Art Education Assessment Trend Data

FORM 201C: SUMMARY OF TREND [COE/CAS Education Programs]

Program & Department _____Art Education, Art & Design/CMAT_____ **Assessment Coordinator** _____Chongim Choi_____

Directions: Assessment trend data is recorded in 3-year cycles. Provide the information requested in each column along with a summary of actions taken.

Instruments	May 2013 Report		May 2014 Report		May 2015 Report		Summary of Actions Taken
	2011/2012 Results	Actions Taken	2012/2013 Results	Actions Taken	2013/2014 Results	Actions Taken	
Indirect Required Assessments							
Graduation Rates / Program Completer Rates [UG/PB/MAT]	*N/A	*no first time freshmen	*N/A	*no first time freshmen	100%		
1st Year Retention Rates	*N/A	*no first time freshmen	*N/A	*no first time freshmen	*N/A	*no first time freshmen	
COE/CAS Education Program Self-Survey Report							
Student Self-Assessments – Professional Portfolio & Dispositions							
Direct Key Unit/Program Required Assessments							
COE 1 – Licensure Basic Skills, Content, APT [Test Takers + Completers]	One student took the Illinois Certification Test of Basic Skills and passed. Three students took the Subject Matter Knowledge Test in Visual Arts and all	All course syllabi for the art education major are fully adjusted to have course objectives and assessment instruments to be aligned with six professional standards (NCATE Standards, ISBE Content	Two students took Subject Matter Knowledge Test in Visual Arts and both passed. Two students took Assessment of Professional Teaching Test (APT) and both	Based on the University Assessment Workshop, the assessment plans revised based on COE assessments in Spring 2011 were updated with the revised Assessment Outcomes* and Method	No one took Basic Skills, Content, and APT.	The program website was updated to have a new design, assessment results, student testimonials, and more student artworks. The Assessment Committee met at the beginning of the semester to discuss the assessment results	All course syllabi for the art education major are fully adjusted to have course objectives and assessment instruments to Students are required to submit a teaching portfolio at the end of the methods (ART 4664) as well as the student teaching (ART 4975). The description of the Method of Assessment (Attachment 1) is changed accordingly.

	passed. Three students took the Assessment of Professional Teaching Test (APT) and all passed.	Standards, IL Professional Standards, IL Language Arts Standards, IL Technology Standards, and NASAD Standards). Also, the background check and ADA policies are added to the syllabi. To evaluate effective planning of lesson plans prior to student teaching, students are required to submit a teaching portfolio at the end of the methods (ART 4664) as well as the student teaching (ART 4975). The description of the Method of Assessment (Attachment 1) is changed accordingly. The department has requested Information Technology at CSU to purchase web-authoring software (Contribute CS4, $99) for Mac more than four	passed.	of Assessment** for simplification and better alignment. Under #7 of the revised Assessment Outcomes, IL Licensure Tests (Test of Academic Proficiency, Subject Mater Test in Visual Arts, Assessment of Professional Teaching) results were included as part of Teaching Portfolio Review in this report. Following the revised assessment plans, students submitted a unit of lesson plans to LiveText in Fall 2013 as part of the initial teaching portfolio review (COE 3) at the end of the methods course (ART 4664). The department		of FY 2014 and action plans. The program had the NASAD (National Association of Schools of Art and Design) accreditation team's visit in Spring 2015 and received a positive review. Based on the revised Assessment Outcomes (7), IL Licensure Tests (Test of Academic Proficiency, Subject Mater Test in Visual Arts, Assessment of Professional Teaching) results were included as part of Teaching Portfolio Review. EdTPA Portfolio was included and evaluated in Teaching Portfolio Review. The curriculum map of professional education courses offered in COE was completed by COE. The Foundations Committee developed the Foundations Assessment Portfolio requirements. To encourage	The assessment plans revised based on COE assessments in Spring 2011 were updated with the revised Assessment Outcomes and Method of Assessment for simplification and better alignment. Under #7 of the revised Assessment Outcomes, IL Licensure Tests (Test of Academic Proficiency, Subject Mater Test in Visual Arts, Assessment of Professional Teaching) results were included as part of Teaching Portfolio Review in this report. Following the revised assessment plans, students submitted a unit of lesson plans to LiveText in Fall 2013 as part of the initial teaching portfolio review (COE 3) at the end of the methods course (ART 4664). The department website was updated in Spring 2014 and Spring 2015 with the revised department assessment plans, student artworks, student testimonials, and more. The program had the NASAD (National Association of Schools of Art and Design) accreditation team's visit in Spring 2015 and received a positive review. Based on the revised Assessment Outcomes (7), IL Licensure Tests (Test of Academic Proficiency,

		times by now, but has not received it yet. The department cannot buy it independently without a permission of Information Technology, which put us in limbo at this time.		website was updated in Spring 2014 with the revised department assessment plans, student artworks, student testimonials, and more. The curriculum map of professional education courses offered in COE needs to be done by COE. It is still underway.		students participating in the assessments, all instructors were emailed a list of students who were ready for the assessments at the beginning of semester. In addition to the Assessment Board, the assessment info was emailed to individual students who were ready for the assessments. Moodle continued to be used to digitally compile, share, and document all assessment materials. Full-time faculty members were invited to participate in the department assessment for more diverse critique. They can now access the Moodle assessment page. The faculty's timely participation was improved. Students' timely submission continued to be problematic. The student who passed Teaching Portfolio Review	Subject Mater Test in Visual Arts, Assessment of Professional Teaching) results were included as part of Teaching Portfolio Review. EdTPA Portfolio was included and evaluated in Teaching Portfolio Review. The curriculum map of professional education courses offered in COE was completed by COE. The Foundations Committee developed the Foundations Assessment Portfolio requirements. To encourage students participating in the assessments, all instructors were emailed a list of students who were ready for the assessments at the beginning of semester. In addition to the Assessment Board, the assessment info was emailed to individual students who were ready for the assessments. Moodle continued to be used to digitally compile, share, and document all assessment materials. Full-time faculty members were invited to participate in the department assessment for more diverse critique. They can now access the Moodle assessment page. The faculty's timely

						was accepted to a graduate school upon graduation, setting a positive trend.	participation was improved. The student who passed Teaching Portfolio Review was accepted to a graduate school upon graduation, setting a positive trend.

Instruments (Specify names)	2015/16 Results	Improvements			
Content Knowledge • 1st Portfolio Review • 2nd Portfolio Review • IL Teacher Licensure Test in Visual Arts Review • Senior Portfolio Review Planning Teaching Portfolio & Disposition	No one took the 1st Portfolio Review and the Teaching Portfolio Review. Three students took the 2nd Portfolio Review and passed. Two took the Senior Portfolio Review and passed. One took the IL Teacher Licensure Test in Visual Arts Review (ART 1092) and passed. One submitted the Lesson Plans Review and passed. One took the Subject Matter Knowledge Test in Visual Arts (SMK) and passed.	As shown in the data, students performed well. The quality of student works including papers was fine as well. Yet, the students' timely participation was problematic, often requiring the faculty to grant extended time for their full submission. One student who passed the Senior Portfolio Review and Lesson Plans Review received an 'Incomplete' grade for the courses partly due to not progressing in a timely manner. Given the importance of professional disposition of punctuality and trustworthiness as a teacher, this should be properly cautioned and corrected.			

	1st	2nd	Senior Portfolio	ART 1092	Lesson Plans	SMK	Teaching Portfolio
Pass	0	3	2	1	1	1	0
Fail	0	0	0	0	0	0	0