

Program: Bachelor of Art, Studio

Date: May 14, 2014

Completed by: William Folkestad, Chair

Assessment contributors (other faculty involved in this program’s assessment): All Art Faculty

Please complete this form for each undergraduate, 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, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You’ll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2013-2014 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2014-2015 based on the assessment process. In Part II, please describe activities engaged in during 2013-2014 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2012-2013. Thank you.

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

<p>A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b></p>	<p>B. When was this SLO last assessed? <b>Please indicate the semester and year.</b></p>	<p>C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b></p>	<p>D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.</p>	<p>E. What is the expected achievement level and how many or what proportion of students should be at it?</p>	<p>F. What were the results of the assessment?</p>	<p>G. What were the department’s conclusions about student performance?</p>	<p>H. What changes/improvements to the <u>program</u> are planned based on this assessment?</p>
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<p>1. Students will make use of intellectual and practical skills for life long learning. (Art 410 portfolio presentation faculty rubric Question #8. "Does the student's creative momentum show potential for an ongoing career in the arts?")</p>	<p>May 2013</p>	<p>End of spring semester student presentation and discussion of artwork to faculty and peers in Art 410 (rubric attached).</p>	<p>All B.A. art studio majors completing Art 410 (of 10 students evaluated, rubrics for 4 students were completed by faculty).</p>	<p>85% of all B.A. art studio majors will be scored at "Acceptable" or higher on the Art 410 rubric. Note: "Acceptable" refers to evidence of the individual's application of core studio skills including where applicable: 2D Design concepts, 3D Design concepts, and level two drawing skills (Art 242) in the works shown and discussed.</p>	<p>2 of 4 students scored at the "Acceptable" level; whereas of 2 of 4 students scored at the "Superior" level.</p>	<p>Overall satisfaction.</p>	<p>We were unable to fully implement pre-evaluation discussion between candidates and studio mentors of the student's work selected for their portfolio presentation. This will be discussed at the department's fall retreat.</p>
<p>2. Students will create original work suitable for entry into a juried exhibition. (Art 410 portfolio presentation faculty rubric Question #6. "Does this student's work manifest qualities associated with the</p>	<p>May 2013</p>	<p>End of spring semester student presentation and discussion of artwork to faculty and peers in Art 410 (rubric attached).</p>	<p>All B.A. art studio majors completing Art 410 (of 10 students evaluated, rubrics for 4 students were completed by faculty).</p>	<p>85% of all B.A. art studio majors will be scored at "Yes" on the Art 410 rubric. Note: "Yes" is a subjective measure of individual competency when referring to visual evidence</p>	<p>2 of 4 students scored at the "Yes" level. (Please see "Comments" below.)</p>	<p>Overall satisfaction.</p>	<p>No planned changes.</p>

best practices of their emphasis area?")				of an artist's concept supported by sound studio skills. (Please see "Comments" below.)			
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Please note: This academic cycle the Department of Art had a large number of faculty evaluations of Art 410 students that were either incorrectly marked (for example, two answers were selected rather than the one required choice), or left blank, or had vague written comments but no categories selected for the individual questions. Therefore this report is a skewed measure of the actual accomplishments of the 29 students enrolled in Art410 10 of whom were B. A. candidates.

Comments: Art faculty are artist educators. A "Yes" or "No" evaluation of a student artist's work is a subjective and individual measure of an object's ability to visually convey or or adequately capture the artist's stated concerns for the work(s) in question. In other words, has the student artist demonstrated that they can apply the necessary learned studio skills in support of the concept said to be at the origin of the work?

**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?
Students will make use of intellectual and practical skills	May 2013	"85% acceptable however acceptable is not defined (and would be difficult to define w/a "yes" or "no"	Clarification added in academic year 2013-2014 report. Further clarification will be sought at the	Student work would still benefit from a clearer organizational selection process through an Art 410 presentation/discussion between

<p>for life long learning. (Art 410 portfolio presentation faculty rubric Question #8. "Does the student's creative momentum show potential for an ongoing career in the arts?")</p>		<p>question.)</p>	<p>department's fall retreat.</p>	<p>candidates and their studio mentors of the work selected for their portfolio. This will be discussed at the department's fall retreat.</p>
<p>3. Students will create original work suitable for entry into a juried exhibition. (Art 410 portfolio presentation faculty rubric Question #6. "Does this student's work manifest qualities associated with the best practices of their emphasis area?")</p>	<p>May 2013</p>	<p>"Must state actual results"</p>	<p>Actual results included.</p>	<p>At the department's fall retreat faculty will discuss alternate ways to evaluate student work other than a Yes/No response to rubric questions 1-7.</p>

Comments:

## Art 410 Faculty Assessment

Transfer Student:  Yes  No

Degree Program:  B.A.  B.A. Art ED  B.F.A.

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