

# Academic Assessment Plan (2017-18)

(Bachelors of Fine Arts: Art Education)

(March 6, 2018)

## 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. 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:

- 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.)*

**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, 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, and a structured observation of student teaching using TESS is completed and scored according to Arkansas assessment rubrics 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 or assistant 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 when a student completes 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 and are required to join the National Art Education Association, affiliated with the Arkansas Art Educators' Association.
- In the 2016-17 school year, one student received an International Benjamin A. Gilman Scholarship to teach in Sweden. Approximately 11 students acquired teaching positions, and one student presented her work at the Arkansas Art Educators' Conference in Little Rock.

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, 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: Praxis 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 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 2016-17 Assessment Report:**

1. **100 Percent of students who completed the B.F.A. in Art with a concentration in Art Education passed the Praxis II Art Content and Analysis exam with the exception of one student who did not score high enough on her knowledge of contemporary art due to the fact that she substituted the contemporary art history course with another art history option. I will continue to advise students to take a contemporary art history course to prepare them for the Praxis II exam.**
2. **Art Education students scored highest compared to other education areas on the Summative Evaluation (TESS) of student teaching experiences.**
3. **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. The lowest score was in students interest in more career services. This past year, the College of Education and Health Profession organized a Career Day for students to meet with administrators from local schools, participate in mock interviews and cover-letter and**

resume workshops. I have also been inviting practicing art teachers to meet with students during our regular student teacher meetings. Based on the exit interview conducted by The School of Art (referred to as the art department at that time), students also felt that there was some repetition in the art education coursework, and that their favorite course was an intercession class that applied teaching theory to practice. This has been taken into consideration with the new program in art education which will require one course for curriculum theory and will require a community art course where students will teach in the community. There will also be a new separate professional development course worth three credit hours that will focus on art education.

4. Preservice teachers had success teaching content knowledge to high school or elementary students based on pre/post-test scores in the ILPPA (Impact on Learning Pre-Post Assessment)s that students complete during their student teaching with one lesson and one group of students.
5. Every semester, the B.F.A. program assesses student studio work through critiques that are separate from coursework. A small group of faculty, graduate students, and one peer review each B.F.A. student in all areas. Assessment rubrics include technical development, strength in visual expression, media approach to enhance idea, communication skills, experimentation/growth, and presentation skills ranging from 1-5. Averages from the fall 2016 and spring 2017 ranged from 3.7 to 4.2. No changes will be made based on this data.

**We will continue to use the same assessments and will consider adding a general formative assessment across all education programs.**