

Program: BFA studio artDate: 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 #6: Does this student's work manifest qualities associated	May 2013	Direct measure (rubric attached)	All graduating BFA art studio majors (15 of 21 students)	85% of BFA candidates will perform at the "Yes" level in question #6 on the Art 410 rubric	Approximately 74% of these candidates performed at the desired level. [Please see note below in Comments]	Although there was clear faculty satisfaction with individual performance of SLO #6, there are problems with correctly identifying which	Eliminate all non-CSU-Pueblo art examples from portfolios. <ul style="list-style-type: none"> Improve accuracy of recording exactly what degree program is being evaluated during the oral

with the best practices of their emphasis area?						degree program a student is completing.	sessions of Art410. <ul style="list-style-type: none"> Reexamine the Art 310 portfolio review in regards to Art 410 outcomes
2. Art 410 rubric question # 8: Does the student's creative momentum show potential for an ongoing career in the arts?	May 2013	Direct measure (rubric attached)	All graduating BFA art studio majors (15 of 21 students)	85% of BFA candidates will perform at the "Yes" level in question #8 on the Art 410 rubric	Performance within the Art 410 rubric question: 6 % Weak 46 % Acceptable 41 % Superior	Faculty will reexamine this SLO	When evaluating these candidates potential for future success in their field, faculty scores were somewhat heavier in favor of 'acceptable' versus superior . Faculty will examine the relationship between studio assignments and grading for consistency. Faculty will identify how we might move more of our preprofessional degree candidates to the "superior" category in Question #8.

Comments: Art faculty met, discussed, and revised the 410 rubric during spring semester 2013. Also at that time, faculty worked on discipline-specific curriculum maps. Spring 2014 the faculty member in charge of administering these changes adopted without peer authorization or faculty discussion an entirely new set of 410 documents that were unrelated to our published student learning outcomes and evaluation measurements. Spring 2015 the faculty returned to the appropriate rubric prepared in 2013 and are in effect restarting the assessment process associated with our capstone course.

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.	2011-2013	At that time there were no proposed changes.		Spring 2013 some faculty expressed dissatisfaction with the student work discussed and exhibited and what is being measured by the Art 410 capstone course in regards to faculty expectations. Changes included discouraging artwork of an origin other than that produced while in residence at CSU-Pueblo. This was not an issue this go-around.
Make use of intellectual and practical skills for lifelong learning	2011-2013	At that time there were no proposed changes.		
Employ creative skills associated with interdisciplinary learning	2011-2013	At that time there were no proposed changes.		

Comments:

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)?