Assessment Activity Report Due April 20, 2018
Submit a pdf version at https://sfsu.knack.com/ap#annual-assessment/

Program Learning Goals Annual Assessment Report

Department ______ ART ____________ College ______ LCA _______________________

Degree Program(s)____B.A. in Art: Concentration in Studio Art_____________________

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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<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
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</thead>
<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 in art practice and art history.

   2. Demonstrate an 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 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 research in visual and written work.

   6. Understand the ethical dimensions of artistic practice and 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 and we created a new set of PLOs specifically for the new Art History B.A.

This semester we revisited the Art B.A. PLOs and asked ourselves if they could be more specifically geared towards the Studio Art concentration. (Our ultimate goal is to revise the Studio Art Concentration and elevate it to a B.A. in Studio Art.) We also asked ourselves if our current PLOs are realistic, achievable goals for our students, and if they reflect the NASAD Accreditation Standards for a Studio Art B.A.

Finally as we revised the scope and sequence of the Studio Art concentration, we developed SLOs for different categories and levels of courses in our curriculum (200-level introductory, 300 level foundation, 400 level intermediate, 500 level advanced, 600 level capstone). We reflected upon whether our PLOs corresponded to these SLOs.

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

The decision to revise the learning goals was informed by fact that our Studio Art PLOs are now separated out from our Art History PLOs. It was also informed by the process of redesigning our Studio Art Concentration/B.A.

4. What are your new program learning goals?

Our new Program Learning Goals are still in the process of being revised. Here is what they look like right now. We hope to finish revising them by Fall 2019.

1. Demonstrate competence in employing the fundamentals and principles of art practice. [including technical skills within media, visual communication and expression?]
2. Evaluate and discern quality, meaning and significance in works of art using the historical, theoretical, and social methods of art history and contemporary art practice.
3. Distinguish the various contexts in which art is experienced.
4. Show evidence of curiosity, risk-taking, experimentation and problem-solving to generate a personally constructed conceptual direction in art practice and research in visual and written work. [Note: Concerns expressed that this second part of the PLO may be unrealistic for the majority of our students. Could we simply say “Show evidence of curiosity, risk-taking, experimentation and problem-solving in art practice and academic work”? Also wondering if we need to be more concrete about how these things (curiosity, risk-taking, experimentation and problem-solving) can be observed/assessed in students, since PLOS must be measurable.]
5. Understand the ethical dimensions of artistic practice within a global context.

Other potential objectives to add to our PLOs, based on the discussion of SLOs for class levels and NASAD Standards:

Understand the relationship between form, content, and medium.
Understand and apply professional methods and standards of archiving, documentation, and presentation of art.

Understand and apply research practice in art-making (visual and material research, academic research data collection/representation/interpretation)

Articulate the relationship between form, content, and concept in one’s own work verbally and in a written artists’ statement.

Gain familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds.

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.