



## Academic Program Assessment Report for AY 2018-2019

Program: Bachelor of Fine Art

(Due: June 1, 2019)

Date report completed: May 24, 2019

Completed by: Aaron Alexander ; Chair

Assessment contributors (other faculty involved): M.Avina, R.Hansen, V.Hansen, C.Peters, R.Zimmerman

Please describe the 2018-2019 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2019. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

### Brief statement of Program mission and goals:

#### 2018/2019 Department of Art Statement ( 2018/2019 catalog )

The art curriculum is designed to aid and promote exploration of art-making processes and to increase the student's understanding of art and its relationship to society. The art major prepares the student to be a practicing artist, to enter graduate school for further professional education or to enter the job market in art- related careers. Students also may select art courses as a means of achieving a greater sense of personal creativity and accomplishment. Students, faculty, and invited professional artists display works in the CSU-Pueblo Art Gallery. An active visiting artist program provides contact with successful regional and national professionals.

#### 2018/2019 Department of Art Learning Outcomes and Assessment Activities ( 2018/2019 catalog )

- 1) Students will apply discipline-specific competencies for success in their emphasis area. *Outcome Assessment Activity: ART 410 with exit survey*
- 2) Students will distinguish the role of art in a global society. *Outcome Assessment Activity: Senior portfolio with exit survey and art history rubric to measure quality of written expression*
- 3) Students will employ creative skills associated with interdisciplinary learning. *Outcome Assessment Activity: ART 410 with exit survey*
- 4) Students will make use of intellectual and practical skills for lifelong learning. *Outcome Assessment Activity: Internships with employee surveys*
- 5) Students will create original work suitable for entry into a juried exhibition. *Outcome Assessment Activity: Annual juried art show and any non-juried student on-campus shows*

**I. Assessment of Student Learning Outcomes (SLOs) in this cycle.** Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2019-2020 based on the assessment process.

| A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan. | B. When was this SLO last reported on prior to this cycle? (semester and year) | C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process. | D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N). | E. What is the expected proficiency level and how many or what proportion of students should be at that level? | F. What were the results of the assessment? (Include the proportion of students meeting proficiency.) | G. What were the department's conclusions about student performance? | H. What changes/improvements to the program are planned based on this assessment? |
|--|--|---|---|--|---|--|---|
|  |  |   |   |  |   |  |   |
|  |  |   |   |  |   |  |   |

**Question A.**

**SLO 1)** Students will apply discipline-specific competencies for success in their emphasis area. *Outcome Assessment Activity: ART 410 with exit survey*

**SLO 3)** Students will employ creative skills associated with interdisciplinary learning. *Outcome Assessment Activity: ART 410 with exit survey*

**Question B.**

Spring 2018

**Question C.**

**Direct assessment:** Students presented a fifteen minute overview of their research, creative work and concepts to the Department of Art faculty. A brief discussion period followed each presentations where students where are asked to clarify and expand certain elements in their work.

Faculty assessed the following points based on the presentation and discussion:

Does the work shown relate to the artist's stated intention/conceptual claims

Does the work shown indicate a critical awareness of contemporary trends/practices

Does the work contain demonstrated strengths in foundation skills

Does the student's concept and its presentation show maturity of expression

Overall, does the work convey the clarity of purpose and innovation one might expect of a four year art students

Does this student's work manifest qualities associated with the best practices of their emphasis area

Is the student able to discuss their work with a measure of depth using appropriate terminology and an understanding of form, content and technique

Does the student's creative momentum show potential for an ongoing career in the arts

Rate your overall perception of this student's professional presentation

**Indirect assessment:** Student Exit Interview Reports

**Question D.**

on Monday April 29th, Department of Art Faculty; A.Alexander, M.Avina, R.Hansen, V.Hansen, C.Peters, R.Zimmerman assessed students; Alisa Artemova, Dalton Martin, Sydney Stratman, Brittany Conder, Lila Day and Scarlett Latka.

on Tuesday April 30th, Department of Art Faculty; A.Alexander, M.Avina, R.Hansen, C.Peters, R.Zimmerman assessed students; Brenden Rosson, Jamie Torrez , Abbie Ridpath, Hester Krohn and Chelsea Arellano.

**Question E.**

The expected proficiency from the 2017/2018 assessment report anticipates **85%** of students reviewed will score **Yes** on questions 1-7 and **Superior or Acceptable** on questions 8 and 9

**Question F.**

| <b>Y/N</b> | <b>%</b> |   |
|------------|----------|---|
| 30/3       | 90%      | Does the work shown relate to the artist's stated intention/conceptual claims   |
| 25/8       | 75%      | Does the work shown indicate a critical awareness of contemporary trends/practices  |
| 32/1       | 97%      | Does the work contain demonstrated strengths in foundation skills   |
| 29/4       | 88%      | Does the student's concept and its presentation show maturity of expression   |
| 28/5       | 75%      | Overall, does the work convey the clarity of purpose and innovation one might expect of a four year art students                                    |
| 30/3       | 90%      | Does this student's work manifest qualities associated with the best practices of their emphasis area   |
| 28/5       | 75%      | Is the student able to discuss their work with a measure of depth using appropriate terminology and an understanding of form, content and technique |

| <b>Superior/Acceptable/Weak</b> | <b>%</b> |   |
|---------------------------------|----------|---|
| 20/13/0                         | 61%/39%  | Does the student's creative momentum show potential for an ongoing career in the arts |
| 11/22/0                         | 33%/66%  | Rate your overall perception of this student's professional presentation              |

**EXIT SURVEY:**

Rate the studio Preparation you received to understand how to initiate, develop and sustain a concept

1: 0    2: 0    3: 0    4: 6    5: 3

Rate your experience in/exposure to contemporary practice

Somewhat Positive: 1    Positive: 8

Rate your understanding of the contribution of foundations skills to your work.

1: 0    2: 0    3: 0    4: 4    5: 5

Rate the level and or usefulness of faculty critical feedback in class and outside class meetings

1: 0    2: 0    3:    4: 2    5: 7

Rate faculty support for independent critical thinking

1: 0    2: 0    3: 2    4: 2    5: 5

Rate your emphasis area experience

1: 0    2: 2    3: 1    4: 2    5: 4

Rate yourself as an emerging artist

Weak: 0            Moderately Prepared: 3            Well Prepared: 6

### **Question G.**

Of the students seeking the BFA , 85% or more scored yes on questions 1, 3, 4 and 6 in this presentation using the current assessment methods while only 75% scored yes on questions 2, 5 and 7. An updated assessment strategy and rubric is needed to more thoroughly review student learning and department performance.

### **Question H.**

We have identified areas of student performance that need to be addressed. Among them are; writing and research skills, public speaking and communication as well as developing intellectual maturity. The department has worked on actions that will improve the student experience in these areas that include changes to courseworks and advisement, a revised set of student learning outcomes and program assessment rubric. We plan to implement changes to the way in which students present their research/work as well as how we as a faculty engage in the assessment process. Explorations around cooperation and collaboration with other CHASS departments offer unique opportunities that extend into the assessment process. We will take advantage of these opportunities to build assessment events that spotlight integrated studies, creative problem solving and collaborative initiative.

### **Comments on part I:**

The .pdf document contains a revised Department of Art Statement , Department Goals , Student Learning Outcomes, Department Rubric and Assessment plan. Explorations around collaboration with other CHASS departments may affect the details and implementation of the ideas contained in the document however, it is our intention to apply what we see as an improved structure for assessment as soon as we are able.

**II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2018-2019 cycle.** These are those that were based on, or implemented to address, the results of assessment from previous cycles.

| A. What SLO(s) or other issues did you address in this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b> | B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year. | C. What were the recommendations for change from the previous assessment column H and/or feedback? | D. How were the recommendations for change acted upon? | E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations? |
|---|---|--|--|---|
| N/A   | N/A   | N/A  | N/A  | N/A   |
| See attached pdf  | See attached pdf  | See attached pdf   | See attached pdf                                       | See attached pdf  |

Comments on part II:

Based on the anticipated transition from a series of interim Art Department Chairs to a full time Chair the 2017/18 report largely differs work in the area of assessment development to the following year when the department is fully staffed. The department has conducted a deep review of our Mission, Goals, SLO, Assessment Rubric, Assessment Process and anticipated outcomes during the 2018/2019 academic year. The .pdf document contains our plan which includes a revised Department of Art Statement , Department Goals , Student Learning Outcomes, Department Rubric and Assessment plan. Explorations around collaboration with other CHASS departments may affect the details and implementation of the ideas contained in the document however, it is our intention to apply what we see as an improved structure for assessment as soon as we are able.