



Academic Program Assessment Report for AY 2022-2023

Program: Bachelor of Art _ Art Ed K-12

(Due: June 2023)

Date report completed: June 29, 2023

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Please describe the 2019-2020 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, 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, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2010. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

Brief statement of Program mission and goals:

Department of Art Statement : 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 a global community. Art, history and education are fundamental to cultural identity; they are a reflection of its values and are key to fostering a diverse population of lifelong learners. CSU-P G.P. 1 .2 . 3 . 4. 5. 6. 7 .8

Department of Art Learning Outcomes and Assessment Activities

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

Outcome 2] Development of Skills & Techniques 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 Clearly articulate visually, orally, and in writing the content and context of art historical research and creative work.

Outcome 4] Demonstrate Awareness & Intellectual Maturity Display a willingness to question one's own perspective. Approach a creative and scholarly process with curiosity and persistence. Take initiative, working independently or collaboratively, to achieve stated objectives.

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 2022-2023 based on the assessment process.

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 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?

Question A.

SLO 1] **Exploration of the Creative Process.** Measured using Rubric 1 + 4 Assessment Activity: ART 410 portfolio presentation review

SLO 2] **Development of Skills & Techniques** Measured using Rubric 2 + 4 Assessment Activity: ART 410 portfolio presentation review

SLO 3] **Communication of Ideas & Context** Measured using Rubric 3 + 4 Assessment Activity: ART 410 portfolio presentation review

SLO 4] **Demonstrate Awareness & Intellectual Maturity** Measured using Rubric 1,3 + 4 Assessment Activity: ART 410 portfolio presentation review

Question B.

Spring 2022

Question C.

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

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.

Question D.

For the past several years, during the month of May, Department of Art Faculty; are given access to Digital portfolio presentations submitted by ARC410 students along with access to a Google Doc Survey used to document each faculty members evaluations; All students enrolled in ARC410 during the spring term each academic year.

Question E.

The expected proficiency from the assessment reports anticipate **80%** of students reviewed will achieve scores of 3.0 or higher (meeting level.) out of a possible 4.0 (exceeding level) on each of the four rubric components.

Question F.

BA- Art Ed	AVG	Success
Rubric 1	3.6	100% scored above target
Rubric 2	3.7	100% scored above target
Rubric 3	3.6	100% scored above target
Rubric 4	3.6	100% scored above target

Question G.

Over the past few years the students seeking the BA K-12 , scored above target on most all rubric points which indicates our technique training is working well. However, these figures may be influenced by the small sample of students in the BA-12 pathway (6). Given that, the department will explore ways that we may improve our assessment techniques to accommodate smaller cohorts such as these.

Question H.

Over the past four years now, the department of Art & Creative Media has identified areas of student performance that need to be addressed such as writing and research skills, public speaking and communication and developing intellectual maturity (SLO 3 + 4). We also see a need to address time and resource management, defining intent and developing creative perspective. The department has continued to work on actions that will improve the student experience that include changes to courseworks and advisement, a revised set of student learning outcomes and program assessment rubric. We are also exploring new ways of generating feedback to students that will reach each student on the level they are at. We have reviewed some of the modifications in our teaching that were implemented in order to accommodate the remote model and are incorporating some of these models like Zoom critiques and online forum discussions, individual video recorded faculty feedback and one on one review session. In the next year the department expects to implement more face to face exchanges in 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 2024). 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.

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 will affect the details and implementation of the ideas contained in the document. The influence of the School of Creativity + Practice and collaborations of the departments involved will necessitate improvements in assessment which will be developed over the next academic year 23/24.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2020-2021 cycle. These are those that are 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 the outcome(s) verbatim from the assessment plan.	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
See attached pdf	See attached pdf	See attached pdf	See attached pdf	See attached pdf

Comments on part II:

A HISTORY: 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. This year 2021/2022 in response to mandated safety measures being lifted the department chose to move forward with the annual exhibition however, we determined the value of using the online tools for documenting our assessment feedback was a benefit and therefore chose to continue that element.

Baring any unanticipated restrictions, it is our intention to hold the assessment event described in our report during next assessment cycle and include/reimplement face to face open to the public student presentations. 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 develop propose and apply what we see as an improved structure for assessment in the spring of 2024.

