2016-2017
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BA Art History

OR

Question 1: Program Learning Outcomes

Q1.1.
Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [**Check all that apply**]

☑ 1. **Critical Thinking**

☐ 2. **Information Literacy**

☑ 3. **Written Communication**

☐ 4. **Oral Communication**

☐ 5. Quantitative Literacy

☐ 6. **Inquiry and Analysis**

☐ 7. Creative Thinking

☐ 8. Reading

☐ 9. Team Work

☐ 10. Problem Solving

☐ 11. Civic Knowledge and Engagement

☑ 12. **Intercultural Knowledge, Competency, and Perspectives**

☐ 13. Ethical Reasoning

☐ 14. Foundations and Skills for Lifelong Learning

☐ 15. **Global Learning and Perspectives**

☐ 16. Integrative and Applied Learning

☐ 17. Overall Competencies for GE Knowledge

☐ 18. **Overall Disciplinary Knowledge**

☐ 19. **Professionalism**

☐ 20. Other, specify any assessed PLOs not included above:

a.

b.

c.

Q1.2.
Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

The Art History concentration of the Art major has nine program learning outcomes, and in 2016-2017, faculty focused on the following skills: Critical Thinking, Written Communication, and Intercultural Knowledge and Compentence. We have defined those outcomes as follows: Critical Thinking: Critical thinking skills, including the ability to ask questions of works of art and texts, to analyze the characteristics and qualities of the elements of art, and to articulate the ways in which artists have used them to convey meanings (NASAD G.2c). Written Communication: Written communication skills enhanced by competence in the use of digital technologies for art historical research, information management and design (NASAD G.2c) Intercultural Knowledge and Competence: Multiple and trans-cultural consciousness towards global citizenship (NASAD G.2b). AACU VALUE rubrics were used to assess students' mastery of these outcomes.

Q1.2.1.
Do you have rubrics for your PLOs?

- ● 1. Yes, for all PLOs
- ○ 2. Yes, but for some PLOs
- ○ 3. No rubrics for PLOs
- ○ 4. N/A
- ○ 5. Other, specify: [   ]

Q1.3.
Are your PLOs closely aligned with the mission of the university?

- ● 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- ● 1. Yes
- ○ 2. No (skip to **Q1.5**)
- ○ 3. Don't know (skip to **Q1.5**)

Q1.4.1.
If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ● 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q1.5.
Did your program use the *Degree Qualification Profile* ("DQP", see http://degreeprofile.org) to develop your PLO(s)?

- ○ 1. Yes
- ○ 2. No, but I know what the DQP is
- ● 3. No, I don't know what the DQP is
- ○ 4. Don't know

Q1.6.
Did you use action verbs to make each PLO measurable?

- ● 1. Yes
- ○ 2. No
- ○ 3. Don't know

(Remember: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Intercultural Knowledge, Competency, and Perspectives

If your PLO is **not listed, please enter it here**:

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Art history faculty assessed graduating seniors in ART 192B (Senior Seminar) and also majors in the upper division courses (specificially ART 107: Baroque Art) during 2016-2017 for the PLO of Intercultural Knowledge and Compentence.

We expected at least 75% of graduating seniors in ART 192B, our capstone senior seminar course, to:

(Adapted from "Capstone" level 4 of VALUE rubric)

- Articulate insights into own cultural rules and biases

- Demonstrate sophisticared understanding of the complexity of elements important to members of another culture

- Intepret intercultural experience from the perspectives of own and more than one worldview and demonstrate the ability to act in a supportive manner that recognizes the feelings of another cultural group

- Articulate a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences

- Ask complex questions about other cultures, seek out and articulate answers to these questions that reflect multiple cultural perspectives

- Initiate and develop interactions with culturally different others and suspends judgment in valuing his/her interactions with culturally different others

We expected 75% of students in selected upper division course (ART 107) to:

(Adapted from "Milestones 3" level of VALUE rubric)

- Recognize new perspectives about own cultural rules and biases

- Demonstrate adequate understanding of the complexity of elements important to members of another culture

- Recognize intellectual and emotional dimensions of more than one worldview and sometimes use more than one worldview in interactions.

- Recognize and participate in cultural differences in verbal and nonverbal communication and begin to negotiate a shared understanding based on those differences.

- Ask deeper questions about other cultures and seek out answers to those questions

- Begin to initiate and develop interactions with cultural different others. Begin to suspend judgment in valuing her/his interactions with culturall different others.

Q2.2.
Has the program developed or adopted **explicit** standards of performance for this PLO?

⦿ 1. Yes

◯ 2. No

○ 3. Don't know

○ 4. N/A

Q2.3.
Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

> See attached rubric

📎 No file attached	📎 Intercultural Knowledge and Competence VALUE Rubric.pdf 158.65 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☐	☐	☐	1. In **SOME** course syllabi/assignments in the program that address the PLO
☑	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☐	☐	☐	5. On the academic unit website or in newsletters
☐	☑	☑	6. In the assessment or program review reports, plans, resources, or activities
☐	☐	☐	7. In 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. Other, specify:

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.
Was assessment data/evidence **collected** for the selected PLO?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

> 5

Q3.2.
Was the data **scored/evaluated** for this PLO?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Q3.2.1.
Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

ART 192B: Senior Seminar students wrote a final reading response paper that compared art historical texts from five cultural perspectives. In this paper, designed specifically to evaluate intercultural knowledge and competence, they then drew from previous readings of canonical European art historical essays and compared them with the perspectives of the assigned non-European essays. Their seminar discussions and presentations were evaluated to grasp the level of achievement of the learning goals. Their ability to apply intercultural knowledge and understanding to their BA thesis was also evaluated.

ART 107: For ART 107, students could select to write a paper on the "Global Baroque." Seven students wrote this paper and all of them were scored according to the VALUE rubric. In this paper, students were asked to select a Western art historian's definition of "Baroque style" and also an example of Baroque art that was not created in Western Europe. Students' papers had to address the following questions: What does this work of art tell us about the global nature of the 17th century and the Baroque style? How does your selected definition of the Baroque help us to understand this work of art? In what ways does the work of art not reflect the definition you selected? How have local circumstances or local cultures, combined with the Baroque, created something new?

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

◉ 1. Yes

○ 2. No (skip to **Q3.7**)

○ 3. Don't know (skip to **Q3.7**)

Q3.3.1.
Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used?
[**Check all that apply**]

☑ 1. Capstone project (e.g. theses, senior theses), courses, or experiences

☑ 2. Key assignments from required classes in the program

☑ 3. Key assignments from elective classes

☑ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques

☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☑ 7. Other Portfolios

☐ 8. Other, specify:

Q3.3.2.
Please **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

See Q3.2.1 for description of the measures. We used the VALUE rubric for Intercultural Knowledge and Competance to assess each student's performance.

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Q3.4.
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

◉ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: _____ (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

2

Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

2

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

○ 1. Yes

◉ 2. No

○ 3. Don't know

○ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

In ART 192B, all students were assessed (n=8). In ART 107, students who self selected to write the "Global Baroque" paper were assessed (n=7).

Q3.6.1.
How did you **decide** how many samples of student work to review?

ART 192B is the capstone experience for our Art History major, so all students were assessed. In ART 107, students who self selected to write the "Global Baroque" paper were assessed.

Q3.6.2.
How many students were in the class or program?

ART 192B - 8 ART 107 - 33

Q3.6.3.

How many samples of student work did you evaluated?

ART 192B - 8
ART 107 - 7

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

○ 1. Yes

◉ 2. No

○ 3. Don't know

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q3.8**)

○ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

☐ 1. National student surveys (e.g. NSSE)

☐ 2. University conducted student surveys (e.g. OIR)

☐ 3. College/department/program student surveys or focus groups

☐ 4. Alumni surveys, focus groups, or interviews

☐ 5. Employer surveys, focus groups, or interviews

☐ 6. Advisory board surveys, focus groups, or interviews

☐ 7. Other, specify:

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

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Q3.7.2.
If surveys were used, how was the sample size **decided**?

[Empty box]

Q3.7.3.
If surveys were used, how did you **select** your sample:

[Empty box]

Q3.7.4.
If surveys were used, what was the response rate?

[Empty box]

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q3.8.2**)

○ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify: [_____]

Q3.8.2.
Were other measures used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

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(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1**:

ART 192B:

Out of 8 students, 6 achieved Capstone 4 level (75%) and 2 archieved Milestone 3 level (25%).

ART 107:

Out of 7 students, 2 achieved Capstone 4 Level (28.5%), 2 achieved Milestone 3 level (28.5%), and 3 achieved Milestone 2 level (42.8%)

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Q4.2.
Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

In Art 192B, the program standard was met. In ART 107, the program standard wsa not met (although, it's possible that if ALL students had written this paper, the program standard may have been met. Seven papers were not a large sample size and in the future, we will get more samples).

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Q4.3.
For the selected PLO, the student performance:

○ 1. **Exceeded** expectation/standard

○ 2. **Met** expectation/standard

⦿ 3. **Partially** met expectation/standard

○ 4. Did not meet expectation/standard

○ 5. No expectation/standard has been specified

○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.
As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

◉ 1. Yes

○ 2. No (skip to **Q5.2**)

○ 3. Don't know (skip to **Q5.2**)

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

To achieve the goals at the desired level we will include all art history faculty and courses in the teaching of intercultural knowledge and understanding. We will make sure all syllabi are aligned with the step-by-step program
learning outcomes and get sample assignments from foundation, lower-division, and capstone courses.

Q5.1.2.
Do you have a plan to assess the *impact of the changes* that you anticipate making?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q5.2.

Since your last assessment report, **how have the assessment data from then been used** so far?	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A

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. WSCUC 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 modifications	○	○	○	◉	○
18. Institutional improvement	○	○	○	◉	○
19. Resource allocation and budgeting	○	○	○	◉	○
20. New faculty hiring	○	○	○	◉	○
21. Professional development for faculty and staff	○	○	○	◉	○
22. Recruitment of new students	○	○	○	◉	○

23. Other, specify:

Q5.2.1.
Please provide a detailed example of how you used the assessment data above:

N/A

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	◉	○	○	○	○
2. Standards of Performance	◉	○	○	○	○
3. Measures	○	◉	○	○	○

4. Rubrics	◉	○	○	○	○
5. Alignment	○	◉	○	○	○
6. Data Collection	◉	○	○	○	○
7. Data Analysis and Presentation	○	◉	○	○	○
8. Use of Assessment Data	○	○	◉	○	○
9. Other, please specify:	○	○	○	○	○

Q5.3.1.
Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

This year, we adopted the use of the VALUE rubrics and rewrote our assessment plan for the next five years. We wrote new assignments for two courses specifically to assess the selected PLOS, more systematically collected assignments, and used the rubrics to evaluate those assignments. Full-time faculty modified syllabi in two courses to reflect the selected PLOs for the academic year. Next year, we plan to involve part-time faculty in this process and to collect more data in a wider variety of courses and ensure that all syllabi in the major reflect the selected PLOs.

(Remember: Save your progress)

Additional Assessment Activities

Q6.
Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

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Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

☑ 1. **Critical Thinking**

☐ 2. **Information Literacy**

☑ 3. **Written Communication**

☐ 4. **Oral Communication**

☐ 5. Quantitative Literacy

☐ 6. **Inquiry and Analysis**

☐ 7. Creative Thinking

☐ 8. Reading

☐ 9. Team Work

☐ 10. Problem Solving

☐ 11. Civic Knowledge and Engagement

☐ 12. **Intercultural Knowledge, Competency, and Perspectives**

☐ 13. Ethical Reasoning

☐ 14. Foundations and Skills for Lifelong Learning

☐ 15. **Global Learning and Perspectives**

☐ 16. Integrative and Applied Learning

☑ 17. Overall Competencies for GE Knowledge

☑ 18. **Overall Disciplinary Knowledge**

☐ 19. **Professionalism**

☐ 20. Other, specify any PLOs not included above:

a. [   ]

b. [   ]

c. [   ]

Q8. Please attach any additional files here:

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Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

[   ]

Program Information (Required)

Program:

[   ]

(If you typed your program name at the beginning, please skip to Q10)

Q9.
Program/Concentration Name: [skip if program name appears above]

BA Art History

Q10.
Report Author(s):

Elaine O'Brien and Rachel Miller

Q10.1.
Department Chair/Program Director:

Carolyn Gibbs

Q10.2.
Assessment Coordinator:

Art Department Assesment Committee

Q11.
Department/Division/Program of Academic Unit

Art

Q12.
College:

College of Arts & Letters

Q13.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

43

Q14.
Program Type:

◉ 1. Undergraduate baccalaureate major

○ 2. Credential

○ 3. Master's Degree

○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

○ 5. Other, specify:

Q15. Number of **undergraduate degree programs** the academic unit has?

1

Q15.1. List all the names:

Art History

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

1

Q16. Number of **master's degree programs** the academic unit has?

0

Q16.1. List all the names:

Q16.2. How many concentrations appear on the diploma for this master's program?

N/A

Q17. Number of **credential programs** the academic unit has?

0

Q17.1. List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?

0

Q18.1. List all the names:

When was your **assessment plan**...	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	●	○	○	○	○	○	○	○
Q19.1. last updated?	○	○	○	○	○	●	○	○

Q19.2. (REQUIRED)
Please **obtain** and **attach** your latest **assessment plan**:

Art history assessment plan - revised spring 2017.pdf
106.29 KB

Q20.
Has your program developed a **curriculum map?**

● 1. Yes

○ 2. No

○ 3. Don't know

Q20.1.
Please **obtain** and **attach** your latest **curriculum map**:

curriculum map.pdf
42.22 KB

Q21.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

● 1. Yes

○ 2. No

○ 3. Don't know

Q22.
Does your program have a capstone class?

⦿ 1. Yes, indicate: ART 192B

○ 2. No

○ 3. Don't know

Q22.1.
Does your program have **any** capstone project?

⦿ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

ver. 5.15/17

ART HISTORY CONCENTRATION ASSESSMENT PLAN
Revised in Spring 2017

SECTION 1: Program Learning Outcomes

1. **Knowledge: Competence in the Discipline**
   (Program Learning Outcome #18)

   A broad foundation in Western and non-Western art and visual culture and greater literacy in one of four areas of specialization (European Art prior to 1800, Asian Art, Art of the Americas, and Modern/Contemporary Art). This includes familiarity with a wide range of canonical works from throughout the world as well as the most significant art works in regional and Bay Area museum collections and exhibitions. Students will also learn to connect art works with relevant historical and contemporary contexts. The art of women and other underrepresented groups are also addressed in the Art History curriculum. Additionally, this goal includes the development of a professional vocabulary appropriate to the area of specialization and the discipline in general and a knowledge of materials, tools, and processes of art, historical to contemporary, and a basic hands-on understanding of art-making practices.

   NASAD G.2a:
   A general knowledge of the monuments and principal artists of all major art periods of the past, including a broad understanding of the art of the twentieth century and acquaintance with the art history of non-Western cultures. This knowledge should be augmented by study in greater
   depth and precision of several cultures and periods in the history of art and concentration in at least one area to the advanced seminar level. Study at the advanced level should include theory, analysis, and criticism.

   NASAD G.2b:
   A general knowledge of world history.

   NASAD G.2d:
   Functional knowledge of the creative process. Normally, this is accomplished through one or more foundation or other studio courses; however, there are many methods of ensuring this competence.

2. **Skills: Critical Thinking**
   (Program Learning Outcome #1)

   Critical thinking skills, including the ability to ask questions of works of art and texts, to analyze the characteristics and qualities of the elements of art, and to articulate the ways in which artists have used them to convey meanings.

NASAD G.2c: Knowledge of the tools and techniques of scholarship. Active research and the writing of analytical and critical essays should continue throughout the program.

3. **Skills: Information Literacy**
   (Program Learning Outcome #2)

   The ability to find trustworthy information using digital and traditional resources including: 1) databases, collections, interlibrary loan and other university library resources; and b) primary sources such as archives and personal interviews

   NASAD G.2c: Knowledge of the tools and techniques of scholarship. Active research and the writing of analytical and critical essays should continue throughout the program.

4. **Skills: Written Communication**
   (Program Learning Outcome #3)

   Written communication skills enhanced by competence in the use of digital technologies for art historical research, information management and design

   NASAD G.2c: Knowledge of the tools and techniques of scholarship. Active research and the writing of analytical and critical essays should continue throughout the program.

5. **Skills: Oral Communication**
   (Program Learning Outcome #4)

   Oral communication skills enhanced by competence in the use of digital technologies for art historical research, information management and design (e.g. the use of Powerpoint for oral presentations)

   NASAD G.2c: Knowledge of the tools and techniques of scholarship. Active research and the writing of analytical and critical essays should continue throughout the program.

6. **Skills: Reading Comprehension**
   (Program Learning Outcome #8)

   NASAD G.2a: Study at the advanced level should include theory, analysis, and criticism.

7. **Skills: Inquiry and Analysis**
   (Program Learning Outcome #6)

   Ability to apply art historical methods, theory, and historiography

8. **Skills: Intercultural Knowledge and Competence**

(Program Learning Outcome #12)

Multiple and trans-cultural consciousness towards global citizenship

NASAD G.2b:
A general knowledge of world history.

9. **Skills: Foundations and Skills for Lifelong Learning**
   (Program Learning Outcome #16)

   Interdisciplinary understanding of the relationship of art history to other areas of learning (history, literature, religion, sociology, political science, etc) and to lived experience

SECTION 2: Summary Plans for Program Review Cycle

Schedule for Future Assessment:

Academic Year	PLOs
2016-2017	Critical Thinking (2), Written Communication (4), Intercultural Knowledge and Competency (8)
2017-2018	Critical Thinking (2), Written Communication (4), Competence in the Discipline/Competence for GE (1)
2018-2019	Critical Thinking (2), Written Communication (4), Information Literacy (3)
2019-2020	Critical Thinking (2), Written Communication (4), Foundations and Skills for Lifelong Learning (9)
2020-2021	Critical Thinking (2), Written Communication (4), Reading (6)
2021-2022	Critical Thinking (2), Written Communication (4), Inquiry and Analysis (7)

At the beginning of each academic year, the full-time faculty in Art History will select the courses in which these PLOs will be assessed (depending on course availability). At this time, the faculty will also decide which assignments will be used (according to Evidence Map below) and will select and modify the appropriate AACU rubric. At the end of the academic year, full-time faculty in Art History will analyze the data and use the data to assess the success and failures of the program. Failures will be addressed through collaborative agreement and effort.

Benchmarks

Capstone Course (ART 192B): 75% of students will achieve a 4.0 on the appropriate rubric
Upper-Division Courses: 75% of students will achieve at least a 3.0 on the appropriate rubric
Lower Division Courses: 75% of students will achieve at least a 2.0 on the appropriate rubric

SECTION 3: Curriculum Map

Linking Courses to Program Learning Outcomes 1-9
"I" indicates "Introduced, "D" indicates "Developed", and "M" indicates "Mastered"

Course	1	2	3	4	5	6	7	8	9
ART 1A	I	I	I	I	I	I	I	I	I
ART 1B	I	I	I	I	I	I	I	I	I
ART 1C	I	I	I	I	I	I	I	I	I
ART 2	I	I	I	I	I	I	I	I	I
ART 3A	I	I	I	I	I	I	I	I	I
ART 3B	I	I	I	I	I	I	I	I	I
ART 5	I	I	I	I	I	I	I	I	I
ART 103	D	D	D	D	D	D	D	D	D
ART 105	D	D	D	D	D	D	D	D	D
ART 106	D	D	D	D	D	D	D	D	D
ART 107	D	D	D	D	D	D	D	D	D
ART 113B	D	D	D	D	D	D	D	D	D
ART 117A	D	D	D	D	D	D	D	D	D
ART 117B	D	D	D	D	D	D	D	D	D
ART 117C	D	D	D	D	D	D	D	D	D
ART 100	D	D	D	D	D	D	D	D	D
ART 110	D	D	D	D	D	D	D	D	D
ART 111	D	D	D	D	D	D	D	D	D
ART 118B	D	D	D	D	D	D	D	D	D
ART 101	D	D	D	D	D	D	D	D	D
ART 108	D	D	D	D	D	D	D	D	D
ART 109	D	D	D	D	D	D	D	D	D
ART 112	D	D	D	D	D	D	D	D	D
ART 118A	D	D	D	D	D	D	D	D	D
ART 102	D	D	D	D	D	D	D	D	D
ART 115	M	M	M	M	M	M	M	M	M
ART 116	M	M	M	M	M	M	M	M	M
ART 192B	M	M	M	M	M	M	M	M	M

Evidence Map at Course Level

Course	Outcome 1 - Compentence in the Discipline	Outcome 2 - Critical Thinking	Outcome 3 - Information Literacy	Outcome 4 - Written Communication	Outcome 5 - Oral Communication	Outcome 6 - Reading Comprehension	Outcome 7 - Inquiry and Analysis	Outcome 8 - Intercultural Knowledge	Outcome 9 - Lifelong Learning
ART 1A	Exams	Exams, Homework	Homework	Exams, Homework		Homework	Exams	Class Discussion	Homework
ART 1B	Exams	Exams, Homework	Homework	Exams, Homework		Homework	Exams	Class Discussion	Homework
ART 1C	Exams, in-class response papers, museum and research papers	Exams, in-class response papers	annotated bibliography	exams, papers		annotated bibliography	museum report	exam - essay questions, in-class response papers	
ART 2	Exams	Papers, image journal	Homework	Exams, papers	Oral Presentation	Homework	Exams	Discussion	Homework
ART 3A	Exams, in-class response papers, museum and gallery	Exams, in-class response papers	Homework	Exams, papers		Homework	museum and gallery report	essay questions	homework and paper
ART 3B	Exams, in-class response papers, museum and gallery	Exams, in-class response papers	Homework	Exams, papers		Homework	museum and gallery report	essay questions	homework and paper

Course	Outcome 1 - Compentence in the Discipline	Outcome 2 - Critical Thinking	Outcome 3 - Information Literacy	Outcome 4 - Written Communication	Outcome 5 - Oral Communication	Outcome 6 - Reading Comprehension	Outcome 7 - Inquiry and Analysis	Outcome 8 - Intercultural Knowledge	Outcome 9 - Lifelong Learning
ART 5	Exams, viewpoint paper, online assignment	Exams, viewpoint paper, online assignment	Research form, viewpoint paper	Exams, viewpoint paper, online assignment		Research form, viewpoint paper	Exams, viewpoint paper, online assignment	Exams, viewpoint paper	Viewpoint paper, online assignment
ART 103	Exams, Class Discussion, Papers	Exams, Papers	Papers	Papers, Exams	Class Discussion and Other In-Class Activities	Reading Quizzes, Class Discussion, Exams	Exams, Class Discussion, Papers	Class Discussion, Papers	Class Discussion
ART 105	Exams, Class Discussion, Papers	Exams, Papers	Papers	Papers, Exams	Class Discussion and Other In-Class Activities	Reading Quizzes, Class Discussion, Exams	Exams, Class Discussion, Papers	Class Discussion, Papers	Class Discussion
ART 106	Exams, Class Discussion, Papers	Exams, Papers	Papers	Papers, Exams	Class Discussion and Other In-Class Activities	Reading Quizzes, Class Discussion, Exams	Exams, Class Discussion, Papers	Class Discussion, Papers	Class Discussion
ART 107	Exams, Class Discussion, Papers	Exams, Papers	Papers	Papers, Exams	Class Discussion and Other In-Class Activities	Reading Quizzes, Class Discussion, Exams	Exams, Class Discussion, Papers	Class Discussion, Papers	Class Discussion

Course	Outcome 1 - Compentence in the Discipline	Outcome 2 - Critical Thinking	Outcome 3 - Information Literacy	Outcome 4 - Written Communication	Outcome 5 - Oral Communication	Outcome 6 - Reading Comprehension	Outcome 7 - Inquiry and Analysis	Outcome 8 - Intercultural Knowledge	Outcome 9 - Lifelong Learning
ART 113B	Exams	Exams, Discussion Forum Questions, Term Paper	Discussion Forum Questions, Term Paper Research	Exams, Discussion Forum Questions, Term Paper	In Class Discussions	Discussion Forum Questions	Exams; Discussion Forum Questions, Term Paper	Homework Lectures, class discussion, Videos	Homework, Lectures
ART 117A	Exams	Exams, Discussion Forum Questions, Term Paper	Discussion Forum Questions, Term Paper Research	Exams, Discussion Forum Questions, Term Paper	In Class Discussions	Discussion Forum Questions	Exams; Discussion Forum Questions, Term Paper	Homework Lectures, class discussion, Videos	Homework, Lectures
ART 117B	Exams	Exams, Discussion Forum Questions, Term Paper	Discussion Forum Questions, Term Paper Research	Exams, Discussion Forum Questions, Term Paper	In Class Discussions	Discussion Forum Questions	Exams; Discussion Forum Questions, Term Paper	Homework Lectures, class discussion, Videos	Homework, Lectures
ART 117C	Exams	Exams, Discussion Forum Questions, Term Paper	Discussion Forum Questions, Term Paper Research	Exams, Discussion Forum Questions, Term Paper	In Class Discussions	Discussion Forum Questions	Exams; Discussion Forum Questions, Term Paper	Homework Lectures, class discussion, Videos	Homework, Lectures

Course	Outcome 1 - Compentence in the Discipline	Outcome 2 - Critical Thinking	Outcome 3 - Information Literacy	Outcome 4 - Written Communication	Outcome 5 - Oral Communication	Outcome 6 - Reading Comprehension	Outcome 7 - Inquiry and Analysis	Outcome 8 - Intercultural Knowledge	Outcome 9 - Lifelong Learning
ART 100	Exams, papers	Exams, gallery visit, paper	Bibliography, gallery visit paper, paper	Paper, exams, gallery visit	In Class Discussions	Bibliography, Papers	Paper, gallery visit, exams	Exams	Gallery visit
ART 110	(N/A - Class has not been offered in several academic years)								
ART 111	reading response papers, research paper, exams	reading response papers and research paper	research paper	reading response papers and research paper	class discussion of readings and presentation of illustrated lecture based on research paper	research paper, reading response papers, exams	research paper, class discussions of readings	class discussion and written responses to field trips and guest lectures, research paper	class discussion, reading response papers, research paper
ART 118B	Exams, papers	Exams, papers	Papers	Exams, papers	Field trips	Papers	Exams, papers		Field trips
ART 108	(N/A - Class has not been offered in several academic years)								

Course	Outcome 1 - Compentence in the Discipline	Outcome 2 - Critical Thinking	Outcome 3 - Information Literacy	Outcome 4 - Written Communication	Outcome 5 - Oral Communication	Outcome 6 - Reading Comprehension	Outcome 7 - Inquiry and Analysis	Outcome 8 - Intercultural Knowledge	Outcome 9 - Lifelong Learning
ART 109	reading response papers, research paper, exams	reading response papers and research paper	research paper	reading response papers and research paper	class discussion of readings and presentation of illustrated lecture based on research paper	research paper, reading response papers, exams	research paper, class discussions of readings	class discussion and written responses to field trips and guest lectures, research paper	class discussion, reading response papers, research paper
ART 112	Exams, blog reviews of contemporary art exhibitions, lectures, events	Exams, blog reviews of exhibitions, lectures, events	Exams, class discussions, blog reviews of exhibitions, lectures, events	Blog entries	classroom oral presentations of blogs, class discussions	Exams on readings	blog reviews and essay exam questions	Contemporary art is global; multiple cultures reviewed in students' blogs re. contemporary art exhibitions, lectures, events	Engaged exposure to off-campus art exhibitions, lectures, and events
ART 118A	Exams, papers	Exams, papers	Papers	Exams, papers	Field trips	Papers	Exams, papers		Field trips

Course	Outcome 1 - Compentence in the Discipline	Outcome 2 - Critical Thinking	Outcome 3 - Information Literacy	Outcome 4 - Written Communication	Outcome 5 - Oral Communication	Outcome 6 - Reading Comprehension	Outcome 7 - Inquiry and Analysis	Outcome 8 - Intercultural Knowledge	Outcome 9 - Lifelong Learning
ART 115	reading response papers, research paper	reading response papers and research paper	research paper	reading response papers and research paper	class discussion of readings and presentation of illustrated lecture based on research paper	research paper, reading response papers	research paper, class discussions of readings	class discussion and written responses to field trips and guest lectures, research paper	
ART 116	reading response papers, research paper	reading response papers and research paper	research paper	reading response papers and research paper	class discussion of readings and presentation of illustrated lecture based on research paper	research paper, reading response papers	research paper, class discussions of readings	class discussion and written responses to field trips and guest lectures, research paper	

Course	Outcome 1 - Compentence in the Discipline	Outcome 2 - Critical Thinking	Outcome 3 - Information Literacy	Outcome 4 - Written Communication	Outcome 5 - Oral Communication	Outcome 6 - Reading Comprehension	Outcome 7 - Inquiry and Analysis	Outcome 8 - Intercultural Knowledge	Outcome 9 - Lifelong Learning
ART 192B	reading response papers, research paper	reading response papers and research paper	research paper	reading response papers and research paper	class discussion of readings and presentation of illustrated lecture based on research paper	research paper, reading response papers	research paper, class discussions of readings	class discussion and written responses to field trips and guest lectures, research paper	class discussion, reading response papers, research paper

Curriculum Map

Linking Courses to Program Learning Outcomes 1-9
"I" indicates "Introduced, "D" indicates "Developed", and "M" indicates "Mastered"

Course	1	2	3	4	5	6	7	8	9
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ART 1B	I	I	I	I	I	I	I	I	I
ART 1C	I	I	I	I	I	I	I	I	I
ART 2	I	I	I	I	I	I	I	I	I
ART 3A	I	I	I	I	I	I	I	I	I
ART 3B	I	I	I	I	I	I	I	I	I
ART 5	I	I	I	I	I	I	I	I	I
ART 103	D	D	D	D	D	D	D	D	D
ART 105	D	D	D	D	D	D	D	D	D
ART 106	D	D	D	D	D	D	D	D	D
ART 107	D	D	D	D	D	D	D	D	D
ART 113B	D	D	D	D	D	D	D	D	D
ART 117A	D	D	D	D	D	D	D	D	D
ART 117B	D	D	D	D	D	D	D	D	D
ART 117C	D	D	D	D	D	D	D	D	D
ART 100	D	D	D	D	D	D	D	D	D
ART 110	D	D	D	D	D	D	D	D	D
ART 111	D	D	D	D	D	D	D	D	D
ART 118B	D	D	D	D	D	D	D	D	D
ART 101	D	D	D	D	D	D	D	D	D
ART 108	D	D	D	D	D	D	D	D	D
ART 109	D	D	D	D	D	D	D	D	D
ART 112	D	D	D	D	D	D	D	D	D
ART 118A	D	D	D	D	D	D	D	D	D
ART 102	D	D	D	D	D	D	D	D	D
ART 115	M	M	M	M	M	M	M	M	M
ART 116	M	M	M	M	M	M	M	M	M
ART 192B	M	M	M	M	M	M	M	M	M

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Knowledge *Cultural self- awareness*	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.