. Our policy is that if a student is not placed in an organization with a project in mind at the start of the semester, they must drop the course, and this works well to ensure that all students meet the learning outcomes 3a and 3b.



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b. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

- We will consider separating those students pursuing Service Learning credit for ART 423 (Non-Profit Arts Organization) into their own section in order to delve deeper into the meaning of service learning and social justice in the arts, and separate them from those interning in the commercial art world sector.
- We will expand our class site visits to museums, and enhance the use local museums as sources for on site study and exam exercises.
- We will consider varying the different types of reflection associated with this class (on-line blogs, web sites, field trip visits where students present their project work, etc.).

3. Last year (June 1, 2009) I sent a copy of the components of the department/program assessment plan that were modified since its initial submission:

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes
- e. Curriculum map that shows the courses that pertain to the outcome

Please return to: Provost Office by June 1, 2010

You can send your replies as either a Word attachment (to: marin@usfca.edu) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4th floor.

If you have any questions, please contact: William Murry, Director of Institutional Assessment (wmurry@usfca.edu or x5486).