

Program: Bachelor of Arts, Art EducationDate: June 03, 2015Completed 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 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? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	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.	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. Art 410 rubric question #7: Is the student able to discuss their work with a measure of depth using	May 2013	Direct measure (rubric attached)	All graduating BA Art Education candidates (3 of 21 students)	85% of Art Education students will perform at the desired "Yes" level for question #7 on the Art 410 rubric	87% of the Art Education students scored at the benchmark	Very satisfied.	In spring 2013 it was suggested that we devise a rubric for use in Art 410 that was exclusively for an Art Education experience rather than the one currently used which is for a studio experience. <u>This activity</u>

appropriate terminology and an understanding of form, content and technique?							<p><u>was not undertaken.</u></p> <p>Faculty were not accurately marking student programs on their 410 assessment sheets. A faculty assessment sheet exclusively for Art Ed students and a time apart from studio student presentations is required to minimize this error.</p>
2. Art 410 Rubric question #8: Does the students creative momentum show potential for an ongoing career in the arts?	May 2012	Direct measure (rubric attached)	All graduating BA Art Education candidates (3 of 21 students)	85% of Art Education students will perform at or above the "Acceptable" level for this outcome on the Art 410 rubric.	94 % of the Art Education students scored at or above the benchmark	Extremely satisfied.	<p>In spring 2013 it was suggested that we devise a rubric for use in Art 410 that is more exclusively for an Art Education experience rather than the one currently used which is for a studio experience. <u>This activity was not undertaken.</u></p> <p>Faculty were not accurately marking student programs on their 410 assessment sheets. A faculty assessment sheet exclusively for Art Ed students and a time apart from studio student presentations is required</p>

							to minimize this error.
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Comments: **None.**

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?

Comments: **None.**

410 Faculty Assessment

Transfer Student: _____ Yes _____ No

Degree Program _____ BA _____ BA Art ED _____ BFA

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

410 Student Exit Interview

Please check how many years you have been in residency. __2 __4

Please check your program of study. __B.A. __B.A. Art History __B.A. Art Ed
 __B.F.A.

In this document faculty 410 assessment questions are included in parentheses.

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

1. Rate the studio preparation you received to understand how to initiate, develop and sustain a concept.

1 (Low) 2 3 4 5 (High)

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

2. Rate your experience in/exposure to contemporary practices.

____Positive ____Somewhat positive

(Does the work contain demonstrable strengths in foundation skills?)

3. Rate your understanding of the contribution of foundation skills to your work.

1 (Low) 2 3 4 5 (High)

(Does the expressed concept and its presentation show growth and /or maturity of expression?)

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

1 (Low) 2 3 4 5 (High)

(Overall does the work convey the clarity of purpose and innovation one might expect of a four year art student?)

5. Rate faculty support for independent critical thinking.

1 (Low) 2 3 4 5 (High)

(Does this student's work manifest the best practices of their emphasis area?)

6. Rate your emphasis area experience.

1 (Low) 2 3 4 5 (High)

(Rate this student's potential to pursue a career in the visual arts.)

7. Rate yourself as an emerging artist.

__1__ weak __9__ moderately prepared __11__ well prepared

8. What Department of Art resources do you view as:

a. weak

b. adequate

c. requires strengthening

9. Rate your experience in art historical training.

_____ **Generally negative**

_____ **Generally positive**

Comments

10. What suggestions would you make in regards to:

a) Curriculum

b) Facilities

c) General observations

11. What Department of Art resources do you view as

a. weak

b. adequate

c. requires strengthening

What do you believe was the most beneficial part of your education at CSU-Pueblo's Department of Art?

What is your greatest concern about your education at CSU-Pueblo's Department of Art?

Where do you plan to go from here and what are your goals: job; graduate study; a residency; an internship?

Where can we contact you in the future (a permanent address where we can contact you)?