

Assessment Report FY2010

Chongim Choi

**Art and Design:
Art Education (K-12)**

Outcomes

List the outcomes being assessed.

1. Students will demonstrate a high level of knowledge in the use of art techniques, materials, tools, and equipment.
2. Students will demonstrate the ability to develop effective instructional plans for teaching art.
3. Students will demonstrate a high mastery of knowledge in elementary/secondary art education.
4. Students will demonstrate the ability to write effectively within the discipline of art.
5. Students will demonstrate the ability to make verbal presentations within the discipline of art using appropriate vocabulary and correct grammar.
6. Students will demonstrate the ability to organize, evaluate, edit, and present their artwork appropriately in an exhibition.
7. Students will demonstrate the ability to collect, edit, and organize their education, employment, and artistic histories to date and design a resume that supports their career objective.
8. Students accepted into the program will demonstrate proficiency in the basic skills as described by the State of Illinois in the Certification Test of Basic Skills.
9. Students will demonstrate an awareness and commitment to developing desirable teacher dispositions, thus acquiring qualities and attributes that are essential for effective teaching.

2nd Portfolio Review measured #1, #4, and #5. Myra

Senior Portfolio Review Presentation measured #1, #4, #5, #6, #7, and #8. Myra

Student Teaching Portfolio Review measured #1, #2, #3, #4, #5, #7, #8, and #9. Heather

Illinois Certification Test of Basic Skills measured #8. John Famera

Illinois Certification Test of Subject Matter Knowledge in Art measured #1 and #3. Myra, Heather, Roberto

Illinois Certification Test of Assessment of Professional Teaching measured #2, #3, and #9.

Myra, Heather, Roberto

Method of Assessment

List the assessment instrument. Explain when and how it was administered

See Attachment 1

Assessment Findings/Interpretations/Conclusion

This section should record the findings after conducting the actual assessment. Data should be recorded in three year cycles on Form 201C. What do the data for this year's assessment reveal? What does a review of the trend data

show? Summarize the data. Which strengths and weaknesses were identified? What can be done to improve the weaknesses? Any conclusion should be listed at this time.

	1st	2nd	Basic Skills	ART 1092	Subject Matter Knowledge	Senior	Student Teaching Portfolio	APT
Pass	1	1	2	2	2	1	2	2
Fail	1	0	0	0	0	0	0	0

Two students submitted work for the 1st Portfolio Review. One passed and the other failed.
 One student submitted work for the 2nd Portfolio Review and passed.
 Two students took the Illinois Certification Test of Basic Skills and both passed.
 Three students took ART 092. Two passed and one failed.
 Two students took the Subject Matter Knowledge Test in Visual Arts and both passed.
 One student took the Senior Portfolio Review and passed.
 Two students submitted work for the Student Teaching Portfolio Review and both passed.
 Two students took the Assessment of Professional Teaching Test (APT) and both passed.

The areas of strength are in the Basic Skills Tests, the Subject Matter Knowledge Test in Visual Arts, the Senior Portfolio Review, the Student Teaching Portfolio Review, and the Assessment of Professional Teaching Test. While the weakest area appeared to be in the 1st Portfolio Review and ART 1092, the reason that two students failed in these assessments was either not having a paper ready to submit in time or personal illness respectively.

Students often do not have works (art/design paper, drawing, and 2D design) ready early enough for the 1st department assessment. To ensure students' readiness for it, embedding the 1st department assessment into a required course seems to be necessary.

Overall, students continue to meet the expectation level, setting a positive trend in the department assessments. In fact, the passing rate of the IL Certification Tests and the employment rate right upon graduation continue to be 100% for the past 8 years.

See Attachment 2 (Form 201C)

Decision Making Using Findings

Based on your interpretation of the findings, your conclusions and discussions with faculty, what curricular changes will be made in the future? These changes could be a particular course in the program curriculum. There may also be changes in delivery of instruction, enrichment activities or in the use of technology. How are the findings and changes related to immediate or long term budget request? List specific changes.

In view of NCA and NCATE accreditations, the following changes will continue to be made or addressed during the Fall 2009 – Spring 2010 academic year.

- To ensure that students have works ready for the 1st department assessment, the 1st department assessment workshop/signup will be fully embedded into the Seminar III course, effective Fall 09. An assessment coordinator will hold a workshop/signup session during the 4th week of the semester in Seminar III.

- Providing exemplary art major statement, art paper, and artist statement in Seminar courses as well as in the department assessment website to aid students.
- Better tuning all course objectives with program goals and objectives as well as with NCA, NCATE, and NASAD standards. In so doing, making sure that each required course has at least one course objective/assessment, which measures a specific learning outcome listed in the department assessment outcomes.
- Developing the following materials and web pages in the department website: the department handbook, the assessment report, student testimonials, and student artworks to inform internal/external stakeholders about the assessment outcomes.
- Implementing a more reflective student self-assessment as well as exit interview upon and after graduation.
- In Spring 09, the Office of Teacher Certification and CAS Education Council agreed to allow students to take 6 more credit hours during the student teaching semester for making financial aid available to students. It is possible that this change may make the quality of student teaching portfolio suffer, for students are already fully loaded with student teaching courses. The curriculum change will be necessary in order to not overburden students unreasonably.

Accomplishments and Challenges

Identify and explain accomplishments and challenges related to the assessment plan in your department program.

- ART 092 was changed to ART 1092. Since students typically take ART 1092 along with the first art methods course in the senior year, the course number/level was bumped up to a higher-level course upon CAS Education Council's decision.
- Since Fall 08 semester, the portfolio submission for all students including transfer students at the time of applying or transferring to the department of Art and Design at CSU has been implemented.
- In Fall 08, assessment coordinator visited Seminar I class and held an assessment workshop for freshmen to increase awareness of the department assessments.
- More timely and meaningful evaluations by the faculty members were made.

See Attachment 3

(Art & Design Assessment Plan used for Art Education Option)

Attachment 1

Method of Assessment

1st Portfolio Review

The 1st Portfolio Review is directed towards sophomores and administered in the 6th week of each semester. After completing 9-15 credit hours in Art/Design courses (including transfer credits), students are required to submit a portfolio that includes the following items:

- 10 - 15 art/design pieces produced in the required studio classes from ART 1102 (or ART 1100), ART 1200, and ART 1280
- art major statement
- two art/design papers
- recent examples of creative work done on student's own

All tenured and tenure-track faculty review this portfolio to evaluate students' progress. When students turn in their portfolios, they are also asked to fill out a self-assessment by using the same evaluation form that the faculty uses. Identified weaknesses and strengths from faculty reviews are compiled and notified in a letter to each student by the assessment coordinator in art education. At that time appropriate recommendations are also made for developing students' portfolios further. Sign-up session is held around the 4th week of each semester to assist students with the specifics of the assessment.

Students are expected to receive at least a B or better on their art/design papers and a C or better on the rest of the portfolio submission from the collated responses. Students who fail in the 1st Portfolio Review must resubmit in deficient areas after revising or redoing work under supervision of an appropriate instructor before participating in 2nd Portfolio Review.

2nd Portfolio Review

The 2nd Portfolio Review is required for juniors. Students are expected to submit a portfolio and make an oral presentation in which they present and discuss 15-20 examples of their course work to date. The oral presentation to the faculty is followed by a question and answer period. This portfolio contains:

- 15-20 art/design pieces from the course work to date (at least 3 artworks from ART 1300, ART 2260, ART 1400, ART 2230, and ART 1575)
- artist statement
- one art history paper
- recent examples of creative work done on student's own

Art/Design faculty grade the presentation and portfolio. After the oral presentation, students are also asked to fill out a self-assessment form. Students are expected to receive a B or better on their art history paper and a C or better on the rest of the portfolio submission from the collated responses. The 2nd Portfolio Review is administered in approximately the 11th week of each semester, and sign-up session is held around the 9th week of each semester to cover the specifics of the assessment.

Students who fail in the 2nd Portfolio Review must resubmit in deficient areas after revising or redoing work under the supervision of an appropriate instructor at the next scheduled 2nd Portfolio Review.

Illinois Teacher Certification Examinations

According to the assessment requirements of the College of Education, students are required to pass the Illinois Certification Test of Basic Skills for being admitted into the College of Education, the Subject Matter Knowledge Test in Art before Student Teaching (ART 4975), and the Assessment of Professional Teaching (APT) Test by the time of completing Student Teaching.

Illinois Art Teacher Certification Review (ART 1092)

After being admitted into the College of Education, students are required to take this course along with the first art methods course (ART 4662). To pass the course, students must demonstrate at least B, which is a scaled score of 85 or higher. The scaled score is a conversion of the number of scorable test questions students answer correctly to a score from 0 – 100.

Senior Portfolio Review

Near the conclusion of the program, with only Student Teaching (ART 4975) left in the course sequence, the Senior Portfolio Review, part of the Portfolio Preparation course (ART 4950) is set up as an exhibition with an oral presentation. This portfolio review includes:

- work from selected art/design courses taken to date
- artist statement
- resume
- culmination piece and paper
- self-assessment

As graded by the Art/Design faculty, the total average grade for this presentation and exhibition must be a B or better overall average to pass. If student receives a C or below for the course as graded by the faculty teaching the course, he/she must repeat ART 4950.

Student Teaching Portfolio Review

At the conclusion of student teaching and as part of the Student Teaching course (ART 4975), students are required to submit a teaching portfolio that contains:

- resume
- teaching philosophy
- samples of student-developed unit of lesson plans
 - a) examples of and reflections on interdisciplinary teaching, cooperative learning, and special education initiatives
 - b) examples of and reflections on special needs education

- c) examples of developing and/or using visual resources
- d) examples of how technology was used in instruction
- reflective journal entries
- photographs of samples of student art work produced under student teacher's instruction
- classroom management plans
- samples of student-developed assignments and assessment
- videotape(s) of presentation and teaching
- completed student evaluation forms
- professional development plans and related materials

The faculty member supervising student teaching (ART 4975) reviews portfolios to evaluate the acquisition of standards as identified by the Illinois Visual Arts Standards as well as the National Art Education Teacher Preparation Standards. All students must complete 16 weeks of Student Teaching (ART 4975) with a grade of A or B.

Attachment 2 (Form 201C)

Summary of Trend Data for Assessment Findings

Department of Art & Design
Art Education

Chongim Choi

<u>Instruments</u>	2008/2009 Results	Actions Taken	2009/2010 Results	Actions Taken	2010/2011 Results	Actions Taken
1 st Portfolio Review	Two students submitted work for the 1st Portfolio Review. One passed and the other failed.	<p>ART 092 was changed to ART 1092.</p> <p>Since Fall 08 semester, the portfolio submission for all students including transfer students at the time of applying or transferring to the department of Art and Design at CSU has been implemented.</p> <p>In Fall 08, assessment coordinator visited Seminar I class and held an assessment workshop for freshmen to increase awareness of the department assessments.</p> <p>More timely and meaningful evaluations by the faculty members were made.</p>				
2 nd Portfolio Review	One student submitted work for the 2nd Portfolio Review and passed.					
IL Basic Skills Test	Two students took the Illinois Certification Test of Basic Skills and both passed.					
IL Cert. Test Review (ART 1092)	Three students took ART 092. Two passed and one failed.					
IL Subject Matter Test in Art	Two students took the Subject Matter Knowledge Test in Visual Arts and both passed.					
Senior Portfolio Review	One student took the Senior Portfolio Review and passed.					
Student Teaching	Two students submitted work					

Portfolio Review	for the Student Teaching Portfolio Review and both passed.					
Assessment of Professional Teaching (APT)	Two students took the Assessment of Professional Teaching Test (APT) and both passed.					

* currently not enrolled in our program

† including one who currently is not enrolled in our

Attachment 3

ASSESSMENT PLAN Art and Design

Art Education Option (K-12)

Student Outcomes:

1. Students will demonstrate a high level of knowledge in the use of art techniques, materials, tools, and equipment.
2. Students will demonstrate the ability to develop effective instructional plans for teaching art.
3. Students will demonstrate a high mastery of knowledge in Elementary/Secondary Art Education.
4. Students will demonstrate the ability to write effectively within the discipline of art.
5. Students will demonstrate the ability to make verbal presentations within the discipline of art using appropriate vocabulary and correct grammar.
6. Students will demonstrate the ability to organize, evaluate, edit, and present their artwork appropriately in an exhibition.
7. Students will demonstrate the ability to collect, edit, and organize their education, employment, and artistic histories to date and design a resume that supports their career objective.
8. Students accepted into the program will demonstrate proficiency in the basic skills as described by the State of Illinois in the Certification Test of Basic Skills.
9. Students will demonstrate an awareness and commitment to developing desirable teacher dispositions, thus acquiring qualities and attributes that are essential for effective teaching.

ASSESSMENT PLAN
Art & Design: Art Education (K-12) Option

ASSESSMENT	OUTCOME	CRITERIA	REMEDATION
1 st Portfolio Review Presentation (work from ART 101, 128, 280; art major statement; 2 art/design papers; and the submission of self-assessment.)	1, 4	C or above as graded by the professors reviewing the art/design work and B or above for written work completed for a course.	Must resubmit in deficient areas after revising or redoing work under supervision of an appropriate instructor before participating in the 2 nd Portfolio Review
2 nd Portfolio Review and Oral Presentation (work from three of the following: ART 130, 218, 219, 248, and 284 and from other art/design courses taken to date; artist statement; 1 art history paper; and the submission of self-assessment.)	1, 4, 5	C or above as graded by the professors reviewing the art/design work and B or above for written work completed for a course.	Must resubmit in deficient areas after revising or redoing work under supervision of an appropriate instructor before enrolling in ART 393.
Illinois Certification Test of Basic Skills	8	Set by the State at 240+	Must enroll in Basic Skills review for deficient areas.
Illinois Art Teacher Certification Review (ART 092)	1, 3, 8	B or better as graded by the instructing professor	Must repeat ART 092 before taking the State Subject Matter Knowledge Test in Art.
Illinois Certification Test of Subject Matter Knowledge in Art	1, 3	Set by the State at 240+	Must repeat in ART 092.
Senior Portfolio Review Presentation (work from selected art/design courses taken to date; artist statement; resume; culmination piece & paper; and the submission of self-assessment.)	1, 4, 5, 6, 7, 8	B or above overall average as graded by the professors reviewing work.	Must repeat ART 393 if student receives a C or below for the course as graded by the faculty teaching the course.
Student Teaching Portfolio Review	1, 2, 3, 4, 5, 7, 8, 9	B or better as graded by the instructing professor.	Must resubmit the portfolio if student receives a C or below for the portfolio as graded by the faculty teaching the course.
Illinois Certification Test of Assessment of Professional Teaching	2, 3, 9	Set by the State at 240+	TBA

