



Annual Assessment Report 2022-2023

BA Art History

Art

College of Environmental Design

CONTACT

Name of Program Assessment Lead Karlyn Griffith

Name of Person Completing Report Karlyn Griffith

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.
- We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Department Website - provide URL:
- Brochures or other printed material

ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 5

How many SLOs did your program assess this past year in 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

Please list the SLOs examined

- SLO #1: Identify important works of art and design, artistic movements, and trends.
- SLO #2: Analyze works of art and design using art historical tools of visual analysis and discipline appropriate vocabulary.
- SLO #3: Explain how works of art and design relate to their context of production and reception.
- SLO #4: Demonstrate critical thinking about art historical, critical, or theoretical texts.
- SLO #5: Demonstrate skills of research and proper use of scholarly documentation.

Student Learning Outcome (SLO): Identify important works of art and design, artistic movements, and trends.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework 	
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) Implemented closing the loop improvement strategies to improve SLO achievement 		
<ul style="list-style-type: none"> Investigated other pressing issues related to SLO achievement: only 1 course meeting SLOs at the Mastery level 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
11	I used the criteria advanced, proficient, developing and beginning but without any specifications	Yes and No	the difficulty in accurate assessment findings; lack of consistency in the papers

Student Learning Outcome (SLO): Analyze works of art and design using art historical tools of visual analysis and discipline appropriate vocabulary.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework 	
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) Implemented closing the loop improvement strategies to improve SLO achievement 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
11	I used the criteria advanced, proficient, developing and beginning but without any specifications	Yes and No	lack of consistency in the papers; difficulty in assessment accuracy

Student Learning Outcome (SLO): Explain how works of art and design relate to their context of production and reception.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework 	
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) Implemented closing the loop improvement strategies to improve SLO achievement 		
<ul style="list-style-type: none"> Investigated other pressing issues related to SLO achievement: lack of accuracy in assessment practice; inconsistency in papers 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
11	I used the criteria advanced, proficient, developing and beginning but without any specifications	Mostly yes	some of the papers really missed the mark with this SLO

Student Learning Outcome (SLO): Demonstrate critical thinking about art historical, critical, or theoretical texts.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework 	
<ul style="list-style-type: none"> Interpreted and made meaning of findings for indirect evidence 		
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) 		
<ul style="list-style-type: none"> Investigated other pressing issues related to SLO achievement: difficulty in students meeting this SLO when they only have 1 chance to master it 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
11	I used the criteria advanced, proficient, developing and beginning but without any specifications	Sometimes yes	students either got it or didn't

Student Learning Outcome (SLO): Demonstrate skills of research and proper use of scholarly documentation.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework 	
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) Implemented closing the loop improvement strategies to improve SLO achievement 		
<ul style="list-style-type: none"> Investigated other pressing issues related to SLO achievement: difficulty in students meeting this SLO when they only have 1 chance to master it 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
11	I used the criteria advanced, proficient, developing and beginning but without any specifications	some yes and some no	several papers did not meet the SLOs at all

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2022-2023? Select all that apply.

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course-level changes (e.g., syllabus, content, pedagogy)
- Program curricular changes (e.g., course sequencing, changes to required curriculum, added or deleted courses)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.

- Program/department faculty as whole
- Other, please explain: Dean and Associate Dean

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2022-2023 so that others may learn from your experiences.

This is the first year the capstone senior (AH 4610) survey final paper was assessed. I assessed all five SLOs to get a base understanding of what that course is doing right and what can be improved. AH 4610 is the only course in the Art History program that offers SLOs at the Mastery level. It became immediately clear that assessing the essays without some kind of guideline or rubric is useless. In the past the grading rubric was used, but that is not aligned with any of the SLOs. The Assessment Minigrant was essential in helping me to figure out first how that course was aligned with SLOs but also that we need rubrics. Once a rubric is finalized for each SLO, I will assess only 1 or 2 SLOs and use the rubric. We reviewed PLOs and how the current curriculum meets the PLOs and SLOs. We discovered it did not and so began reviewing curriculum and creating 3 new courses. We revised one of the PLOs. Also thanks to an Assessment Mini grant I was able to update several assessment documents pending future work on the SLOs: Alignment matrix, overall assessment plan, data collection timeline, and a schedule of assessment work for AY 23-24. Additionally, the foundation for devising assessment rubrics were begun also with the assistance of the Assessment Mini Grant.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025 markers](#), [CSU Dashboard](#), [CPP's Student Success Dashboard](#) on Tableau, course evaluations, etc.

I don't know how to use these in conjunction with assessment.

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan - Yes

Curriculum Matrix - Yes