Academic Assessment Plan (2019-20)

(Bachelors of Fine Arts: Art Education)

(May 15, 2020)

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 B.F.A. in Art Education with a K-12 Art Certification option prepares future K-12 art teachers to understand and apply current art education theory to practice, including contemporary concepts and applications for teaching art in an inclusive and global world. The program content is in compliance with Arkansas State Frameworks, the National Art Education Association, and the National Association of Schools of Art and Design (NASAD).

The program goals are based on the Conceptual Framework for the Professional Education Unit of the University of Arkansas. Coursework, student teaching experiences, and Praxis exams offer support for proficiencies in these areas.

1. **Knowledgeable:** 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 systems.
2. **Skillful:** 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 best technology practices.
3. **Supportive:** 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. **Professional:** 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 professional candidates demonstrates 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.
1.0: Outcome One:
Students with understand the history of art education theory and practice and how it relates to current curriculum and pedagogy.

Students will:

    1.1   Demonstrate knowledge of art education history and its changes over time based on historical, cultural, and political influences.

    1.2   Demonstrate knowledge and application of current theory to art curriculum development.

    1.3   Develop art curriculum using current Arkansas Frameworks.

    1.4   Demonstrate knowledge and pedagogical application of art history, art studio, aesthetics, and criticism and how it can be applied to K-12 art curriculum.

2.0: Outcome Two:

Students will understand the current trends of curriculum development and pedagogy in K-12 art education and apply them designing and implementing enduring idea themes that offer interdisciplinary and inclusive opportunities for students with a large range of abilities.

Students will:

    2.1   Understand the importance of well-planned art curriculum for the intellectual and artistic development of students.

    2.2   Develop a detailed art curriculum unit that compliments the developmental level of art students with application of current Arkansas Curriculum Frameworks with some recognition of culturally diverse artists, artworks, and material culture.

    2.3   Integrate art theory, history, and creative processes into contemporary art curriculum.

    2.4   Understand the relationships between art and the culture from which it emerges.

    2.5   Write, discuss, and develop questions about works of art.

    2.6   Integrate discussion of artwork(s) into a secondary art curriculum unit.

    2.7   Personally experience and demonstrate knowledge in the use of a variety of art materials applicable to secondary curriculum.

    2.8   Use technology as a research/teaching tool.

    2.9   Understand current issues facing art education in Arkansas, the U.S., and the world.

    2.10   Begin to construct a teaching portfolio.

    2.11   Conduct interviews with current practicing art teachers certified to learn about the context and examples of their pedagogical practices in preparation for internship placement.

3.0: Outcome Three:

Integrate and extend prior knowledge and field experiences in art and education coursework to K-12 public school classroom and community-based settings giving students opportunities for bridging theory to practice with cooperative involvement with teaching professionals, students, parents, and the surrounding community.

Students will be able to:

    3.1   Develop and implement art curriculum that applies to the knowledge, skills, and dispositions of every student at both elementary and secondary levels.

    3.2   Regularly assess students' development and growth in art.

    3.3   Establish good teaching habits such as: promptness, dependability, preparedness, proper speech, and interest in school activities.

    3.4   Be familiar with local or statewide facilities to acquire art education resources, including those that are free and readily available.

    3.5   Use the computer and other forms of technology as research and teaching tools.

3.6 Recognize and reflect upon successful teaching practices and areas needing improvement.

3.7 Communicate and collaborate between professional teachers, students, parents, and the community.

3.8 Develop a web-based teaching portfolio applicable to professional employment opportunities.

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. 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 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**

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

- **Employer Survey**

1. Timeline for assessment and analysis
   (Must include specific timeline for collection and analysis of assessment data.)
   - **Data collection and analysis for art education is done at least once annually. We document data from coursework, EBI surveys, Praxis II 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: Teaching Assessments, Art Exhibitions, B.F.A. Critics
   Caring: TESS Formative and Summative Evaluations
   Inquiring: 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 2018-19Assessment Report:

Data or Evidence Reviewed	Identified Areas for Improvement	Proposed Changes	Description of Process for Changes/Timeline
Completer Survey, Art Teacher Mentor Survey, TESS	Adapt instruction to the diverse (academic, linguistic, and ethnically) individual needs of all children.	Our new B.F.A. in Art Education degree now requires that students take a course, Diversity, Pedagogy, and Visual Culture. We are also planning to include more early field experiences with diverse populations as requirements art education coursework. One student mentioned in an exit survey that teachers were asking them to think more about diversity. The employer survey between 2018 and 2019 has improved 9% in this category.	The new B.F.A. program began in Fall 2019.

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	Classroom Management scores were lower than other categories.	The new B.F.A. program will include more opportunities for teaching experiences, particularly the Community Art.	The new B.F.A. Program began in Fall 2019
	Utilizes technology to enhance student learning and professional growth.	Create more opportunities for students to incorporate technology into student teaching, and encourage students to attend conferences and workshops related to using technology. Some students developed curriculum to be taught online during the COVID-19 crisis during the spring 2020 semester, but may require students to develop at least one hybrid or virtual curriculum. NOTE: According to the employer survey between 2018 and 2019, student use of technology improved by 8%.	Spring 2020
	TESS category: communicating with families	Prior to Student Teaching Internships, students will be asked to choose how they will communicate with parents via school website, note home, art show, etc. Some of our students this semester invited parents from Springdale and Fayetteville High Schools to a student art show at Art Ventures in Fayetteville, a new collaboration with the School of Art.	Spring 2020

	Better paced out instructions for licensing	During transition to the new program, we revised our handbook, updated the School of Art Website, and had a new type of advising fair for art education students every semester.	Spring 2020