College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
    - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
    - Graduate programs must include one curricular map showing how courses map onto PLOs.
    - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.

- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.

- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information

Name of Program *

Art History/Arts Management

Type of Program *

Major ▾

College of Arts and Sciences Division *

Arts ▾

Name/Title/E-mail Address of Submitter *

Karen Fraser, Assistant Professor of Art History, kfraser2@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Kate Lusheck, chlusheck@usfca.edu

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

○ Yes

◉ No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

The Department of Art + Architecture is "Changing the World From Here" in each of our four major disciplines. In our increasingly fragile world of diminished resources and social inequity, A+A has the power to effect social change because as faculty and student artists, art historians, architects and designers, we distill the whole world and represent it to others in a way that clarifies directions and provides insight.

We envision Art + Architecture at USF as a creative laboratory for the next generations of visual arts professionals. It is a place for students to develop as informed and skilled visionaries and practitioners, and as collaborators with others to help change understandings, perspectives and ideas toward a healthier world community.

[No separate mission statement for ARTM]

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

*

1. Analyze a broad range of works of visual art and architecture in their historical and cultural contexts.

2. Create original works of art based on an understanding of basic visual principles and concepts.

3. Develop persuasive art historical arguments in oral and written form using common disciplinary methodologies.

4. Articulate critical roles that arts institutions can play in considering ethical issues and effecting positive social change.

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *

PLOxCoursesCurri...

Please upload your PLOs to ILOs Curriculum map here *

PLOxILOCurricular...

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Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

PLO 1, Analyze a broad range of works of visual art and architecture in their historical and cultural contexts.

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- [ ] Published (Standardized) Test (e.g., Major Field Test)

- [x] Class Tests & Quizzes with Embedded Questions

- [ ] Class Presentations

- [ ] Off-Campus Presentations (NGOs, clients, agencies, etc.)

- [ ] Research Projects Reports

- [ ] Case Studies

- [x] Term Papers

- [ ] Portfolio

- [ ] Artistic Performances, Recitals & Products

- [ ] Capstone Projects

- [ ] Poster Presentations

- [ ] Comprehensive Exams

- [ ] Thesis, Dissertation

- [ ] Pass Rates on Certification or Licensure Exams

- [ ] Group Projects

- [ ] In-/Out-of Class Presentations

- [ ] Competency Interviews (e.g., oral exams)

- [ ] Simulations

- [ ] Juried Presentations

☐ Other: ....

Brief description of student work products used to assess PLOs: *

Three assignments were assessed: 1. a formal analysis paper on a single work of ancient art viewed in person at the Legion of Honor for ART 101/History of Western Art I; 2. An exam essay comparing two paintings (a 12th century Japanese court narrative hand scroll and a 16th century Mughal narrative manuscript painting) for ART 307/Asian Art; 3. A ~15 page research paper on work by one of two 17th century Northern European artists for ART 390/Special Topics: Rubens vs Rembrandt.

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

Rubric

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

[ARTM PLO 1 rubric…]

Who evaluated the student work product? Check all that apply. *

☑ FT faculty members who were not instructor(s) of the course(s)

☑ FT faculty members who were instructor(s) of the course(s)

☐ PT faculty members who were not instructor(s) of the course(s)

☐ PT faculty members who were instructor(s) of the course(s)

☐ Other: ....

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

N/A

What indirect methods did you employ, if any?

☐ Student Survey

☐ Student Interview

☐ Focus Groups

☐ Reflection Sessions

☐ Reflection Essays

☐ Faculty Survey

☐ Exit (end of program) Survey

☐ Exit (end of program) Interview

☐ Alumni Survey

☐ Employer Survey

☐ Diaries or Journals

☐ Data from Institutional Surveys

☐ Curriculum/Syllabus Analysis

☐ Other: _____

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

N/A

Attach survey/script/interview here as needed

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Results

What were the direct data results? *

For ART 101, 4 papers were assessed: 3 were competent and one was developing. For ART 307, 9 exam essays were assessed: 3 were competent, 3 were developing, and 3 fell equally between competent and developing. For ART 390, 6 papers were assessed: 3 showed mastery, and 3 were competent.

What were the indirect data results? (If applicable)

How do you interpret these results? What do they mean? *

The results show that the students are generally learning the breadth and depth of skills and subject knowledge 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. At the intermediate level they are expanding that knowledge and applying it to contexts outside the western tradition. At the advanced level they are engaging in significant research projects and are successfully producing sophisticated contextual analyses of works of art that draw on visual and textual materials. At each level the students are performing at or above expectations.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

      --9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- ☐ Revision of PLOs

- ☐ Changes in pedagogical practices

- ☐ Revision of program course sequence

- ☐ Revision of course(s) content

- ☐ Curriculum Changes (e.g. addition and/or deletion of courses)

- ☐ Modified program policies or procedures

- ☑ Designed measurement tools more aptly suited for the task

- ☐ Improved within and across school/college collaboration

- ☐ Improved within and across school/college communication

- ☐ Revised student learning outcomes in one or more courses

- ☑ Modified rubric

- ☑ Developed new rubric

- ☐ Developed more stringent measures (key assessments)

- ☐ Modified course offering schedules

- ☐ Changes to faculty and/or staff

- ☐ Changes in program modality of delivery

- ☐ Other: _____

Description of the Proposed Changes (as checked above): *

The biggest challenge seemed to be in developing an appropriate rubric to evaluate three different assignments. Going forward we intend to continue to refine the rubric itself and to work on appropriate rubrics for both this PLO and our others. We will also continue to refine what assignments are best suited to evaluate this specific PLO in light of our overall program goals.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

N/A

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Google Forms

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) *Note: citations are not always required for assignments in introductory and intermediate level classes*	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

Add'l:

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

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

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 devel & mastery]

Genera: 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

ART HISTORY/ARTS MANAGEMENT (ARTM) PROGRAM, DEPARTMENT OF ART + ARCHITECTURE -- Program Learning Outcomes X Courses	PLO1 Analyze a broad range of works of visual art and architecture in their historical and cultural contexts	PLO2 Create original works of art or design based on an understanding of basic visual principles and concepts	PLO3 Develop persuasive art historical arguments in oral and written form using common disciplinary methodologies	PLO4 Articulate critical roles that arts institutions can play in considering ethical issues and effecting positive social change.
Courses or Program Requirement				
CORE MAJOR CLASSES				
ART 101: SURVEY OF WESTERN ART HISTORY 1 (4 UNITS)	I		I	I
ART 102: SURVEY OF WESTERN ART HISTORY 2 (4 UNITS)	I		I	I
ART 104: FABRICATION LAB (0-1 UNITS)		I		
ART 120: ART FUNDAMENTALS (4 UNITS)		D		
ART 155: VISUAL COMMUNICATION I (4 UNITS)		M		
ART 200: MUSEUM STUDIES I (4 UNITS)			D	D
ELECTIVE MAJOR CLASSES				
NON-WESTERN/GLOBAL ELECTIVE / CD (ART 307: Asian Art; ART 308: African Art;	D		D	
PRE-MODERN, UPPER-DIVISION ART HISTORY ELECTIVES (must take at least 2):	M		M	
MODERN/CONTEMPORARY UPPER-DIVISION ELECTIVES (must take at least 2):	M		M	
ARTM INTERNSHIPS: (students must choose at least two of the following three types):				
ART 421: Museum Internship (1-4 units)				M
ART 422: Gallery Internship (1-4 units)				M
ART 423: Non-Profit/SL Internship (1-4 units)				M

I-Introductory, D-Developing, M-Mastery

Appendix 3. ARTM Institutional Learning Outcomes X Program Learning Outcomes	PLO1 Analyze a broad range of works of visual art and architecture in their historical and cultural contexts	PLO2 Create original works of art or design based on an understanding of basic visual principles and concepts	PLO3 Develop persuasive art historical arguments in oral and writte	PLO4 Articulate critical roles that arts institutions can play in considering ethical issues and effecting positive social change.
Institutional Learning Outcomes				
1. Students reflect on and analyze their	D	I	D	
2. Students explain and apply disciplinary	D		D	
3. Students construct, interpret, analyze, and	M	D	D	D
4. Students communicate effectively in	D	[I = though expression is	I	M
5. Students use technology to access and	I	I	D	D
6. Students use multiple methods of inquiry	D	I		M
7. Students describe, analyze, and evaluate	D	I	D	

Key: I = Introductory   D = Developing   M = Mastery