

**ASSESSMENT REPORT
ACADEMIC YEAR 2020-21
(Note that this year was 100% remote learning)**

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.

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Your Mission Statement; note any changes since last report.

No changes to mission statements in 2020-21

- **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): Planning for "Year of Reflection"

Note that we have been planning on a 3 year assessment cycle for each of the two minors, given the very small # of students in each minor. The intended plan had been for the ARTH minor to be assessed this Fall (2021) and the MUSE minor to be assessed in Fall 2022 (which will be the first three years of its existence). It is already difficult to assess these two minors given the small # of students, and this has been further exacerbated by enrollment drops during the pandemic. As a result, we don't have sufficient data to assess the ARTH minor as planned this year.

**We would greatly appreciate any guidance about how to plan for ongoing assessment for the minors under these circumstances (very low numbers, and students often not enrolled in the same class or classes).

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

- This year, PLO 4 was assessed (“Apply skills and knowledge essential for successful professional patterns of behavior and practice in museums and arts organizations”) via examining work produced in two classes, ART 200 Museum Studies which is listed as “Developing” on the PLO map, and ART 421/422/423, Museum/Gallery/Nonprofit Arts Internship, which is listed as “Mastery” on the PLO map. In gathering assignments to assess, we realized that we should reconsider what class to assess for the “Introductory” level. ART 101/102 classes are currently listed on the PLO map as the introductory classes for this PLO, but we do not have a consistent assignment across multiple sections taught by different faculty for this PLO. These classes are also likely less suitable than ART 260 Thacher Practicum, which is currently listed under “Developing” – we strongly recommend first year students to take ART 260 Thacher Practicum, which organizes the Thacher Annual exhibition at Thacher Gallery each spring. As this class produces this exhibition and thus is the first class in our scaffolded curriculum to introduce professional skills, it seems logical that it may be the most appropriate class to assess the Introductory level for this PLO. We will further discuss this when we do our reflection assessment in the next cycle.
- The following assignments were assessed, using the rubric attached with this email:
 - ART 200 Final essays by students reflecting on their learning, challenges, and successes in developing a collaborative online exhibition, [Quarantine Connections: Sharing Art in a Time of Isolation](#).
 - ART 421/422/423 (Arts Internship course) final reports on student experiences in their internship settings (sites included: Museum of the African Diaspora, UCSF, Western Neighborhoods Project, Hosfelt Gallery, and Catherine Clark Gallery).
 - ART 421/422/423 (Arts Internship course) supervisor’s final report (supervisors are asked to provide a confidential assessment of their intern)
 - [No Introductory level class assessed due to the situation described above]

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

Summaries of the results are as follows:

ART 200 (Developing):

- 50% of the students demonstrated competence (meets expectations)
- 50% of the students demonstrated mastery (exceeds expectations)

ART 421/422/423 (Mastery):

- 40% of the students demonstrated competence (meets expectations)
- 60% of the students demonstrated mastery (exceeds expectations)

We already felt confident that our program excelled in the area of teaching practical skills and preparation for professional careers, which is supported by this year’s assessment. In particular it is

gratifying that our students strong preparation in this area is confirmed by the evaluation of their work by external internship supervisors.

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.

Results of this assessment have been shared with the FT program faculty. We see a few areas to discuss and improve for this PLO: we will definitely talk about better articulating how to improve documentation of this PLO (“Apply skills and knowledge essential for successful professional patterns of behavior and practice in museums and arts organizations”), as it is a little vague and the rubric can be further developed with more specifics. Assessing student performance in these classes often relies on reflection or personal narrative, which we would also like to discuss further (ie, are there less subjective assignments we should try to incorporate). Additionally, ART 200 typically involves a collaborative exhibition project, and assessing collaborative versus individual work poses some challenges (if we change our PLOs to list ART 260 Thacher Practicum for the Introductory level, this will have the same issue, as this class also produces a collaborate exhibition project). Though collaboration is a very important aspect of professional skill development, it would be beneficial to discuss assessment of this type of project in more detail.

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

The major piece of advice to consider from last year’s assessment was to perhaps rethink the mission statement for the ARTH minor, which is very close to the one for the major and possibly over ambitious. We will be thinking this through in our next assessment when we are planning for a “Year of Reflection.”