



Academic Program Assessment Report for AY 2019-2020

Program: Bachelor of Art

(Due: June 11, 2020)

Date report completed: June 10, 2020

Completed by: Aaron Alexander; Chair

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

Brief statement of Program mission and goals:

2019/2020 Department of Art Statement: The Department of Art offers rigorous experience-based instruction in the practices of studio art, creative media, art history and art education. A full time faculty of working artists and scholars along with accomplished visiting professionals are dedicated to the development of emerging creatives who enrich our society with thoughtful insight, valuable skill sets and an understanding of the responsibilities that come with visual literacy.

Creativity and critical insight are essential to any academic inquiry. As such, the Department is committed to being accessible to students from a variety of University disciplines, our vibrant Pueblo culture and a global community. Art, history and education are fundamental to cultural identity; they are a reflection of its values and are key to fostering a diverse population of lifelong learners. CSU-P G.P. 1. 2. 3. 4. 5. 6. 7 .8

2019/2020 Department of Art Learning Outcomes and Assessment Activities

Outcome 1] Exploration of the Creative Process Experiment with and adopt a variety of processes, methods, and interpretations to explore innovative solutions to creative challenges.

Outcome 2] Development of Skills & Techniques Exhibit sufficient fluency in one or more media to craft work that meets appropriate professional standards for the scale and scope of a project. Demonstrate an ability to adapt techniques and formal methods to serve the objectives of the work.

Outcome 3] Communication of Ideas & Context Clearly articulate visually, orally, and in writing the content and context of art historical research and creative work.

Outcome 4] Demonstrate Awareness & Intellectual Maturity Display a willingness to question one's own perspective. Approach a creative and scholarly process with curiosity and persistence. Take initiative, working independently or collaboratively, to achieve stated objectives.

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 2020-2021 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 <u>last</u> 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 <u>program</u> are planned based on this assessment? |
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Question A.

SLO 1] **Exploration of the Creative Process.** Measured using Rubric 1 + 4 Assessment Activity: ART 410 portfolio presentation review

SLO 2] **Development of Skills & Techniques** Measured using Rubric 2 + 4 Assessment Activity: ART 410 portfolio presentation review

SLO 3] **Communication of Ideas & Context** Measured using Rubric 3 + 4 Assessment Activity: ART 410 portfolio presentation review

SLO 4] **Demonstrate Awareness & Intellectual Maturity** Measured using Rubric 1,3 + 4 Assessment Activity: ART 410 portfolio presentation review

Question B.

Spring 2019

Question C.

Direct assessment: Students present a five ~ ten minute overview of their research, creative work and concepts to the Department of Art & Creative Media faculty via prerecorded Powerpoint or Keynote. An evaluation survey is completed by participating faculty members assessing the work using the department rubric

Department Rubric

1] Objectives / Process Project(s) development is well documented. Objectives are explored through an appropriate variety of processes and methods.

2 Craft / Form Work(s) is prepared and presented using effective and professional standards. Formal choices relate to the objectives and content of the project.

3] Preparation / Insight Project(s) clearly articulates findings of academic research relating to art history and other contexts.

4] Analysis / Interpretation Work(s) demonstrates a creative and scholarly approach. Concepts are explored from a range of perspectives appropriate to achieving the stated objectives.

Question D.

During the month of May 2020, Department of Art Faculty; A.Alexander, V.Hansen, C.Peters, R.Zimmerman were given access to Digital portfolio presentations submitted by ART410 students along with access to a Google Doc Survey used to document each faculty members evaluations; Students enrolled in ART410 (10 total) spring term 2020

Question E.

The expected proficiency from the 2018/2019 assessment report anticipates **80%** of students reviewed will achieve scores of 3.0 or higher out of a possible 4.0 on each of the four rubric components

Question F.

| BA Students | AVG | Success |
|-------------|-----|--------------------------|
| Rubric 1 | 3.4 | 100% scored above target |
| Rubric 2 | 3.3 | 75% scored above target |
| Rubric 3 | 3.1 | 75% scored above target |
| Rubric 4 | 3.3 | 100% scored above target |

Question G.

Of the students seeking the BA, 100% scored above target on rubric 1 and 4 in this presentation using the current assessment methods while 75% scored above target on rubric 2 & 3. Collectively, BA candidates performed at or above target on all elements however performance on rubric 3 **Preparation / Insight: Project(s) clearly articulates findings of academic research relating to art history and other contexts** should be addressed and targeted for improvement. These numbers may be influenced by the small sample of students due to the remote format at the end of the spring term. Given that, the department will address performance in rubric three by placing more emphasis on the importance of research and historical context in their works.

Question H.

Over the past two years the department of Art & Creative Media has 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 (SLO 3 + 4). 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. Our plan to fully implement these changes were curtailed by the necessary remote model adopted by the University toward the end of the spring 2020 term. We modified our plan to accommodate the remote model however, the department expects 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 during the next assessment cycle (spring 2021). 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 2019-2020 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? Please include the outcome(s) verbatim from the assessment plan. | 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 Please see current assessment plan. | N/A | N/A | N/A | N/A |

Comments on part II:

The department of Art & Creative Media completed it's 5-year review during the 2019/2020 academic year. As part of that process we have conducted a deep review of our Mission, Goals, SLO, Assessment Rubric, Assessment Process and anticipated outcomes during the 2020/2021 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. We had hoped to engage in the activities outlined in the document starting spring 2020 however the remote format prohibited such activity so the department will conduct the expanded review plan during the next assessment cycle (spring 2021) Explorations around collaboration with other CHASS departments and the launch of the School of Creativity + Practice 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 in the spring of 2021.