

CSU-Pueblo Department/Program Assessment Plan  
 Department of Art  
 Program: B.A. (including Art Education, Art History)

<b>Department/Program Goals</b>	<b>Related College Goals</b>	<b>Related University Goals</b>	<b>Method(s) of Assessment (What is the assessment?)*</b>	<b>Who/What Assessed (population, item)</b>	<b>When Assessed (term, dates)**</b>	<b>Student Learning Outcomes/Criterion of Achievement (expectations of how good things should be)</b>
To enhance our students' understanding of the diverse imagery that is art	CHASS Initiative #2: Student Access and Student Success; Initiative #3: Diversity	CSU-Pueblo Initiative #2: Student Access and Success; Initiative #3: Diversity	Senior portfolio, Art 410 faculty survey (specifically, questions 1, 2, 3, 5, and 8), art history rubric to measure quality of written expression for art history students	Seniors	Spring term	SLO 2: Students will distinguish the role of art in a global society.
To provide students with a visual arts education that is sensitive to the needs of a diverse student body.	CHASS Initiative #1: Academic Excellence; Initiative #3: Diversity; and #4: Image Building	CSU-Pueblo Initiative #1: Academic Excellence; Initiative #3: Diversity; and #4: Image Building	Art 410 faculty surveys	Seniors	Spring term	SLO 3: Students will employ creative skills associated with interdisciplinary learning.
To support Colorado State University-Pueblo's efforts to fulfill its mission and strategic goals by providing students with instruction equal to that from other art departments in the state.	CHASS Initiative #1: Academic Excellence; and #4: Image Building	CSU-Pueblo Initiative #1: Academic Excellence; and #2: Student Access and Success	Art 410 faculty survey (specifically questions 4, 8 and 9); annual juried art show and any non-juried student shows on campus	Seniors	Academic year	SLO 5: Students will create original work suitable for entry into a juried exhibition.

Department of Art Program Assessment Plan Summary – B.A. (including Art Education and Art History)

Date Submitted: May 31, 2018 For Academic Years: 2017-2018     

Student Learning Outcome	Measure description (direct or indirect?)	Timeline or cycle
<p><i>SLO2</i> Students will distinguish the role of art in a global society.</p>	<p>Senior portfolio with Art 410 faculty survey (specifically, questions 1, 2, 3, 5 and 8); Art history rubric to measure quality of written expression for art history students.</p>	<p><i>Annually</i></p>
<p><i>SLO3</i> Students will employ creative skills associated with interdisciplinary learning.</p>	<p>Art 410 faculty survey (specifically, question 7)</p>	<p><i>Annually</i></p>
<p><i>SLO 5</i> Students will create original work suitable for entry into a juried exhibition.</p>	<p>Art 410 faculty survey (specifically questions 4, 8 and 9); annual juried art show and any non-juried student shows on campus</p>	<p><i>Annually</i></p>
<p><b>Expected level of student proficiency (definition and percentage)</b></p>	<p>85% of students will be rated proficient (yes responses) on faculty survey (SLOs 2, 3, and 5) 85% of students (art history) will be rated proficient in art history rubric (SLO 2)</p>	

Student Proficiency definition and percentage are included in the 2015-2020 University Strategic Plan. This may be defined for each distinct SLO or summarized overall by student (as in above example).