

ASSESSMENT REPORT ACADEMIC YEAR 2022-23

Name(s) of program(s) and degree type(s) (Major, Minor, Graduate, or Non-Degree)

Aggregate report for Art History & Museum Studies major (AHMS), Museum Studies minor (MUSE), and Art History minor (ARTH).

Names and contact information of the faculty coordinating the assessment of each program and report.

Karen Fraser (AHMS program director 2019-23), kfraser2@usfca.edu. I am on leave for the 2023-24 academic year; please copy responses to current Program Director Kate Lusheck, chlusheck@usfca.edu.

Your Mission Statement; note any changes since last report.

No changes to mission statements

- **Mission Statement (AHMS Major):** The Art History & Museum Studies Program trains students in the history, visual literacy, critical thinking, research, and communication skills necessary to become ethical, forward-thinking leaders in the art world and beyond.
- **Mission Statement (ARTH Minor):** The Art History minor trains students in the history, visual literacy, critical thinking, and research and writing skills that will help them to become successful professionals in the art world and well beyond.
- **Mission Statement (MUSE Minor):** The minor in Museum Studies offers students training in the history, theory, and practice of museums and other cultural institutions, and provides significant “hands on” experience designed to complement a student’s major area of study.

PLOs (no changes since last report; all PLOs were revised in spring 2019 tandem with program changes that went into effect in Fall 2019):

AHMS Major:

1. Analyze a broad range of works of visual art and architecture in their aesthetic, historical, and/or cultural contexts.
2. Develop persuasive art historical arguments in oral or written form using common disciplinary methodologies.
3. Articulate critical roles that art and arts institutions can play in considering ethical issues and effecting positive social change.

4. Apply skills and knowledge essential for successful professional patterns of behavior and practice in museums and arts organizations.

Art History Minor:

1. Analyze works of visual art and architecture in their aesthetic, historical, and/or cultural contexts.
2. Develop art historical arguments in oral or written form using common disciplinary methodologies.
3. Articulate critical roles that art can play in considering ethical issues and effecting positive social change.

Museum Studies minor:

1. Articulate a critical understanding of the histories, challenges, and methodologies related to museums and/or arts organizations as complex public service organizations.
2. Explore critical roles that museums and arts institutions can play in considering ethical issues and effecting positive social change.
3. Apply skills and knowledge essential for successful professional patterns of behavior and practice in museums and arts organizations.

Current Curricular Maps are attached to email; no changes since last report.

Your assessment schedule between APRs: a year-by-year list of PLOs assessed since your last APR and those to be assessed before your next APR.

Our last APR took place in 2016-17. The assessment schedule since then has been as follows:

- Fall 2017 (AY 2016-17): Major PLO 1
- Fall 2018 (AY 2017-18): Major PLO 2
- Fall 2019 (AY 2018-19): Major PLO 3
- Fall 2020 (AY 2019-20): Remote instruction assessment
- Fall 2021 (AY 2020-21): Major PLO 4 (also MUSE minor PLO 3)
- Fall 2022 (AY 2021-22): In consultation with Ella Frazer, no assessment cycle this year
- Fall 2023 (AY 2022-23): Reflection

Description of the methodology including rubrics or other instruments for the required and/or alternative assessment process.

Given that we have evaluated each PLO once since our last APR, and that our overall assessment processes have been streamlined since the last APR and we feel that they are working fairly well, we elected to have a year of reflection this year rather than completing assessment of a specific PLO. We held an afternoon retreat in February 2023 to review our

curriculum. Our agenda was focused primarily on discussing the two introductory survey classes required for majors, ART 101 (Survey of Western Art I), and ART 102 (Survey of Western Art II), thinking about how well these classes are currently serving our students and our overall curriculum and program goals, and determining what changes might be necessary.

There has been a lot of discussion (as well as some controversy) in art history departments nationwide in recent years about what role the “Western canon” should play in the discipline, but there is not any general consensus on this issue. ART 101 and 102 are foundational courses that represent the Western canon, as indicated by their titles. In our discussion we determined that, despite the title Survey of Western Art I, ART 101 as it is currently taught actually incorporates a variety of content that significantly broadens the geographic range beyond “the West.” ART 102 is more closely rooted in the Western canon, but it too incorporates some broader global content. In addition, the vast majority of intermediate and advanced courses that we offer fully cover the arts of the entire world, and given the way that our program requirements are structured, students must take a variety of courses that expose them to multiple artistic traditions beyond the West. Thus, we determined that we don’t see a need to radically change the content of ART 101 and 102 at this time. Ultimately we decided that no significant changes are needed and that these courses are serving our students and our program well, though we are likely to alter the course titles to more accurately reflect the content, as “Survey of Western Art” as a title may be considered a bit dated nowadays. We also discussed ART 100 (Art Appreciation), which is a more flexible course that varies somewhat in terms of its content depending on the instructor, but also primarily draws from the western traditions. We do envision revamping this course in the near future. However, given our expectation that the current college and university-wide conversations around revising the Core will impact all three of these classes, which are all Core F classes that serve the entire university in addition to our majors, we elected to wait until the Core revision decisions are finalized before undertaking any curricular revision or updating the titles.

Description of your results noting any significant findings from the data or assessment process.

N/A (See above summary)

Description of how the results were shared with faculty and how your department/program responded to the results. This is where you should lay out any plans for future improvement or assessment of your program indicated by the results.

This report captures the discussion and decisions made in our retreat; it will be shared with faculty in our shared Assessment folder. As mentioned above, once decisions have been made

about Core revisions, we will revisit the discussion and determine how to update this introductory courses as needed.

Discussion of any significant feedback from your previous year's report and how your department/program responded to that feedback.

N/A (no report submitted for AY 2021-22)