

Academic Assessment Plan (2021-22) (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.)

The 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 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 systems. 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.

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. interdisciplinary/cross-disciplinary collaborators.

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. 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. The 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 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 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 art education 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 2021-22 Assessment Data:

Data or Evidence Reviewed	Identified Areas for Improvement	Proposed Changes	Description of Process for Changes/Timeline
<p>TESS Evaluation, Praxis Art Exam, Student Exit Survey, & Interviews</p>	<p>Although TESS Summative data had dropped slightly in every category during the fall of 2021 and spring 2022 compared to spring 2021 possibly due to one or two students' lower scores. The lowest average scores fell under the following categories: <i>Managing Classroom Procedures, Using questioning and discussion techniques, and Reflecting on teaching in terms of accuracy and use in further teaching</i></p> <p>Classroom management needs were also communicated in the exit survey.</p> <p>Students mentioned on their exit survey that they preferred more teaching experiences prior to student teaching and community internships, and felt that they needed more classroom management content introduced.</p>	<p>These slightly lower scores may be associated with the lack of in-classroom teaching experiences prior to internship practice in Fall 2021 due to strict COVID restrictions and virtual teaching. We are currently re-implementing more in-person teaching experiences throughout the program coursework. More teaching experiences should also improve classroom management along with articles/books or video resources embedded into ARED coursework.</p> <p>Model questioning strategies during coursework, and collaborate with Crystal Bridges Museum or other art venues through onsite dialogue around works of art/visual culture.</p> <p>Extend time in the required curriculum course on Arkansas frameworks, TESS assessment domains, and reflect on how teachers might impact student learning and classroom management. ARED faculty will continue to improve all domains; specifically in ARED 1003, ARED 3003, ARED 4003 and through visiting lectures and conferences.</p>	<p>Changes will be implemented into coursework 2022-2023</p>

		<p>The ARED program is also developing a new course, “Making Art with Children and Youth: Perspectives, Practices, and Pedagogies,” to be a course substitution or replacement for Classroom Learning Theory where students will gain more knowledge about teaching art to young children and youth.</p>	<p>New course to be implemented in 2023-24.</p>
<p>Community Art Course Lesson Plans and teaching</p>	<p>Some student lesson plans focused more on studio process than thought-provoking engagement around a concept.</p> <p>Some students struggled with engaging students in conversations through questioning strategies. (Relates to TESS evaluation above.)</p>	<p>Offer more opportunities to observe teachers implementing or presenting lectures focused on curriculum with enduring (big) ideas.</p> <p>Model questioning strategies during coursework, and collaborate with Crystal Bridges Museum or other art venues through onsite dialogue around works of art.</p>	<p>Implement opportunities in and outside of coursework during the 22-23 school year.</p>