CSU PUEBLO

| 2021 Academic Program Assessment Report | | Program current assessment plan here: | https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/art-assessment-plan-2019.pdf |
| **Art BFA** | | Program prior assessment report here: | https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/art-bfa-assessment-report-2020.pdf |

Report Completed By:	Aaron Alexander ; Director: SoCaP / Chair: Dept of A&CM
Date Report Completed:	June 4, 2021
Faculty members involved in this Assessment:	V.Hansen, C.Peters, R.Zimmerman

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

| Brief Statement of Program Mission and Goals: | 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. |

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (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 (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
1. Experiment with and adopt a variety of processes, methods, and interpretations to explore innovative solutions to creative challenges.	Spring 2020	Direct assessment: Students present a five ~ ten minute overview of their research, creative work and concepts to the Department of Art & Creative Media faculty via prerecorded Powerpoint or Keynote. An evaluation survey is completed by participating faculty members assessing the work using the department rubric	During the month of May 2021, Department of Art Faculty; A. Alexander, V.Hansen, C.Peters, R.Zimmerman were given access to Digital portfolio presentations submitted by ART410 students along with access to a Google Doc Survey used to document each faulty members evaluations; Students enrolled in ART410 (14 total) spring term 2021	The expected proficiency from the 2020/2021 assessment report anticipates 80% of students reviewed will achieve scores of 3.0 or higher out of a possible 4.0 on each of the four rubric components	BFA Students AVG Success Rubric 1 3.1 83% scored above target	Of the students seeking the BFA , 93% scored above target on rubric 2 and 4 in this presentation using the current assessment methods while 83% scored above target on rubric 1 & 3 (an improvement over last years 66%). Collectively, BFA candidates performed at or above target on all elements .These numbers may be influenced by the	Over the past three years the department of Art & Creative Media has identified areas of student performance that need to be addressed. Among them are; writing and research skills, public speaking and communication as well as developing intellectual maturity (SLO 3 + 4). The department has worked on actions that will improve the student experience in these areas that include changes to courseworks and advisement, a revised set of student learning

							student learning
2. 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.	Spring 2020	Department Rubric 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 findings of academic research relating to art history and other contexts. 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.	During the month of May 2021, Department of Art Faculty; A. Alexander, V.Hansen, C.Peters, R.Zimmerman were given access to Digital portfolio presentations submitted by ART410 students along with access to a Google Doc Survey used to document each faulty members evaluations; Students enrolled in ART410 (14 total) spring term 2021	The expected proficiency from the 2020/2021 assessment report anticipates 80% of students reviewed will achieve scores of 3.0 or higher out of a possible 4.0 on each of the four rubric components	Rubric 2 3.3 94% scored above target	smaller sample of students (18) due to the remote format at the end of the spring term. Given that, the department will address lower performance in rubric three (2.9 collectively) by placing more emphasis on the importance of research and historical context in their works.	outcomes and program assessment rubric. Our plan to fully implement these changes were curtailed by the necessary remote model adopted by the University toward the end of the spring 2020 term which extended into the 2020/2021 academic year. We modified our plan to accommodate the remote model however , the department expects to implement changes to the way in which students present their research/work as well as how we as a faculty engage in the assessment process during the next assessment cycle (spring 2022). Explorations around cooperation and collaboration with other CHASS departments offer unique opportunities that extend into the assessment process. We will take advantage of these opportunities to build assessment events that spotlight integrated studies, creative problem solving and collaborative initiative.
3. Clearly articulate visually, orally, and in writing the content and context of art historical research and creative work.	Spring 2020		During the month of May 2021, Department of Art Faculty; A. Alexander, V.Hansen, C.Peters, R.Zimmerman were given access to Digital portfolio presentations submitted by ART410 students along with access to a Google Doc Survey used to document each faulty members evaluations; Students enrolled in ART410 (14 total) spring term 2021	The expected proficiency from the 2020/2021 assessment report anticipates 80% of students reviewed will achieve scores of 3.0 or higher out of a possible 4.0 on each of the four rubric components	Rubric 3 2.9 83% scored above target		
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.	Spring 2020		During the month of May 2021, Department of Art Faculty; A. Alexander, V.Hansen, C.Peters, R.Zimmerman were given access to Digital portfolio presentations submitted by ART410 students along with access to a Google Doc Survey used to document each faulty members evaluations; Students enrolled in ART410 (14 total) spring term 2021	The expected proficiency from the 2020/2021 assessment report anticipates 80% of students reviewed will achieve scores of 3.0 or higher out of a possible 4.0 on each of the four rubric components	Rubric 4 3.1 94% scored above target		
Comments on part I:	The .pdf document contains a revised Department of Art Statement , Department Goals , Student Learning Outcomes, Department Rubric and Assessment plan. Explorations around collaboration with other CHASS departments may affect the details and implementation of the ideas contained in the document however, it is our intention to apply what we see as an improved structure for assessment as soon as we are able.						
II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.							

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?			
N/A	N/A	N/A	N/A	N/A			
Comments on part II:	The department of Art & Creative Media completed a 5 year review during the 2019/2020 academic year. As part of that process we conducted a deep review of our Mission, Goals, SLO, Assessment Rubric, Assessment Process and anticipated outcomes during the 2020/2021 academic year. The .pdf document contains our plan which includes a revised Department of Art & Creative Media Statement , Department Goals , Student Learning Outcomes, Department Rubric and Assessment plan. We had hoped to engage in the activities outlined in the document starting spring 2020 however the remote format at that time prohibited such activity. Pandemic restrictions continued into the 2020/2021 academic year. In response to these safety measures the department again chose to postpone the expanded in-person event review. Baring any unanticipated restrictions, it is our intention to hold the assessment event described in our report during next assessment cycle (spring 2022) Explorations around collaboration with other CHASS departments and the launch of the School of Creativity + Practice may affect the details and implementation of the ideas contained in the document however, it is our intention to apply what we see as an improved structure for assessment in the spring of 2022.						