

Academic Assessment Plan

Art Education Program – Master of Arts in 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.)

The overall purpose of the M.A. in Art Education program is to provide graduate-level study and research opportunities and experiences for art educators in the field of art education. Upon the completion of the program, students will:

- Advance personal development as art and artist educators, researchers, and critical, reflexive, and imaginative thinkers.
- Practice as culturally responsive art and artist educators who are dedicated to developing interdisciplinary and collaborative teaching that address current and future issues and needs in the field of art education.
- Apply research approaches that address current and future issues and needs in the field of art education.

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 because 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 M.A. degree in Art Education will be able to:

- *Extend understandings of art education as a creative, educative, and scholarly discipline and practice.*
- *Acquire knowledge from other disciplinary areas across the School of Art and the University of Arkansas to enrich understandings of art as an educative force in the world.*

Acquire Knowledge:

- *Develop familiarity with philosophical and historical foundations of art education and contemporary orientations and issues in the field.*
- *Develop broad understandings of the cultural, political, and social contexts in which art education occurs in and across different sites of learning from traditional learning environments to less traditional ones.*
- *Develop critical understandings of key diversity, inclusion, and equity theories, issues, and orientations in the field of art education, attending to how diversity, inclusion, and equity affect art learners and the experience of learning in art education.*
- *Cultivate critical understandings of research (including research methodologies)*

Acquire Skills/Abilities.

- *Grow capacities to develop curriculum and innovative pedagogical approaches for learners of different ages and in different learning contexts—schools, museums, community centers, and beyond.*
- *Conceptualize and conduct research on art teaching and learning in one or more sites of learning and teaching.*

- Communicate and pursue ideas and research in formats that are oral, written, and visual.
- Participate in professional organizations and research conferences in the field.

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.)

Direct Methods (Assessing actual samples of student work):

Some direct methods are assessed by the ARED faculty during and at the end of each semester. Course assignments such as written responses to readings (each semester), papers (each semester), thesis proposal (end of first year), 1st year review including 1st year review self-assessment (end of first year) and thesis (end of program) are direct methods and assessed at different time periods in parenthesis.

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

Course grades (each semester), Professional organization membership/participation and conference attendance (annually), feedback from graduate student representative who attends ARED faculty meetings (monthly), student course evaluations (each semester), and exit interview (end of program).

1. Timeline for assessment and analysis

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

Data collection and analysis for the graduate Art Education program are conducted at least once annually. The program gathers and reviews data from multiple sources, including coursework assessments, 1st year reviews which include both student self-assessments and faculty feedback (formative and summative). Data is also collected informally in monthly faculty team meetings about programming, alongside ongoing dialogue with graduate students, and monthly individual advisory meetings with grad director/1st year advisor.

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.)

- Knowledge: Course written Assignments, Course Grades, Thesis Proposal, 1st year reviews
- Skills/Abilities: Thesis, Exit Interview, Professional organization participation, Conference Presentations

3. Reporting of results and changes based on data.

(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
Course assignments	There was a range of research interests and backgrounds among students. Continuing to keep	Graduate faculty sharing syllabi to better understand what each other are teaching, what	Start with Fall 2025 art ed faculty meetings

	<p>assignments open and fluid enough to align with all interests while still maintaining that pivotal, foundational knowledge is fostered/acquired though the thoughtful completion of assignments.</p> <p>We welcomed our 2nd cohort, a smaller but more diverse grouping of artist-scholars. Lack of diversity was noted as an issue in past annual assessments.</p> <p>Approximately, 80% are attending full as GA's and 20% of the students work full time attending in a less than full time capacity. An area if improvement is meeting the needs of those who are navigating through at a different pace than the program is designed for-those working full time.</p> <p>Some students had difficulty keeping up with deadlines and expectations of all</p>	<p>assignments are anticipated and tentative due dates. Aligning curriculum.</p> <p>Discussing early on, with students who work full time, the possibility of a two-and half-year time frame, taking at least one elective over the summer.</p> <p>In addition to graduate faculty sharing syllabi at the start of the term. During monthly team meeting, routinely discuss projects, assignments and due dates.</p> <p>In addition to monthly individual advisory meeting held by graduate director/first year advisor, meet</p>	
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	<p>courses in each semester.</p>	<p>with students more often when needed. We did this in the past year, but we could increase in this area as needed.</p> <p>Adjusting assignments as needed. We did offer this in the 2024-2025 school year. However, there should be a determined base line, parameters and limits to insure rigor and academic standards - while still demonstrating flexibility when needed /appropriate.</p>	
<p>1st year review Self Assessments</p> <p>Graduate Student Representative shares monthly feedback from students at faculty meeting.</p> <p>Thesis Proposals</p>	<p>Per 1st year review self-assessment, the pace of the program does not seem to suit students who are working full time.</p> <p>Per 1st year review self assessments completed in May 2025, time management was an issue for some students, getting adjusted to graduate school</p> <p>For the 2024-25 school year/2nd cohort, we offered Research 1 in the first semester and create a special topics course entitled Research II for the purpose of</p>	<p>Assessing student readiness for graduate school earlier on in the program.</p> <p>Monthly Cohort forum: Grad director can meet with cohort (outside of class) and discuss pressing issues and offer mini workshops (with other faculty or guest speakers) on time management, etc. to assist students with the grad student adjustment and increase student success</p>	<p>Discuss as a faculty in fall 2025, how to best assess in the first semester. Suggestion: to design a generalized growth plan that can be individualized and revised. Thus far we has been employing a self-assessment strategy. However, an asset-based standardized form alongside self - assessments could gather further data to improve student success and overall programming.</p>

	<p>assisting with writing an initial thesis proposal. 80% of the students reached the goal. An area of improvement, possibly amend the structure of the course.</p>	<p>Graduate student representative could collect topics, issues and queries from the cohort prior to faculty meetings</p> <p>Students are assigned official thesis advisors by June 2025 and will meet with them at least twice over the summer, regarding thesis proposal feedback to (ideally) prepare students to defend thesis proposal in the fall of 2025 (by the Graduate School deadline) .</p>	<p>Moreover, employ student feedback regarding graduate assistantship. We discussed their ideas as a faculty in spring 2025 meeting, and will implement changes in the fall, with incoming cohort and second year GA's.</p> <p>We can access the success of these revised models, at the end of fall term 2025 or spring 2026.</p>
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