

# Academic Assessment Plan

(Bachelors of Fine Arts: Art Education)

(April 27, 2015)

## 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 and 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 and the National Art Education Association.**

**The program goals are based on the Conceptual Framework for the Professional Education Unit of the University of Arkansas based on the Professional Standards for the Accreditation of Teacher Preparation Institutions, to provide “direction for programs, courses, teaching candidate performance, scholarship, service and unit accountability” (Professional Standards for the Accreditation of Teacher Preparation Institutions, NCATE, 2008, p. 14).**

**The following is a draft of our new frameworks based on the current teacher evaluation system used in 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.)*

### **1.0: Outcome One:**

**Students will 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 be able to :**

- 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.**

**Based on the 2013-14 Assessment Report:**

- 1. 100 Percent of students passed the Praxis II Art Content and Analysis exam.**
- 2. 100 Percent of students passed the Praxis II PLT exam.**
- 3. Art Education students scored highest compared to other education areas on the Summative Evaluation of student teaching experiences.**
- 4. Base on the EBI Exit Survey, Art Education students responded high on their learning of subject matter, pedagogy, and classroom management, above the university and national average.**
- 5. Preservice teachers had success teaching content knowledge to high school or elementary students based on pre/post-test scores.**
- 6. Last year, 10 out of 12 art education students acquired teaching positions, one went to graduate school, and one is teaching part-time.**
- 7. Students have been required to create online teaching portfolios that are accessible to future employers.**

### **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.)*

**I collect assessment data annually for the purposes of analysis and improvement. Several quantitative sources are used in these assessments including Praxis test scores, Grade Point Averages, B.F.A. Critique scores, Teaching Portfolio and coursework evaluations via Chalk and Wire (an online portfolio data collection site), the Curriculum Plan and Impact on Learning through Pre-Post Assessment (ILPPA), Danielson evaluations, and Summative evaluations. Praxis II tests include tests on content and on pedagogy. During candidates' internship or student teaching year, a structured observation using Danielson is completed, scored according to Arkansas standards, and recorded for each intern.**

**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 the art department head meets with graduates to obtain feedback on the program.**

**The data and findings, with the exception of the art department exit interviews and B.F.A. critique scores, 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.**

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

- **Course grades are above average.**
- **Placement rates of graduates into professional teaching positions are nearly 100 percent if students complete certification requirements and are willing to leave the regional area. Some students have pursued higher degrees in museum education or art education.**
- **My students often participate in my research and state or national presentations. In the past year three students presented with me at state and national conferences. Many attend state and national art education conferences.**
- **Three of my four students have earned awards at the state level for their excellence in teaching and leadership abilities. One student received a Fulbright to teach English through a community art program in Argentina. Another received a Gilman Scholarship to study abroad.**

**1. Timeline for assessment and analysis**

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

- **I am the only person responsible for data collection and analysis for art education and have been doing this since annually. We document data from coursework via Chalk and Wire, a data collection website, EBI surveys, Praxis II test scores, Danielson 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: Exams, Lesson Plan Assessments**

**Skillful: Teaching Assessments, Art Exhibitions, B.F.A. Critics**

**Caring: Danielson Formative and Summative Evaluations**

**Inquiring: Attending conferences, workshops, developing online teaching portfolios, and membership in professional organizations**

3. Reporting of results

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

**Results are annually reported to the College of Education and Health Professions for national accreditation purposes.**

ASSESSMENT REPORT 12-13

ART EDUCATION

1. The average scores from the Praxis II Art Content and Analysis are primarily lowest in category III, "Art Analysis." I hope to increase student written and verbal analysis of artworks by engaging students in more discussions about artworks in class, and assigning written description, analysis, and interpretive assignments outside of class time.

**The Art Content and Analysis improved with an average of 59% correct, 3 points above the national average, 8 points above the Arkansas state average.**

2. The lowest area in the Danielson assessment seems to be Domain 2 (3b), "Using Questioning and Discussion Techniques." In addition to reading examples of questioning strategies, I will present more examples of how to engage students in conversations about artworks. Many students have not been taught with open-ended questioning and dialogue during their prior educational experiences. Therefore, I will also require students to present an artist and engage students in a discussion about the artist's work as well as critiquing their own work based on Terry Barrett's methods of art criticism.

**The average Danielson scores improved from 2.1 to 3.6 in the category of "using questioning and discussion techniques."**

3. The lowest score on the EBI Exit Assessment for Music and Art students seems to be a 4.22 on "The Process of Securing a Position." This topic used to be a part of our "Professional Practice" course within the art department, but beginning last semester, it is becoming a part of the internship coursework. I plan to address this issue during my next meeting with student teachers.

**Last year, 10 out of 12 art education students acquired full-time teaching positions, one went to graduate school, and one is teaching part-time. [I am waiting on the calculation of the comparison score for question 42 in years 13-14 of the EBI survey.]**

**Based on the 2013-14 Assessment Report**

1. **The average Praxis Scores for Art Content and Analysis are all above the national and state average. The art making average score increased 1.7 points compared to last year; The art**

historical knowledge score increased 3 points compared to last year. Even though Art Analysis was three percent above the national average, it dropped .8 percent since last year. In addition to increasing student written and verbal analysis of artworks and more discussions about artworks in class and assignments outside of class, I have invited a guest speaker in art education from Arizona State University, Dr. Mary Erickson, speak about art criticism and how to engage students in talking about art in the spring of 2016.

2. Scores in all categories of the Danielson domains have increased, even the category, Communicating with Families in Domain 3. At the first meeting with mentors and students, we have been brainstorming how they can communicate with families at each of the participating school sand what methods are already in place, such as a newsletter, a school website, and art teacher website, etc. Oftentimes, the mentor teachers realize that they could also be doing more to communicate with parents and welcome the opportunity to work together with my students. The use of questioning and discussion techniques increased significantly from last year, from 2.1 to 3.6.

3. This past year, I've implemented a digital teaching portfolio in addition to a bound teaching portfolio. Students have been very successful at securing positions. I also encourage students to attend the state and national art education conferences, and often drive them to the conferences. In order to better prepare them, I will invite a former student to discuss job opportunities and interviewing. I've done this in the past, but not recently. I think we could also have an informal gathering of former students who are now teaching to meet with my students.

# **Annual Academic Assessment Report**

**(Bachelors of Fine Arts: Art Education)**

**(April 27, 2015)**

**Report annually to the Dean of the college/school the following:**

- **Results of analysis of assessment of Student Learning Outcome**

Based on the 2014-15 Assessment Report

- A. The average Praxis Scores for Art Content and Analysis are all above the national and state average. The University of Arkansas scores are 2.91 points above the state average and 5.40 points above the national average correct. All 10 students taking this test during this year passed. The art making average was 1.97 points above the national average score and 4.43 above the state average. The art historical knowledge score is .57 points above the national average and 3.83 points above the state average. Art analysis is 6.26 points above the national average and 6.18 points above the state average. I invited Dr. Elizabeth Garber from the University of Arizona to present students with information on feminist art and design curriculum and the inclusion of contemporary art.
- B. Scores in all categories of the Danielson domains have dropped within a range of .2 to .7 due to the scoring recommendations at a Danielson evaluation training workshop on assessment and rubrics. This evaluation system is given to practicing teachers. Therefore, a 4 is not recommended for evaluating beginning teachers in any domain.
- C. During the 2014-15 year, nine students have secured full-time teaching positions. Others did not complete their certification testing in time to be eligible for hiring last year. Those students are job searching this year. One student has already been placed in a full-time art teacher position. The exit survey states that students were not as satisfied with career services or classroom management. The University of Arkansas implemented a new job fair this year with employers from Arkansas and other states. I also invited the Northwest Arkansas Regional Art Education Director to one of our student teacher meetings to review interview processes and applications. I also took several students to the state and national conferences.

- **Any changes to degree/certificate planned or made on the basis of the assessment and analysis**

**No changes have been made.**

- **Any changes to the assessment process made or planned.**

**No changes have been made.**