Assessment Activity Report Due April 21, 2019
Submit a pdf version at https://sfsu.knack.com/ap#annual-assessment/

Curriculum Map Annual Assessment Report

Department ______ ART ____________________________ College ________ LCA ____________________________

Degree Program(s) ______ B.A. in Art History ________________

Go to http://air.sfsu.edu/assessment/resources for information about curriculum mapping

1. Please present your curriculum map.

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KEY
I = Introduced
D = Developed & Practiced with Feedback
M = Demonstrated at the Mastery Level Appropriate for Graduation

PLOS
1. Gain breadth and depth of knowledge of art history globally: identify major artists, works, movements; define key terms, concepts, and theories; and understand diverse historical, social, political, cultural, and ideological perspectives.
2. Demonstrate skills in critical thinking, formal analysis, and visual literacy to interpret and evaluate the meaning of art and visual culture.
3. Gain verbal expression and oral presentation skills in both informal discussion and formal context.
4. Become proficient in writing and research skills in both informal discussion and formal contexts.
5. Understand and apply art historical methodology and theoretical models.
6. Show evidence of curiosity, risk-taking, experimentation, problem-solving, collaboration, and compassion in class discussion, small group work, and research/writing.
7. Understand the ethical dimension of artistic practice and scholarship within a global context and in relationship to the dynamics of power—including those of class, gender, race, and geopolitics—as expressed through visual, spatial, institutional, and ideological practices.
8. Gain a basic knowledge and understanding of artistic practice and process, and be able to draw on such knowledge in the interpretation of works of art, as well as to enrich their research and scholarly process.
2. Who was involved in the development of your curriculum map and how did the work go forward?

The Art History faculty developed the curricular map while writing the proposal to elevate the Art History Concentration to a B.A. in Art History in 2016-2018 (approved in 2018; went into effect January 2019). Studio art faculty were not consulted in this process.

3. As the map was being developed, what did you learn about your curriculum as a whole?
   - Were all PLOs adequately supported along the path from introduced to mastered? Yes
   - Did all courses contribute to one or more PLOs? Yes
   - Was there too much emphasis on a few PLOs and not enough on others? No
   - Are your courses and PLOs adequately aligned or is some refinement needed?

   Our courses and PLOs are adequately aligned in theory, according to the matrix developed above, however it remains to be seen if student are actually fulfilling the PLOs in these classes. This is something we will be exploring through the assessment process that takes place next year. We are also discussing the idea of developing a new Art History specific GWAR (ART 400) to better address the specific needs and Learning Outcomes of Art History students. (Currently the same GWAR is taken by all Studio Art and Art History undergraduates.)

4. What is the next step you will take as a department to improve your program? For example, do you want to look more closely at the content of courses and how they support the PLOs? Are you ready to identify the course and assignment that will be used to assess a PLO? Do you need to develop new courses or adjust the scope and sequence and/or structure of your curriculum to fill in gaps in fulfilling PLO’s and facilitate in student learning?

   We will be reviewing our Art History curriculum next year in order to look more closely at the content of courses and how they support the PLOs. In particular we will be reviewing the rotation of courses to make sure students have enough classes available to graduate and as mentioned above we will explore the idea of developing an art history-specific GWAR. We will also begin to work on identifying a course and assignment for assessment and developing an assessment process.

5. Your curriculum map and program learning goals should not be kept secret! Post them on your department website, put your map up where students can see it, provide it to new faculty and lecturers so that they can see how the course they teach fits into the curriculum. Keep refining the content of courses to better support the curriculum overall and keep refining the map to make sure that every course in the curriculum makes a contribution.

   Give that this year you created a curriculum map, the next step would be to assess one or more program learning goals in 2019-20.