Colorado State University | Pueblo
Department of Art
Program Plan : May 28, 2019

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**Department of Art Statement** revised April 15 2019 by Department Chair & Faculty

Mission:

The Department of Art offers rigorous experience based instruction in the practices of studio art, creative media, art history and art education. A full time faculty of working artists and scholars along with accomplished visiting professionals are dedicated to the development of emerging creatives who enrich our society with thoughtful insight, valuable skill sets and an understanding of the responsibilities that come with visual literacy.

Creativity and critical insight are essential to any academic inquiry. As such, the Department is committed to being accessible to students from a variety of University disciplines, our vibrant Pueblo culture and the Southwest United States.  Art, history and education are fundamental to a community's identity; they are a reflection of its values and are key to fostering a diverse culture of lifelong learners.  CSU-P G.P. 1 .2 . 3 . 4. 5. 6. 7 .8

**Department Goals** revised April 15 2019

1 • Prepare students in the practices of Studio Art, Creative Media, Art History, and Art Education toward the achievement of personal creative goals, art-related careers or further academic and professional education. CSU-P G.P. 1. 4. 5. 6. 7 .8

2 • Provide relevant studio and laboratory opportunities within well appointed facilities that are conducive to creative growth and the development of fundamental skills across a range of formal topics. CSU-P G.P. 4. 5. 7

3 • Nurture an environment that encourages professional curiosity, collaboration and respect for diverse and multiple viewpoints. CSU-P G.P. 1. 2 .4. 5. 7. 8

4 •  Provide services and experiences to a variety of University disciplines as well as local, regional and national communities, fostering a culture of lifelong learning and global citizenship. CSU-P G.P. 1 .2 . 3 . 4. 5. 6. 7 .8

**Student Learning Outcomes**  revised April 15 2019 by Department Chair & Faculty

**Outcome 1 Exploration of the Creative Process** (  rubric 1. 4 )
Experiment with and adopt a variety of processes, methods, and interpretations to explore innovative solutions to creative challenges.

**Outcome 2 Development of Skills & Techniques** (  rubric 2 . 4 )
Exhibit sufficient fluency in one or more media to craft work that meets appropriate professional standards for the scale and scope of a project. Demonstrate an ability to adapt techniques and formal methods to serve the objectives of the work.

**Outcome 3 Communication of Ideas & Context**  (  rubric 3 . 4 )
Clearly articulate visually, orally, and in writing the content and context of art historical research and creative work.

**Outcome 4 Demonstrate Awareness & Intellectual Maturity** (  rubric 1. 3 . 4 )
Display a willingness to question one's own perspective. Approach the creative and scholarly process with curiosity and persistence. Take initiative in working independently or collaboratively to achieve stated objectives.

**Department Rubric** revised April 15 2019

**Components**

**1 · Objectives / Process**
Project(s) development is well documented. Objectives are explored through an appropriate variety of processes and methods.

**2 · Craft / Form**
Work(s) is prepared and presented using effective and professional standards. Formal choices relate to the objectives and content of the project.

**3 · Preparation / Insight**
Project(s) clearly articulates a relationship and context to academic research or an art historical background.

**4 · Analysis / Interpretation**
Work(s) demonstrates a creative and scholarly approach. Concepts are explored from a range of perspectives appropriate to achieving the stated objectives.

**Measuring**
The four components are each measured using a four point scale
4.0~3.75 Exceeding Level
3.5~3.0  Meeting Level
2.75~2.0 Approaching Level
1.75~1.0 Not Meeting Level

### Student Assessment

Student assessment is performed toward the end of each spring term. Those enrolled in ARC310 prepare and present a developmental portfolio of works that demonstrates proficiency at appropriate levels of the four Student Learning Outcomes. The developmental portfolio reflects foundations coursework as well as independent research. Each presentation is assessed by at least three reviewers using the Department Rubric. Scores from reviewers are combined and averaged for each component. A score that averages at or below 1.5 on any one component requires automatic resubmission. The four averaged scores are added together for a final portfolio grade. Portfolios presented for ARC310 must achieve a minimum score of 10 out of a possible 16 to be considered passing. Portfolios that earn below 10 may be reviewed for improvements and can be resubmitted in August of the following academic year. A passing ARC310 portfolio is required for entry to the B.F.A. program of studies.

Senior students enrolled in ARC410 prepare and present toward the end of the spring term, a showcase portfolio that demonstrate proficiency at appropriate levels of the four Student Learning Outcomes. The showcase portfolio reflects upper division coursework as well as independent research. Each presentation is assessed by at least three reviewers using the Department Rubric. Scores from reviewers are combined and averaged for each component. A score that averages at or below 1.5 on any one component requires automatic resubmission. The four averaged scores are added together for a final portfolio grade. Portfolios presented for ART410  must achieve a minimum score of 12 out of a possible 16 to be considered passing. Portfolios that earn below 12 may be reviewed for improvements and can be resubmitted prior to graduation application deadlines. A passing ARC410 portfolio is required for graduation.

### Department SLO Assesment

Data for assessing department SLOs is drawn from the ARC310 and ARC410 reviews. Outcomes are measured using the data from the corresponding rubric elements:

Outcome 1        1 Objectives / Process
                 4 Analysis / Interpretation

Outcome 2        2 Craft / Form
                 4 Analysis / Interpretation

Outcome 3        3 Preparation / Insight
                 4 Analysis / Interpretation

Outcome 4        1 Objectives / Process
                 3 Preparation / Insight
                 4 Analysis / Interpretation

| | 4 ~3.75<br>Exceeding Level | 3.5 ~ 3.0<br>Meeting Level | 2.75 ~ 2.0<br>Approaching Level | 1.75~1.0<br>Not Meeting Level |
|---|---|---|---|---|
| **1 · Objectives / Process**<br>Project(s) development is well documented. Objectives are explored through an appropriate variety of processes and methods. | Work(s) demonstrates a thorough and sophisticated approach toward exploring various processes in the search to achieve objectives | Work(s) demonstrates an appropriate level of exploration toward various processes in the search to achieve objectives | Work(s) demonstrates a limited exploration of various processes in the search to achieve objectives | Work(s) demonstrates little or no exploration of various processes in the search to achieve objectives. |
| **2 · Craft / Form**<br>Work(s) is prepared and presented using effective and professional standards. Formal choices relate to the objectives and content of the project. | Formal aspects of the work(s) are carefully considered, revealing a high level of skill that contributes to the objectives of the project(s). | Formal aspects of the work(s) shows an on level skill that serves to support the objectives of the project(s). | Formal aspects of the work(s) shows near at level skill that begins to support the objectives of the project(s). | Formal aspects of the work(s) is below level and does not support the objectives of the project(s). |
| **3 · Preparation / Insight**<br>Project(s) clearly articulates a relationship and context to academic research or an art historical background. | Meaningful connections to art history and other contexts are evident and enrich the range of critical discourse of the work(s). | Connections to art history and other contexts are evident and support the critical discourse of the work(s). | Cursory connections to art history and other contexts are evident and begin to support the critical discourse of the work(s). | Connections to art history and other contexts are vague or not evident. |
| **4 · Analysis / Interpretation**<br>Work(s) demonstrates a creative and scholarly approach. Concepts are explored from a range of perspectives appropriate to achieving the stated objectives. | Portrays a high level of active engagement with the critique and review process. Statements are informative. Interpretations of concepts are reflective and presented clearly. | Active engagement with the critique and review process. Statements are informed. Interpretations of concepts are thoughtful and on level. | Limited engagement with the critique and review process. Statements are loosely informed. Interpretations of concepts would benefit from further research. | Little to no engagement with the critique and review process. Statements are absent or mis-informed. Interpretations of concepts are unfounded. |

| *Student Learning Outcomes* | *Measure Desscription* | *Timeline/Cycle* |
| --- | --- | --- |
| **Outcome 1 Exploration of the Creative Process** ( rubric 1. 4 ) Experiment with and adopt a variety of processes, methods, and interpretations to explore innovative solutions to creative challenges. | **Direct :** rubric will be used to score ARC310/ARC410 student portfoios. Data from rubric points 1 & 4 will be used to assess Outcome 1. **Indirect:** Data from student progress and exit surveys from ARC310 /ARC410 will be will be used | **1 year cycle** Spring Term Assessment Event |
| **Outcome 2 Development of Skills & Techniques** ( rubric 2 . 4 ) Exhibit sufficient fluency in one or more media to craft work that meets appropriate professional standards for the scale and scope of a project. Demonstrate an ability to adapt techniques and formal methods to serve the objectives of the work. | **Direct :** rubric will be used to score ARC310/ARC410 student portfoios. Data from rubric points 2 & 4 will be used to assess Outcome 2. | **1 year cycle** Spring Term Assessment Event |
| **Outcome 3 Communication of Ideas & Context** ( rubric 3 . 4 ) Clearly articulate visually, orally, and in writing the content and context of art historical research and creative work. | **Direct :** rubric will be used to score ARC310/ARC410 student portfoios. Data from rubric points 3 & 4 will be used to assess Outcome 3. **Indirect:** Data from student progress and exit surveys from ARC310 /ARC410 will be will be used | **1 year cycle** Spring Term Assessment Event |
| **Outcome 4 Demonstrate Awareness & Intellectual Maturity** ( rubric 1. 3 . 4 ) Display a willingness to question one's own perspective. Approach the creative and scholarly process with curiosity and persistence. Take initiative in working independently or collaboratively to achieve stated objectives. | **Direct :** rubric will be used to score ARC310/ARC410 student portfoios. Data from rubric points 1 . 3 & 4 will be used to assess Outcome 4. | **1 year cycle** Spring Term Assessment Event |
| **Expected level of student proficiencey** | A portfolio must earn a minimum average score of 10 of 16 for ARC310 and 12 of 16 for ARC410 to be concidered passing. This means students must score an average of 2.5 of 4.0 per element in ARC310 and an average of 3.0 of 4.0 in ARC410. We anticipate 80% success in this review. | |