

**Colorado State University – Pueblo Academic Program Assessment Report for AY 2015-2016****Due: June 1, 2016****Program:** Art BA ( All Art BA degrees: studio art, art history and art education)**Date:** May 29, 2016**Completed by:** Vicky Hansen**Assessment contributors (other faculty involved in this program's assessment):** M. Avina, C. Perters, R. Hansen

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, 2016. You'll also find the form at the assessment website at <http://www.csupueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2015-2016 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2016-2017 based on the assessment process. In Part II, please describe activities engaged in during 2015-2016 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2014-2015. 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? <b>Please indicate the semester and year.</b>	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(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?
Art 410 rubric question #6: Does this student's work	May 2015	Direct measure (rubric attached)	All 8 graduating BA majors	85% of candidates will score at the "Yes"	68.7% of candidates scored within	Because of administering this assessment during finals week spring	My suggestion for improvement, as the one completing the report, is that we should

manifest qualities associated with the best practices of their emphasis area?				level on the Art 410 rubric.	desired range.	semester, the department has not reflected on the results. This result is not improved from last year when it was 70%.	administer the assessment earlier to get department input and then possibly adjust curriculum or SLOs since we are not meeting our goal.
Art 410 rubric question #8: Does the student's creative momentum show potential for an ongoing career in the arts?	May 2015	Direct measure (rubric attached)	All 8 graduating BA majors	85% will score at or above the "Acceptable" level on the Art 410 rubric.	81% scored within the desired range.	Last year the score was 50% so clearly this class has improved to 81%, however we still have not met our goal.	The suggestion from last year was to reexamine this SLO. We have not yet accomplished this due to time constraints. If we administer the assessment earlier and get department input, we may change or adjust our expectations for this degree.

Comments: Assess earlier in spring semester so that department has time to reflect and give feedback for improvement and change.

**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	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?
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plan.									
Art 410 rubric question #6: Does this student's work manifest qualities associated with the best practices of their emphasis area?	May 15		Student and faculty to preselect exhibition work for degree appropriate work. Clearly marking Art 410 assessment ratings knowing student's degree, GPA and emphasis area.	Yes to previewing art work in A/M 120 before setting up the show.  New marking system helpful with clarifying student degree info.	Excellent and in depth show. Candidates had to show a body of work for depth of understanding. Continue in depth exhibition.  The clarifying degree information was helpful and will continue.				
Art 410 rubric question #8: Does the student's creative momentum show potential for an ongoing career in the arts?	May 2015	Direct meeting (rubric attached)	Ensure students meet with their emphasizing professor prior to final portfolio presentation for practice and input. Make sure students eliminate all non-CSU-Pueblo work from their portfolios.	85% of students were above the "level 1" level of the Art 410 rubric.	Where these students were above the presentation range more polished.	These students were not polished.	That year, the presentation was 50% improved, however we still have not met our goal.	As a result of this meeting, the professors (same as from last year) have not yet implemented this SLO. We have not yet implemented this SLO. We have not yet implemented this SLO.	Implement this SLO for this degree.
			review SLOs in regards to art 410 outcomes.  Ensure faculty correctly mark assessment sheets.		contraints.  Continue to supply demographic degree information on Art 410 rubric by teacher of art 410				Only one out of 96 forms was incomplete this time. Continue.

Comments: : Assess earlier in spring semeseter so that department has time to reflect and give feedback for improvement and change.

## 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