

Colorado State University – Pueblo Academic Program Assessment Report for AY 2015-2016

Program: ART BFA

Date: May 29, 2016

Completed by Vicky Hansen (conclusions are mine only with a future plan to be more inclusive)

Assessment contributors (other faculty involved in this program's assessment): M.Avina, C. Peters, R. Hansen

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? 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?
Art 410 Rubric question #6: Does this student's work manifest qualities associated with the best practices of their emphasis	May 2015	Direct measure (rubric attached)	All graduating BFA art studio majors (24 students)	85% of BFA candidates will perform at the "YES" level on question #6 on the Art 410 rubric	88% performed at the desired level	Clear faculty satisfaction with individual performances of SLO #6 New labeling on the forms eliminated previous problems with identifying BFA from BA	Continue clarifying which degree program is being evaluated Still need to reexamine Art 310 portfolio review in regards to Art 410 outcomes Senior exhibition to continue with in depth work demonstrating a successful

area?						candidates	body of work.
Art 410 rubric question #8: Does this student's creative momentum show potential for an ongoing career in the arts?	May 2015	Direct measure (rubric attached)	All graduating BFA art studio majors (24 students)	85% of BFA candidates will perform at or above the acceptable level in question #8 on the Art 410 rubric	93% performed at acceptable or above	Performance within the Art 410 rubric question: 1% weak, 45% acceptable, 54% superior	These two SLO's (#6 and #8) seem to be right on track with last year's plan to try to increase the percentage of superior ratings. The department should consider administering the assessment five weeks earlier in the spring semester in order to get faculty input on these interpretations of the assessment and how to go forward.

Comments: In reviewing the Art 410 rubric assessment, I noticed a concern to improve our students knowledge of contemporary art (question# 2 on the art 410 rubric: Does the work shown indicate a critical awareness of contemporary trends/practices? 71 points for yes and 23 points for no, the lowest yes count and highest no count). The department will review the assessment in light of what we hope for our students to accomplish and possibly adjust our curriculum. For example, we could require BFA candidates take Contemporary Art.

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?
Art 410 Rubric question #6: Does this student's work manifest qualities associated with the best practices of their emphasis area?	May 2015	Need to eliminate all non CSU-Pueblo art examples from portfolios. Need to clarify exactly what degree program is being evaluated. Need to reexamine art 310 portfolio review in regards to Art 410 outcomes	Yes Yes No. We need to address this first thing Fall 2016 before Art 310 begins.	Clearly we want to feature and evaluate work done at CSU-Pueblo. Most helpful in preparing our assessment of unique degrees we offer. We also included student's GPA in Art which further clarified standings. BFA candidates must maintain a 3.0 in Art.

Comments: The department can be more timely and reflect on curriculum innovations better if we review this assessment and make comments on it, as a department, before it is submitted. Thus the suggestion to administer the assessment earlier in Spring and not during final's week.

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 Faculty Assessment of BFA, BA Art ED, BA Art History and BA studio Candidates– Spring Semester 2016

Degree Programs BFA and Bachelor Arts			
	Yes	No	
1. Does the work shown relate to the artist's stated intention/conceptual claims?	87 28 BA, 59 BFA	7 4 BA, 3 BFA	
2. Does the work shown indicate a critical awareness of contemporary trends and practices?	71 19 BA, 52 BFA	23 13 BA, 10 BFA	
3. Does the work contain demonstrable strengths in foundation skills?	87 27 BA, 60 BFA	7 5 BA, 2 BFA	
4. Does the student's concept and its presentation show maturity of expression?	80 25 BA, 55 BFA	14 7 BA, 7 BFA	
5. Overall does the work convey the clarity of purpose and innovation one might expect of a four-year art student?	72 21 BA, 55 BFA	22 11 BA, 11 BFA	
6. Does this student's work manifest qualities associated with the best practices of their emphasis area?	77 22 BA, 55 BFA	17 10 BA, 7 BFA	
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?	80 25 BA, 55 BFA	13 7 BA, 6 BFA	
8. Does the students creative momentum show potential for an ongoing career in the arts?	Weak 7 6 BA, 1 BFA	Acceptable 51 24 BA, 27 BFA	Superior 36 2 BA, 34 BFA
9. Rate your overall perception of this student's professional presentation.	9 6 BA, 3 BFA	52 23 BA, 29 BFA	33 3 BA, 30 BFA

Results: I think #2 has the lowest level of yes support and the highest level of no. As a department, we should ask why? Do we need to consider making Contemporary Art Theory a requirement, especially for BFA candidates?