

Academic Assessment Plan (2023-24) ART EDUCATION (B.F.A. & M.A.) Bachelors of Fine Arts: Art Education

Program Goals (3-4)

(Program goals are broad general statements of what the program intends to accomplish and describes what a student will be able to do after completing the program. The program goals are linked to the mission of the university and college.)

Program Goals are based on the Conceptual Framework for the Professional Education Unit of the University of Arkansas. Coursework grades, student teaching and community internship experiences, the Art Praxis exam, and teaching portfolio offer support for proficiencies in these general areas.

- 1. Knowledge:** Professional educators must possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective. They must know how to access, use and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school/education systems.
- 2. Skill:** This includes the pedagogy required to be an effective teacher, administrator, or other school professional. Aspects of a skillful teacher are planning, implementing, and modeling best practices including skillful and conceptual artistic practice and use of educational technology.
- 3. Support:** Creating a supportive learning environment for all students and communicating that the educator is there to support student learning is another vital aspect of our graduates. This includes being supportive and responsive to the diverse backgrounds our students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student's education such as families and communities is also essential.
- 4. Professionalism:** As scholars, candidates are expected to continue to inquire and seek to improve their practice. Candidates also participate in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better the professions.

The undergraduate art education program offers a Bachelor of Fine Arts degree in Art Education with two concentration options: K-12 Teaching, focused on Arkansas state teacher certification, and Community Practice, for art education practice in community-based institutions. Both program concentrations Cultivate knowledgeable critical thinkers, be knowledgeable of a historically diverse cultural representation of art/visual culture and philosophical and critical approaches to analyzing and understanding art/visual culture. This involves applying current art education theory to practice, including contemporary concepts and applications for developing curriculum and teaching art in an inclusive and diverse world.

professional candidates also demonstrate ethical behavior in all aspects of their multi-faceted career.

Student Learning Outcomes (6-8)

(Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.) Learning outcomes are primarily assessed within art education coursework and internship experiences.

General learning outcomes for students completing the B.F.A. degree in Art Education will be able to:

- Apply general historical and contemporary concepts and theories of art education as well as foundations of educational theories and philosophy to practice in schools or sites in the community.
- Identify and delineate art procedures and effective instructional strategies based on observations.
- Design and present hands-on art activities that can be applied to both public schools and community settings with inclusive and diverse groups of students.
- Develop detailed art curriculum that compliments the current Arkansas public school curriculum frameworks and integrates art with other subject areas.
- Write age-appropriate learning objectives and plan assessment.
- Teach lesson(s) developed for public schools and/or community settings.
- Integrate art/visual culture theories, art history, aesthetics, and criticism into art lessons.
- Use a variety of art materials.

Process for Assessing each Student Learning Outcome

(A process must be defined and documented to regularly assess student learning and achievement of student learning outcomes. The results of the assessment must be utilized as input for the improvement of the program.)

Assessment data is collected annually for the purposes of analysis and improvement. Several quantitative sources are used including Praxis test scores, Grade Point Averages, B.F.A. Teaching Portfolio and coursework evaluations, the Curriculum Plan and Impact on Learning through Pre-Post Assessment (ILPPA) during teaching internships, and the Teacher Excellence and Support System (TESS) formative and summative evaluations during teaching internships. In addition to course grades, Praxis II tests in Visual Art assess content knowledge. A structured observation of student teaching using TESS includes four evaluative domains that directly connect with learning outcomes mentioned above: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

Additional sources of information in the form of survey results include the Mentor Teacher Assessment, which is conducted to obtain feedback from public school partners, and the Educational Benchmarking Institute (EBI) Exit Assessment conducted at the end of the interns' school year. Surveys are also collected using the EBI Alumni and Employer Assessment, completed by graduates of the program and their employers. Qualitative data is obtained from an online survey, and focus groups, in which a designated person from the Office of Teacher Education meets with the Art Education graduates to obtain feedback on the program.

The data and findings are compiled into an assessment report and disseminated to the College of Education Assessment Committee, which includes a representative from art education. The Assessment Committee and program members analyze the data relative to their programmatic offerings and the unit as a whole, looking for strengths and weaknesses and ways to improve the program and the unit. Each program makes recommendations for improvement based on data from the report. The program recommendations are then incorporated into the assessment report.

Direct Methods (Assessing actual samples of student work):

- TESS Summative Teaching Evaluations
- Teaching Portfolio
- Community Art course curriculum & teaching

Indirect Methods (Evidence that students are probably learning, but exactly what or how much is less clear):

- Art Praxis test scores
- Course grades: Students maintain a 2.5 overall GPA and a 3.0 in Art coursework. • Conference attendance and participation
- Student professional job placements
- Completer Interviews

1. Timeline for assessment and analysis

(Must include specific timeline for collection and analysis of assessment data.)

Data collection and analysis for the art education undergraduate program is done at least once annually. We document data from coursework, EBI surveys, Praxis II Art test scores, TESS formative and summative evaluations of student teachers (including mentors, student self-evaluations, and university supervisor evaluations), and the Curriculum Plan and Impact on Learning through Pre-Post Assessment each semester.

2. Means of assessment and desired level of student achievement

(Must include at least one direct and one indirect method of assessment for each learning outcome.)

Knowledgeable: Praxis Exams, Lesson Plan Assessments

Skillful, Caring, Inquiring: Teaching Assessments, Art Exhibitions, TESS Formative and Summative Evaluations, attending conferences, workshops, developing online teaching portfolios, and membership in professional organizations and conference participation

3. Reporting of results and changes based on data.
(Must at least report annually to the Dean of college/school.)

Based on the 2023-24 Assessment Data:

Data or Evidence Reviewed	Identified Areas for Improvement	Proposed Changes	Description of Process for Changes/Timeline
<p>TESS Evaluations from Student Teaching, Praxis Art Exam, Student Exit Survey, Course Observations/Assignments, & Interviews, Community Art Course Lesson Plans and teaching</p>	<p>(a) Classroom management</p> <p>(b) Improved communication between mentor teachers and expectations for contemporary curriculum and pedagogy expectations</p> <p>(c) Writing learning objectives</p> <p>(d) Students' ability to apply inquiry-based teaching strategies</p>	<p>(a) Provide more opportunities teaching experiences.</p> <p>(b) Provide a Mentor Teacher orientation at the beginning of each semester.</p> <p>(c) As part of the introductory art education courses, have students write learning objectives seen during observations.</p> <p>(d) Ask students to raise open-ended questions based on concrete understandings of course content &</p>	<p>Changes will be implemented into coursework 2024-2025 in our new renovated Fine Arts Building.</p>

		<p>readings in addition to modeling inquiry-based practices around artworks and readings. Collaborate with Crystal Bridges Museum or other art venues through onsite dialogue around works of art/visual culture.</p>	
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Academic Assessment Plan (2023-24) (Master of Arts: Art Education) Program Goals (3-4)

(Program goals are broad general statements of what the program intends to accomplish and describes what a student will be able to do after completing the program. The program goals are linked to the mission of the university and college.)

The overall purpose of the M.A. in Art Education program is to provide graduate-level study and research opportunities and experiences for art educators in the field of art education. Upon the completion of the program, students will:

- Advance personal development as art and artist educators, researchers, and critical, reflexive, and imaginative thinkers.
- Practice as culturally responsive art and artist educators who are dedicated to developing interdisciplinary and collaborative teaching that address current and future issues and needs in the field of art education.
- Apply research approaches that address current and future issues and needs in the field of art education.

Student Learning Outcomes (6-8)

(Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.) Learning outcomes are primarily assessed within art education coursework and internship experiences.

Acquire Knowledge.

- *Develop familiarity with philosophical and historical foundations of art education and contemporary orientations and issues in the field.*
- *Develop broad understandings of the cultural, political, and social contexts in which art education occurs in and across different sites of learning from traditional learning environments to less traditional ones.*
- *Develop critical understandings of key diversity, inclusion, and equity theories, issues, and orientations in the field of art education, attending to how diversity, inclusion, and equity affect art learners and the experience of learning in art education.*
- *Cultivate critical understandings of research (including research methodologies)*

General learning outcomes for students completing the B.F.A. degree in Art Education will be able to:

in the field of art education.

- *Extend understandings of art education as a creative, educative, and scholarly discipline and practice.*
- *Acquire knowledge from other disciplinary areas across the School of Art and*

the University of Arkansas to enrich understandings of art as an educative force in the world.

Acquire Skills/Abilities.

- *Grow capacities to develop curriculum and innovative pedagogical approaches for learners of different ages and in different learning contexts—schools, museums, community centers, and beyond.*
- *Conceptualize and conduct research on art teaching and learning in one or more sites of learning and teaching.*
- *Communicate and pursue ideas and research in formats that are oral, written, and visual.*
- *Participate in professional organizations and research conferences in the field. **Process for Assessing each Student Learning Outcome***

(A process must be defined and documented to regularly assess student learning and achievement of student learning outcomes. The results of the assessment must be utilized as input for the improvement of the program.)

Timeline for assessment and analysis

(Must include specific timeline for collection and analysis of assessment data)

1. Direct Methods (Assessing actual samples of student work): Some direct methods are assessed by the ARED faculty during and at the end of each semester and reviewed annual faculty retreat. Course assignments such as written responses to readings (each semester), papers (each semester), thesis proposal (end of first year), 1st year review (beginning of second year), and thesis (end of program) are direct methods and assessed at different time periods in parenthesis.
2. Indirect Methods (Evidence that students are probably learning, but exactly what or how much is less clear): Course grades (each semester), Professional organization membership/participation and conference attendance (annually), completer interviews (end of program), feedback from graduate student representative who attends ARED faculty meetings (monthly), student course evaluations (each semester), and exit interview (end of program).

Means of assessment and desired level of student achievement

(Must include at least one direct and one indirect method of assessment for each learning outcome.)

- Knowledge: Course written Assignments, Course Grades, Thesis Proposal
- Skills/Abilities: Thesis, Exit Interview, Professional organization participation, Conference Presentations

3. Reporting of results and changes based on data.

(Must at least report annually to the Dean of college/school.)

Based on the 2023-24 Assessment Data:

Data or Evidence Reviewed	Identified Areas for Improvement	Proposed Changes	Description of Process for Changes/Timeline
Course assignments Faculty retreat	There was a range of research interests and backgrounds among students. Full-time art teachers and full-time graduate students. Therefore, we offered three options for the thesis, traditional	Continue to offer a thesis writing course for graduate students, but require a publishable thesis paper with a framework and examples with a flexible	Changes will be implemented in the 2024-25 academic year.

<p>Student Interviews or feedback from graduate student representative</p>	<p>research, arts based, or curriculum project with general outlines. Students continued to struggle with completing their thesis with multiple possibilities.</p>	<p>format to become a publishable paper.</p>	
<p>Student Course Evaluations</p>	<p>The diversity of our first cohort has been limited, but have advertised nationally and internationally in the past year to promote our graduate program at national and international conferences such as InSEA (Sept. 2023 in Turkey) and the History of ARED Conference in NYC (November 2023.) We now have two incoming international students.</p>	<p>Consider graduate student acceptances in order to provide adequate writing and faculty research support, particularly for students who continue full-time work outside of graduate school.</p>	
<p>Graduate Student Representative shares monthly feedback from students at faculty meeting.</p>	<p>The structure of courses does not meet student needs early in the program. Student course assignments need to support learning process and preparacon for thesis more sequencally.</p>	<p>Offer ARED 5003, Introduction to Research Methodologies in Art Education in the Fall of the 1st semester rather than during the second semester, giving students more time to refine their thesis proposals.</p>	
<p>Thesis Proposals Thesis Defense Exit Interviews</p>	<p>Our new renovated FNAR building will provide more support facilities and space for graduate student work and collaborations.</p>	<p>Develop cohort model that offers a more supportcve environment.</p>	
		<p>Create deliberate learning goals for coursework (clarity of courses and milestones) within program structure.</p>	