

Program: BFA studio artDate: May 21, 2013Completed by: William FolkestadAssessment contributors (other faculty involved in this program's assessment): All art faculty

Please complete this form for each undergraduate, 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, and return it to Erin Frew, [erin.frew@colostate-pueblo.edu](mailto:erin.frew@colostate-pueblo.edu) as an email attachment before June 1, 2013. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	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?
1. Students will create original work suitable for entry into a juried exhibition (Art 410 rubric question #6: Does this student's work manifest qualities	May 2012	Presentation of art work (rubric attached)	All graduating BFA art studio majors (19 graduating majors in spring 2013)	85% of BFA candidates will perform at the "Yes" level in question #6 on the Art 410 rubric	Approximately 85% of these students performed at the desired level.	Overall satisfaction	Eliminate all non-CSU-Pueblo art examples from portfolios.  Reexamine Art 310 portfolio review in regards to Art 410 outcomes

associated with the best practices of their emphasis area?)							
2. Students will make use of intellectual and practical skills for lifelong learning.  (Art 410 rubric question # 8: Does the student's creative momentum show potential for an ongoing career in the arts?)	May 2012	Direct measure (rubric attached)	All graduating BFA art studio majors	85% performance within the Yes/No set of Art 410 rubric questions	Approximately 2/3 of assessed students displayed the desired potential for career success.	Somewhat satisfied.	Faculty scores were split between these candidates potential for superior versus acceptable evidence of future success in their field.  We might also examine the relationship between studio assignments and grading for consistency.  It will be helpful to identify how as a faculty we might move more of our preprofessional degree candidates to the "superior" category in Question #8.

Comments: Over the past year, Department of Art faculty focused on refining the existing rubric for use in our capstone course (ART410) because it impacts all of the programs we assess annually. The faculty met, discussed and revised the rubric during two faculty meetings (April 09 and April 16, 2013). Faculty also worked on discipline-specific curriculum maps. Our evaluation of BFA students this year revealed no apparent weaknesses. Additionally, faculty evaluations of BFA candidates found overwhelming evidence of across-the-board success. Faculty scores were split between these candidates potential for superior-versus-acceptable evidence of future success in their field. Nonetheless, approximately 85% of 2013 BFA candidates met their expected outcomes in five of seven outcome categories. The number of graduates has grown measurably. Therefore it may also be helpful to mandate faculty and student meetings prior to the required student exit exhibition in order to preselect each student's strongest degree-appropriate artwork. Next year, it will also be helpful to identify how Art 310 –the equivalent of a midprogram review– might be used to strengthen Art 410 outcomes.

**B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Create original work suitable for entry into a juried exhibition.	2011-2012	There were no proposed changes.		Some faculty dissatisfaction was expressed in spring 2013 regarding a disconnect between student work discussed and exhibited as required by the Art 410 capstone course and faculty expectations. Changes will be proposed so that we can move the assessment of this outcome forward.
Make use of intellectual and practical skills for lifelong learning	2011-2012	There were no proposed changes.		
Employ creative skills associated with interdisciplinary learning	2011-2012	There were no proposed changes.		

Comments: **Recent changes to our 410 rubric are informing and contributing to the building of curricular and skill-related data. Next year the compilation of this information will perhaps allow us to identify regularly reported weaknesses or areas of concern in our studio offerings.**

Additionally, next fall we will begin refining our student exit interview and attempt to correlate what we are learning from our assessment efforts in Art 410 with the collection of student reports.

## 410 Faculty Assessment

Transfer Student: \_\_\_\_\_ Yes \_\_\_\_\_ No

Degree Program \_\_\_\_\_ BA \_\_\_\_\_ BA Art ED \_\_\_\_\_ BFA

3. Does the work shown relate to the artist's stated intention/conceptual claims?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
4. Does the work shown indicate a critical awareness of contemporary trends/practices?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
5. Does the work contain demonstrable strengths in foundation skills?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
6. Does the student's concept and its presentation show maturity of expression?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
7. Overall does the work convey the clarity of purpose and innovation one might expect of a four-year art student?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
8. Does this student's work manifest qualities associated with the best practices of their emphasis area?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
9. Is the student able to discuss their work with a measure of depth using appropriate terminology and an understanding of form, content and technique?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

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

\_\_\_\_ Weak

\_\_\_\_ Acceptable

\_\_\_\_ Superior

11. Rate your overall perception of this student's professional presentation.

\_\_\_\_ Weak

\_\_\_\_ Acceptable

\_\_\_\_ Superior

Additional Comments on Reverse