

**ASSESSMENT REPORT
ACADEMIC YEAR 2023-24**

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 for Fall 2024, kfraser2@usfca.edu; please cc response to Nathan Dennis, ndenennis@usfca.edu, incoming AHMS program director starting Spring 2025.

Your Mission Statement; note any changes since last report.

No changes to mission statements in 2023-24

- **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:

- Analyze a broad range of works of visual art and architecture in their aesthetic, historical, and/or cultural contexts.
- Develop persuasive art historical arguments in oral or written form using common disciplinary methodologies.

- Articulate critical roles that art and arts institutions can play in considering ethical issues and effecting positive social change.
- 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 (our next APR has been deferred until 2026). The assessment schedule since the 2016-17 APR 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 Frazier, no report submitted given we had assessed each PLO once since last APR.
- Fall 2023 (AY 2022-23): Reflection
- Fall 2024 (AY 2023-24 - Current Report): Major PLO 1

Note that we are not currently assessing the two minors; given the small number of students enrolled in the minors, we don't have sufficient data to assess. We would appreciate guidance about how to plan for ongoing assessment for the minors under current circumstances (very low numbers, and students often not enrolled in the same class or classes, making it difficult to select appropriate assignments).

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

- This year, PLO 1 was assessed ("Analyze a broad range of works of visual art and architecture in their aesthetic, historical, and/or cultural contexts") via direct assessment of student work. We examined work produced in three classes: ART 101, Survey of Western Art I, listed as Introductory on the PLO map; ART 199, Methods/Theory in Art History, which is listed as Developing on the PLO map, and ART 390, Gender in Modern and Contemporary Art, which is listed as "Mastery" on the PLO map (the latter offering was a 390 course that fulfills one of our upper-division Modern/Contemporary seminar requirements).
- The following assignments were assessed, using the rubric attached with this email:
 - ART 101: Object formal analysis assignment drawing on ancient works of art on display at the Legion of Honor (14 assignments total).
 - ART 199: Paper requiring students to apply select studied methodologies to a specific work of art of their choosing (11 assignments total).
 - ART 390: Final research paper analyzing the work of an individual artist (13 assignments total).

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

Summaries of the results are as follows:

Outcomes Across All Levels	Percentage of Students
Mastery	29%
Competence	58%
Developing	13%
Beginning	0%

ART 101 (Introductory):

- 29% of the students (4 of 14) were marked as developing (meets expectations)
- 71% of the students (10 of 14) demonstrated competence (exceeds expectations)

ART 199 (Developing):

- 9% of the students (1 of 11) was marked as developing (below expectations)
- 73% of the students (8 of 11) demonstrated competence (meets expectations)
- 18% of the students (2 of 11) demonstrated mastery (exceeds expectations)

ART 390 (Mastery):

- 30% of the students (4 of 13) demonstrated competence (meets expectations)
- 70% of the students (9 of 13) demonstrated mastery (exceeds expectations)

The results for this year's assessment seem to be consistent with previous results evaluating PLO 1-4. They indicate that the students are generally learning the breadth and depth of skills, subject knowledge, and methods of analysis that our program is aiming to teach them. At the introductory level they are successfully acquiring the ability to use disciplinary terminology to describe and analyze specific works of art, effectively using the method of formal analysis. At the intermediate level they are learning core methods of the field and how to apply them to engage in effective analysis, with nearly all students doing this at the level of either "Competence" or "Mastery." At the advanced level students (mostly seniors) are engaging in significant research projects and are successfully producing sophisticated methodological and historical analyses of works of art that draw on visual and textual materials, with most of these (70%) exceeding expectations. This high performance at the advanced level is likely in part to the rippling effects of our new methods course ART 199, taught for the first time in Fall 2022; the current juniors and seniors whose work was assessed in ART 390 have all benefitted from that class and the resulting papers demonstrate this influence in their increased sophistication. At each level of the curriculum the students are performing at or above expectations.

Description of how the results were shared with faculty and how your department/program responded to the results.

Results of this assessment have been added to our assessment folder and shared with the FT program faculty; we are satisfied that we are meeting our goals with this PLO. We continue to refine the rubric for this PLO. Overall, we are waiting for the new core requirements to revise some of our existing major courses that also meet the current Core F requirement (ART 101 from this particular assessment report) and we continue to discuss potential upcoming changes.

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

N/A due to various faculty leaves (2 of 4 FT faculty on leave 2023-24).

Rubric for ARTM PLO 1: Analyze a broad range of works of visual art & architecture in their historical and cultural contexts.

	Mastery	Competent	Developing	Beginning
Topic selection, explanation of issues	Clear, focused, manageable topic or issue, described comprehensively, addresses significant aspects of topic	Issue or topic is stated and described, scope is focused and manageable for the assignment	Issue or topic stated but with some ambiguity, relevant aspects not explained	Topic too general to be effectively addressed; issue not stated or stated w/o explanation
Knowledge, evidence, research (visual and textual) <i>Note: citations are not always required for assignments in introductory and intermediate level classes</i>	Synthesizes, evaluates, and analyzes in-depth information from various sources; questions viewpoint of sources; develops a comprehensive interpretation and analysis; uses accurate & complete citations (appropriate use of paraphrasing and direct quotations, distinguishing between common knowledge and info requiring citation, accurate citation style)	Presents information from relevant sources; acknowledges varying perspectives or approaches; incorporates analysis and/or synthesis of information; mostly correct use of citations with minor errors (mostly appropriate use of paraphrasing and direct quotations, distinguishing between common knowledge and info requiring citation, and accurate citation style)	Presents relevant info with limited interpretation or analysis; does not question source, information, or assumptions; limited use of citations (may struggle to distinguish how and when to cite information appropriately; uses specific citation style but makes consistent errors)	Presents irrelevant info, uses info without any interpretation or analysis; does not accurately cite information
Organization and written expression	Organization and writing effectively supports thesis and purpose, with fully effective transitions, well organized information, clear writing style	Organization and writing mostly supports thesis or purpose, with appropriate transitions and sequence of ideas.	Organization and writing adequately supports a simple thesis or purpose, some adjustments could improve flow of ideas	Weak or unclear organization and writing, abrupt shifts in logic or flow of ideas
Analysis and interpretation	Effectively organizes and analyzes evidence to reveal insightful observations about patterns, differences, similarities	Organizes and analyzes evidence to reveal key patterns, differences, similarities	Lists and organizes evidence, but doesn't effectively consider important patterns, differences, similarities	Misses evidence, or lists evidence with minimal interpretation
Conclusions	Conclusion is sophisticated and logical, emerges from informed evaluation, analysis, and synthesis of appropriate evidence	Conclusion is more complex, arises from and responds inquiry and analysis presented	Conclusion is general, or is logical because information has been chosen to fit the desired conclusion	Conclusion is absent or is ambiguous, illogical, unsupported, or inconsistent

Additional guidance:

Formal analysis: accurately ID, full description, analysis of form, writing strength (tie to context) [should fall into beginning/developing]

Comparison essay: accurate ID, appropriate visual evidence, synthesize class/textual evidence, historical info, overarching theme [should fall into developing]

Theory paper: accurate ID, appropriate visual analysis, accurate application of chosen methodologies, strong writing ...[should fall into developing & mastery]

Research paper: identifies and uses appropriate sources, uses one or more art works as visual evidence, incorporates both visual and textual materials as supporting evidence, presents an argument/thesis, strong writing... [should fall into developing & mastery]

General: students are able to: identify, describe, analyze works of art; develop comparative analysis of visual and contextual information of 2 works of art; incorporate sophisticated visual and textual analysis as evidence in research