

Program: Bachelor of Fine ArtDate: May 14, 2014Completed 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 submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2013-2014 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2014-2015 based on the assessment process. In Part II, please describe activities engaged in during 2013-2014 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2012-2013. 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? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the 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.	E. What is the expected achievement level and how many or what proportion of 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 make use of intellectual and practical skills for life long learning. (Art 410 portfolio presentation faculty rubric Question #8. "Does the student's creative momentum show potential for an ongoing career in the arts?")	May 2013	End of spring semester student presentation and discussion of artwork to faculty and peers in Art 410 (rubric attached).	All B.F.A. candidates completing Art 410 (of 19 students evaluated, rubrics for 6 students were completed by faculty).	85% of all B.F.A. art studio majors will be scored at "Acceptable" or higher on the Art 410 rubric. Note: "Acceptable" refers to evidence of the individual's application of superior studio skills associated with the best practices of their emphasis area (such as: Ceramics; Photography/Digital Art; Printmaking; Painting; Drawing; Sculpture/Site Art; or Graphic Design) in the works shown and discussed.	2 of 6 students scored at the "Acceptable" level; whereas 3 of 6 students scored at the "Superior" level. 1 of 6 students scored at the "Weak" level.	Overall satisfaction.	No change to programmatic instruction.
2. Students will create original work suitable for entry into a juried exhibition. (Art 410 portfolio presentation faculty rubric Question #6. "Does this student's work manifest qualities	May 2013	End of spring semester student presentation and discussion of artwork to faculty and peers in Art 410 (rubric attached).	All B.F.A. candidates completing Art 410 (of 19 students evaluated, rubrics for 6 students were completed by faculty).	85% of all B.F.A. art studio majors will be scored a "Yes" on the Art 410 rubric. Note: "Yes" is a subjective measure of individual competency when referring to visual evidence of concept supported by demonstrable	06 of 06 students scored a "Yes."	Overall satisfaction.	No change to programmatic instruction.

associated with the best practices of their emphasis area?”)				superior studio skills. (Please see “Comments” below.)			
--	--	--	--	--	--	--	--

Please note: This academic cycle the Department of Art had a large number of faculty evaluations of Art 410 B.F.A. students that were either incorrectly marked (for example, two answers were selected rather than the one required choice), or left blank, or had vague written comments but no categories selected for the individual questions. Therefore this report is a skewed measure of the actual accomplishments of the 29 students enrolled in Art410 19 of whom were B.F.A. candidates.

Comments: Art faculty are artist educators. A “Yes” or “No” evaluation of a student artist’s work is a subjective and individual measure of an object’s ability to sufficiently convey or visually express an artist’s stated concerns for their work in question. In other words, has the student artist demonstrated that they can apply the required studio skills in support of the concept said to be at the origin of the work? Due to the large numbers of transfer students, not every Art 410 presenter was able to omit work created outside of our department. Nonetheless, the actual cases were very limited.

II. 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? Please indicate the semester and year.	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?
To prepare students for roles as professional artists, art educators, designers,	2013-2014	Faculty have sought to develop a professional practices course.	Yes	Two approaches were adopted. One used visiting professionals to instruct a one-credit workshop in the business of art. The other is being tested this summer (2014). A working artist and

practitioners and supporters of the visual arts and associated media.				current adjunct instructor has developed an Art 491 “Professional Practices in Art” course that covers a wide range of important topics ranging from websites and press releases to copyright law and intellectual property rights.
To enhance our students’ understanding of the diverse imagery that is art.	2013-2014	Faculty have sought to identify opportunities for expanded professional engagements for our students and opportunities for interaction at the national level.	Yes	In spring semester 2013 and again in spring semester 2014 B.F.A. students in Ceramics, Photography/Digital Art, and Graphic Design accompanied professors/mentors on trips to national conferences and/or studio visits of national graphics firms or graphic artists. This exposure provided individual professional guidance and information that influenced the development and outcome of these students’ artwork. This “moveable classroom” activity complements the annual interactions students have with four visiting studio professionals.

Comments:

Art 410 Faculty Assessment

Transfer Student: ☐ Yes ☐ No

Degree Program: ☐ B.A. ☐ B.A. Art ED ☐ B.F.A.

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

☐ Yes ☐ No

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

☐ Yes ☐ No

3. Does the work contain demonstrable strengths in foundation skills?

☐ Yes ☐ No

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

☐ Yes ☐ No

5. Overall does the work convey the clarity of purpose and innovation one might expect of a four-year art student?

☐ Yes ☐ No

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

☐ Yes ☐ No

7. 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

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

_____Weak
_____Acceptable
_____Superior

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

_____Weak
_____Acceptable
_____Superior

Additional Comments on Reverse