Program Learning Goals Annual Assessment Report

Department ______ ART ____________ College ______ LCA ____________

Degree Program(s) ________ B.A. in Art History ____________

Resources about writing measureable program learning objectives/goal/outcomes can be found on: http://air.sfsu.edu/assessment/resources

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program’s distinct mission in connection with the university’s broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

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<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
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<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals were met</td>
<td>Program learning goals are absent or incomplete</td>
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Every degree program offered by a department (minor, BA, BS, MA, MS) should have its own program learning goals. This report can focus on the learning goals for one program or present learning goals for multiple programs.

1. List your most recent program learning goals prior to any revisions.

1. Demonstrate competence in employing the fundamentals and principles of art history and art practice.
2. Demonstrate understanding of the traditional canons of art history and revisionist scholarship.
3. Evaluate and discern quality, meaning and significance in works of art using the historical, theoretical, and social methods of art history and/or contemporary art practice.
4. Distinguish the various contexts in which art is experienced.
5. Show evidence of curiosity, risk-taking, experimentation and problem-solving to generate a personally constructed conceptual direction in art practice and/or research in visual and written work.
6. Understand the ethical dimensions of artistic practice and/or art historical scholarship within a global context.

2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

In 2016 the School of Art revised its Program Learning Outcomes for the B.A. in Art. At the time, the B.A. in Art had a single set of PLOs for all of its concentrations (Studio Art, Art History, Dual Concentration in Art History and Studio Art and Art Education.) In 2017-18, the concentration in Art History was revised and elevated to a B.A. in Art History. During this process, we created a new set of PLOs for the new Art History B.A. The PLOs were drafted by the two t/tt faculty members in Art History during an in person meeting and later through
email correspondence and revisions. They were then circulated to the rest of the faculty for feedback and approval. Feedback was minor and included adding an additional PLO (#8 below) to address the role of studio art in the art history curriculum.

3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?

See above: The elevation of the B.A. in Art: Concentration in Art History to a B.A. in Art History. This is the first time our department has had a separate set of learning outcomes for the Art History Program.

4. What are your new program learning goals?

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.

Give that this year you have revised your program learning goals, the next step would be to either plan how you would assess program learning goals by completing a curriculum map or to assess one of your program learning goals in the 2018-19 academic year.