

Academic Assessment Plan + Report

Art Education Program - Bachelor of Fine Arts: Art Education

May 2025

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.)

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 (BFA) degree with two concentration options: K-12 Teaching, which focuses on Arkansas state teacher certification, and Community Practice, which prepares students for art education roles in community-based institutions.

Both concentrations are designed to cultivate knowledgeable, critical thinkers who understand diverse historical and cultural representations of art and visual culture. Students learn to apply philosophical and theoretical frameworks to analyze and engage with visual culture, and to implement contemporary art education theories in the development of inclusive and relevant curricula. Graduates of the program are expected to demonstrate professionalism and ethical behavior across all facets of their careers.

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.)

General learning outcomes for students completing the BFA 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 to support program analysis and continuous improvement. Multiple quantitative and qualitative data sources are used, including Praxis test scores, student GPA, B.F.A. Teaching Portfolio and coursework evaluations, the Curriculum Plan and Impact on Learning through Pre- and Post-Assessments (ILPPA) during student teaching internships, and formative and summative evaluations from the Teacher Excellence and Support System (TESS). In addition to course grades, Praxis Art Content Knowledge exams measure content knowledge. TESS observations assess student teaching across four domains aligned with program learning outcomes: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

Additional feedback is gathered through surveys, including the Mentor Teacher Assessment—which collects input from public school partners—and the Educational Benchmarking Institute (EBI) Exit Assessment administered at the end of student internships. The program also collects data from EBI Alumni and Employer Assessments, completed by program graduates and their employers. Qualitative data is gathered via online surveys and focus groups facilitated by a representative from the Razorback Educator Development (RED) Hub, who meet with art education graduates to solicit feedback on their experience.

The findings are compiled into an annual assessment report and submitted to the College of Education Assessment Committee, which includes a representative from the Art Education program. Both the committee and program faculty analyze the data to identify strengths, areas for improvement, and opportunities to enhance program quality. Program-level recommendations are developed based on this analysis and are integrated into the final assessment report.

Direct Methods

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

Indirect Methods

- Praxis Art Content Knowledge (5134) 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 undergraduate Art Education program are conducted at least once annually. The program gathers and reviews data from multiple sources, including coursework assessments, EBI surveys, Praxis II Art content exam scores, and TESS evaluations—both formative and summative—of student teachers. These evaluations include feedback from mentor teachers, student self-assessments, and university supervisor assessments. Additionally, each semester, data are collected from the Curriculum Plan and the Impact on Learning, measured through pre- and post-assessments.

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.)

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

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

Data of Evidence Reviewed	Identifies Areas of Improvement	Proposed Changes	Description of Process for Changes/Timeline
TESS Evaluations from Student Teaching, Praxis Art Exam, Student Exit Survey, Course Observations/Assignments, & Interviews, Community Art Course Lesson Plans and teaching	<p>(a) Classroom management strategies that are in alignment with transformative justice approaches</p> <p>(b) Improved communication between mentor teachers and expectations for contemporary curriculum and pedagogy expectations</p> <p>(c) Improved professional development support for mentor teachers</p> <p>(d) Students' ability to apply inquiry-based</p>	<p>(a) Provide students with observation and teaching opportunities in different settings. Incorporate transformative justice classroom management resources in coursework.</p> <p>(b) The faculty member responsible for overseeing student teachers will review and discuss the Residency Handbook with mentor teachers at the beginning of the semester.</p> <p>(c) The Art Education Professional Development Fellow will develop a</p>	<p>Changes will be made as the ARED BFA K-12 program transitions into a year-long residency (student teaching) structure.</p> <p>The Art Education program has been approved to offer a Professional Development Fellowship for the 2025–2026 academic year. The fellow will play a key role in developing relevant training opportunities and providing professional support for mentor teachers in the region.</p>

	<p>teaching strategies anchored in contemporary art</p> <p>(e) Expanded options for community-based art education practice</p>	<p>professional development and mentorship structure for mentor teachers</p> <p>(d) Work with students to deepen their awareness and exposure to contemporary art through experiences such as visits to Crystal Bridges Museum of American Art and The Momentary. Students will also be guided to ask open-ended questions that encourage critical thinking and interpretation, moving away from didactic approaches of art interpretation.</p> <p>(e) The division of ARED BFA Program Coordinator roles will allow for deliberate focus on the development and growth of the community practice degree area.</p>	<p>The Art Education Program Coordinator role has been restructured to align with the two BFA program concentrations: K–12 Teaching and Community Practice. This change is intended to provide more focused support and guidance tailored to the distinct needs of each concentration.</p>
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The Art Education program has spent the past year preparing for the implementation of a state-mandated year-long student teaching residency. In anticipation of this change, the program has received approval to continue the ARED Research Fellowship and to introduce a new ARED Professional Development Fellowship. Although both positions are temporary, they will provide critical support to faculty and students and help address key areas for improvement in curriculum and instruction.

The Art Education Program Coordinator role has been restructured to align with the two BFA program concentrations: K–12 Teaching and Community Practice. This change is intended to provide more focused support and guidance tailored to the distinct needs of each concentration.