

## 2013-2014 ANNUAL ASSESSMENT: ART DEP'T (Art Hist.)

### Part 1: Background Information

**B1. Program name:** BA in Art (Art History)

**B2. Report author(s):** Prof. Catherine Turrill, Chair, Art Department

**B3. Fall 2012 enrollment:** 32 students in the concentration, per OIR Factbook

Use the *Department Fact Book 2013* by OIR (Office of Institutional Research) to get the fall 2012 enrollment:

(<http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html>).

**B4. Program type: [SELECT ONLY ONE]**

X	1. Undergraduate baccalaureate major
	2. Credential
	3. Master's degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

## Part 2: Six Questions for the 2013-2014 Annual Assessment

### Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.

**Q1.1.** Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess in 2013-2014? (See 2013-2014 Annual Assessment Report Guidelines for more details). [CHECK ALL THAT APPLY]

X	1. Critical thinking (WASC 1)*
X	2. Information literacy (WASC 2)
X	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were assessed in 2013-2014 but not included above:

\* One of the WASC's new requirements is that colleges and universities report on the level of student performance at graduation in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

**Q1.1.1.** Please provide more detailed information about the PLO(s) you checked above:

Critical thinking, communication skills (both oral and written), and information literacy are three of the objectives that we emphasize in the Art History concentration. A critical thinking skill that we are seeking to instill in our students is the ability to recognize and follow an author's thesis in an essay so that they in turn will be able to develop and support a thesis in their own papers. For information literacy, we are concerned that students acquire the ability to find information using (1) library databases, collections, interlibrary loan, and (2) other resources such as primary sources (archives, personal interviews, etc.). The first two PLOs are directly related to the development of written communication skills. We are able to assess our students' mastery of oral communication skills through their Powerpoint presentations in the required topics seminar and senior seminar in the Art History concentration. This academic year members of the Art History faculty discussed how these objectives might be achieved more successfully by developing related exercises in our lower division and upper division courses—using a systematic “scaffolding approach” whereby skills introduced in the introductory courses (the lower division core or foundation of the concentration) would be developed further through more advanced exercises in the upper division courses.

**Q1.2.** Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

**Q1.3.** Is your program externally accredited (except for WASC)?

X	1. Yes (by NASAD)
	2. No (If no, go to Q1.4)
	3. Don't know (Go to Q1.4)

**Q1.3.1.** If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

X	1. Yes
	2. No
	3. Don't know

**Q1.4.** Have you used the *Degree Qualification Profile (DQP)*\* to develop your PLO(s)?

	1. Yes
	2. No, but I know what DQP is.
X	3. No. I don't know what DQP is.
	4. Don't know

**Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.**

**Q2.1.** Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed in **2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

	1. Yes, we have developed standards/expectations for <b>ALL PLOs assessed in 2013-14.</b>
	2. Yes, we have developed standards/expectations for <b>SOME PLOs assessed in 2013-14.</b>
X	3. No (If no, go to Q2.2)
	4. Don't know (Go to Q2.2)
	5. Not Applicable (Go to Q2.2)

**Q2.1.1.** If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

**Q2.2.** Have you published the **PLO(s)/expectations/rubric(s)** you assessed in 2013-2014?

	1. Yes
X	2. No (If no, go to Q3.1)

**Q2.2.1.** If yes, where were the **PLOs/expectations/rubrics** published? [CHECK ALL THAT APPLY]

	1. In <b>SOME course syllabi/assignments</b> in the program that claim to introduce/develop/master the PLO(s)
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	2. In <b>ALL course syllabi/assignments</b> in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
	5. On the academic unit website or in the newsletters
	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university's strategic plans and other planning documents
	9. In the department/college/university's budget plans and other resource allocation documents
	10. In other places, specify:

**Question 3 (Q3): Data, Results, and Conclusions for EACH PLO**

**Q3.1.** Was assessment data/evidence **collected** for 2013-2014?

X	1. Yes
	2. No <b>(If no, go to Part 3: Additional Information)</b>
	3. Don't know <b>(Go to Part 3)</b>
	4. Not Applicable <b>(Go to Part 3)</b>

**Q3.2.** If yes, was the data **scored/evaluated** for 2013-2014?

	1. Yes
X	2. No <b>(If no, go to Part 3: Additional Information)</b>
	3. Don't know <b>(Go to Part 3)</b>
	4. Not Applicable <b>(Go to Part 3)</b>

**Q3.3.** If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time. **[WORD LIMIT: 600 WORDS FOR EACH PLO]**

**Q3.4.** Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

**Q3.4.1.** First PLO: [\_\_\_\_\_]

	1. Exceed expectation/standard
	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

**[NOTE: IF YOU HAVE MORE THAN ONE PLO, YOU NEED TO REPEAT THE TABLE IN Q3.4.1 UNTIL YOU INCLUDE ALL THE PLO(S) YOU ASSESSED IN 2013-2014.]**

**Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.**

**Q4.1.** How many PLOs in total did your program assess in the 2013-2014 academic year? [ \_\_\_\_ ]

**Q4.2.** Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO in 2013-14, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

<input type="checkbox"/>	1. Critical thinking (WASC 1) <sup>1</sup>
<input type="checkbox"/>	2. Information literacy (WASC 2)
<input type="checkbox"/>	3. Written communication (WASC 3)
<input type="checkbox"/>	4. Oral communication (WASC 4)
<input type="checkbox"/>	5. Quantitative literacy (WASC 5)
<input type="checkbox"/>	6. Inquiry and analysis
<input type="checkbox"/>	7. Creative thinking
<input type="checkbox"/>	8. Reading
<input type="checkbox"/>	9. Team work
<input type="checkbox"/>	10. Problem solving
<input type="checkbox"/>	11. Civic knowledge and engagement – local and global
<input type="checkbox"/>	12. Intercultural knowledge and competency
<input type="checkbox"/>	13. Ethical reasoning
<input type="checkbox"/>	14. Foundations and skills for lifelong learning
<input type="checkbox"/>	15. Global learning
<input type="checkbox"/>	16. Integrative and applied learning
<input type="checkbox"/>	17. Overall competencies for GE Knowledge
<input type="checkbox"/>	18. Overall competencies in the major/discipline
<input type="checkbox"/>	19. Other PLO. Specify:

**Direct Measures**

**Q4.3.** Were direct measures used to assess this PLO?

<input type="checkbox"/>	1. Yes
<input type="checkbox"/>	2. No <b>(If no, go to Q4.4)</b>
<input type="checkbox"/>	3. Don't know <b>(Go to Q4.4)</b>

**Q4.3.1.** Which of the following **DIRECT** measures were used? **[Check all that apply]**

<input type="checkbox"/>	1. Capstone projects (including theses, senior theses), courses, or experiences
<input type="checkbox"/>	2. Key assignments from other <b>CORE</b> classes
<input type="checkbox"/>	3. Key assignments from other classes
<input type="checkbox"/>	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
<input type="checkbox"/>	5. External performance assessments such as internships or other community based projects
<input type="checkbox"/>	6. E-Portfolios
<input type="checkbox"/>	7. Other portfolios
<input type="checkbox"/>	8. Other measure. Specify:

**Q4.3.2.** Please provide the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] that you used to collect the data. [WORD LIMIT: 300 WORDS]

**Q4.3.2.1.** Was the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] aligned directly with the rubric/criterion?

	1. Yes
	2. No
	3. Don't know

**Q4.3.3.** Was the direct measure (s) [**key assignment(s)/project(s)/portfolio(s)**] aligned directly with the PLO?

	1. Yes
	2. No
	3. Don't know

**Q4.3.4.** How was the evidence scored/evaluated? [**Select one only**]

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
	2. Use rubric developed/modified by the faculty who teaches the class
	3. Use rubric developed/modified by a group of faculty
	4. Use rubric pilot-tested and refined by a group of faculty
	5. Use other means. Specify:

**Q4.3.5.** What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? [**Select one only**]

	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
	3. A rubric that is totally developed by local faculty
	4. Use other means. Specify:

**Q4.3.6.** Was the rubric/criterion aligned directly with the PLO?

	1. Yes
	2. No
	3. Don't know

**Q4.3.7.** Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

	1. Yes
	2. No
	3. Don't know

**Q4.3.8.** Were there checks for inter-rater reliability?

	1. Yes
	2. No
	3. Don't know

**Q4.3.9.** Were the sample sizes for the direct measure adequate?

	1. Yes
	2. No
	3. Don't know

**Q4.3.10.** How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

**Indirect Measures**

**Q4.4.** Were indirect measures used to assess the PLO?

	1. Yes
	2. No <b>(If no, go to Q4.5)</b>

**Q4.4.1.** Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

**Q4.4.2.** If surveys were used, were the sample sizes adequate?

	1. Yes
	2. No
	3. Don't know

**Q4.4.3.** If surveys were used, please briefly specify how you select your sample? What is the response rate?

**Other Measures**

**Q4.5.** Were external benchmarking data used to assess the PLO?

	1. Yes
	2. No <b>(If no, go to Q4.6)</b>

**Q4.5.1.** Which of the following measures was used?

	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

**Q4.6.** Were other measures used to assess the PLO?

	1. Yes
	2. No <b>(Go to Q4.7)</b>
	3. Don't know <b>(Go to Q4.7)</b>

**Q4.6.1.** If yes, please specify: [\_\_\_\_\_]

**Alignment and Quality**

**Q4.7.** Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]

**Q4.8.** How many assessment tools/methods/measures **in total** did you use to assess this PLO? [\_\_\_\_\_]

**NOTE: IF IT IS ONLY ONE, GO TO Q5.1.**

**Q4.8.1.** Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

	1. Yes
	2. No
	3. Don't know

**Q4.8.2.** Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

	1. Yes
	2. No
	3. Don't know

**Question 5 (Q5): Use of Assessment Data.**

**Q5.1.** To what extent have the assessment results **from 2012-2013** been used for? [**CHECK ALL THAT APPLY**]

	<b>Very Much (1)</b>	<b>Quite a Bit (2)</b>	<b>Some (3)</b>	<b>Not at all (4)</b>	<b>Not Applicable (9)</b>
1. Improving specific courses					
2. Modifying curriculum					
3. Improving advising and mentoring					
4. Revising learning outcomes/goals					
5. Revising rubrics and/or expectations					
6. Developing/updating assessment plan					
7. Annual assessment reports					
8. Program review					
9. Prospective student and family information					
10. Alumni communication					
11. WASC accreditation (regional accreditation)					
12. Program accreditation					
13. External accountability reporting requirement					
14. Trustee/Governing Board deliberations					
15. Strategic planning					
16. Institutional benchmarking					
17. Academic policy development or modification					
18. Institutional Improvement					
19. Resource allocation and budgeting					
20. New faculty hiring					
21. Professional development for faculty and staff					
22. Other Specify:					

**Q5.1.1.** Please provide one or two best examples to show how you have used the assessment data above.



**Q5.2.** As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

	1. Yes
	2. No ( <b>If no, go to Q5.3</b> )
	3. Don't know ( <b>Go to Q5.3</b> )

**Q5.2.1.** What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]

**Q5.2.2.** Is there a follow-up assessment on these areas that need improvement?

	1. Yes
	2. No
	3. Don't know

**Q5.3.** Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

**Question 6 (Q6).** Which program learning outcome(s) do you plan to assess next year?

	1. Critical thinking (WASC 1) <sup>1</sup>
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to <b>assess but not included above:</b> a. b. c.

### Part 3: Additional Information

**A1.** In which academic year did you **develop** the current assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
X	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet <b>developed</b> a formal assessment plan

**A2.** In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
X	9. Have not yet <b>updated</b> the assessment plan

**A3.** Have you developed a curriculum map for this program?

	1. Yes
X	2. No
	3. Don't know

**A4.** Has the program indicated explicitly where the assessment of **student learning** occurs in the curriculum?

	1. Yes
X	2. No
	3. Don't know

**A5.** Does the program have any capstone class?

X	1. Yes
	2. No
	3. Don't know

**A5.1.** If yes, please list the course number for each capstone class: ART 192B

**A6.** Does the program have **ANY** capstone project?

X	1. Yes
	2. No
	3. Don't know

A7. Name of the academic unit: Art

A8. Department in which the academic unit is located: Art

A9. Department Chair's Name: Catherine Turrill

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: 2 (no reports were submitted for the BA (Art Education) or MA (Studio Art) degree programs).

A11. College in which the academic unit is located:

X	1. Arts and Letters
	2. Business Administration
	3. Education
	4. Engineering and Computer Science
	5. Health and Human Services
	6. Natural Science and Mathematics
	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

**Undergraduate Degree Program(s):**

A12. Number of undergraduate degree programs the academic unit has: 1

A12.1. List all the name(s): Art

A12.2. How many concentrations appear on the diploma for this undergraduate program?  
Three: Art Education, Art History, and Studio Art

**Master Degree Program(s):**

A13. Number of Master's degree programs the academic unit has: 1

A13.1. List all the name(s): MA in Studio Art

A13.2. How many concentrations appear on the diploma for this master program? 1

**Credential Program(s):**

A14. Number of credential degree programs the academic unit has: [\_0\_]

A14.1. List all the names: [\_NA\_]

**Doctorate Program(s)**

A15. Number of doctorate degree programs the academic unit has: [\_0\_]

A15.1. List the name(s): [\_NA\_]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit\*?

	1. Yes
X	2. No

\*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/ expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

16.1. If yes, please specify the name of each program: \_\_\_\_\_

16.2. If yes, please specify the name of each diploma concentration: \_\_\_\_\_