

## Art [ART]

**Cycles included in this report:**  
Jun 1, 2017 to May 31, 2018

## **Program Name: Art [ART]**

**Reporting Cycle: Jun 1, 2017 to May 31, 2018**

### **1 Is this program offered via Distance Learning?**

100% Traditional or less than 50% Distance/Traditional

### **2 Is this program offered at an off-site location?**

No

### **2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.**

### **3 Example of Program Improvement** improvement

2016-2017:

Statement of Intent will change to Statement of Interest at 200 level as part of QEP initiative. Change reflects shift towards exploration of career paths rather than singular focus on concentration, encouraging majors to fully consider range of study options and supplemental coursework to enhance acquiring both supportive and “soft” skills.

2017-2018:

ART 261 Art History I - Content:

In 2015-2016 students were not meeting expectations of 85% earning 85 or above on embedded questions for content knowledge as 76% earned 85 or above. Content delivery and updated research was added in 2016-2017 showing some improvement with 80% earning 85 or above. Instructional delivery/research were modified again in 2017-2018 and expectations met with 85% earning 85 or above.

### **4 Program Highlights from the Reporting Year**

2017-2018:

MSU/SOWELA Memorandum of Agreement:

The first student successfully completed transition into the BA in Art via the McNeese/Sowela Memorandum of Agreement [6/7/17] and the ART 200 transfer review, earning 18 AP credit hours in Art. A second student has entered for the fall 2018 term.

### **5 Program Mission** BA Art Mission

The mission of the Department of Visual Arts is to provide education that will enable graduates to develop their talent and potential as creative artists and future art educators within a liberal arts framework. The Department of Visual Arts offers the Bachelor of Arts in Art with studio and art education concentrations. Through a curriculum that provides a breadth of experience and understanding in studio art, graduates learn to analyze the history of art and its function within the evolution of contemporary culture and to develop competency in a select area of art studio concentration. Students cultivate skills in critical thinking and effective communication and analyze global community issues to become better citizens of the world and the community.

### **6 Institutional Mission Reference**

This degree supports McNeese State University's primary mission as a teaching institution responsible for the successful education of the undergraduate students and services to the employees and communities in the southwest Louisiana region.

### **7 Assessment and Benchmark** Sophomore Portfolio Evaluation

Assessment 1: Visual sensitivity and literacy.

Student competencies in visual sensitivity/literacy and visual communication/expression are assessed via the sophomore portfolio reviews conducted upon completion of the visual arts core (ART 101, 102, 105, 217). The review serves as a midpoint assessment of student learning and instructional strengths within the BA Art program. A team of faculty advisors conducts the review with and gives individual feedback/guidance to students regarding educational and professional direction.

Faculty review team evaluations portfolio of 30 projects from each student for fundamental ability to synthesize knowledge of concept and design into resolved visual solutions in all categories: basic design, color theory, creative and representational drawing, computer applications, and artist statement.

Assessment 2: Visual communication and expression.

Communication skills encompass the process of generating, interpreting, and exchanging information through verbal and nonverbal methods. Information is communicated formally and informally through oral discussions, written documentation, and the use of technology.

Visual Arts portfolio/project evaluations serve to assess communication skills by appraising a student's ability to develop visual, technological, verbal, and written responses to visual phenomena and organize perceptions and conceptualizations both rationally and intuitively (NASAD).

Benchmark 1: 85% of students are expected to achieve a score of 80% or above on the sophomore portfolio evaluation.

Prior to 2016-2017, the benchmark was that 75% of students would achieve a score of 70% or above.

Benchmark 2: 85% of students will meet/exceed score of 80% total score on Sophomore Portfolio Review in the three categories related to written and oral communication and technology application/communication.

#### Course Links

**ART200 [Sophomore Portfolio Review (Lab. 2, Cr. 1)]**

#### Outcome Links

##### **Visual Communication and Expression [Program]**

Graduates possess the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media. Graduates must possess an ability to make workable connections between concept and media. (NASAD)

##### **Visual Sensitivity and Literacy [Program]**

Students develop visual sensitivity and demonstrate competency in visual literacy.

### 7.1 Data Visual Sensitivity and Literacy

E - Exceeded expectations

M - Met expectations

F - Failed to meet expectations

#### Sophomore Review - Visual Sensitivity and Literacy

| Performance Area      | 2016-2017 |     |     |      | 2017-2018 |     |     |      |
|-----------------------|-----------|-----|-----|------|-----------|-----|-----|------|
|                       | F         | M   | E   | M/E  | F         | M   | E   | M/E  |
| Basic Design          | 0%        | 19% | 81% | 100% | 0%        | 9%  | 91% | 100% |
| Color Theory          | 0%        | 23% | 77% | 100% | 0%        | 41% | 59% | 100% |
| Drawing               | 0%        | 27% | 73% | 100% | 6%        | 35% | 59% | 94%  |
| Computer Applications | 0%        | 7%  | 93% | 100% | 0%        | 26% | 74% | 100% |
| Artist Statement      | 0%        | 11% | 89% | 100% | 0%        | 17% | 83% | 100% |
| Verbal Skills         | 0%        | 7%  | 93% | 100% | 0%        | 29% | 71% | 100% |
| Averages              | 0%        | 16% | 84% | 100% | 1%        | 26% | 73% | 99%  |

**Course Links****ART200 [Sophomore Portfolio Review (Lab. 2, Cr. 1)]****Outcome Links****Visual Sensitivity and Literacy [Program]**

Students develop visual sensitivity and demonstrate competency in visual literacy.

**7.1.1 Analysis of Data and Plan for Continuous Improvement**

2016-2017:

Expected achievement met: 100% of students achieved a score of 80% or above to meet or exceed expected performance on the Sophomore Portfolio Review.

Action: Curriculum alterations removes ART 218 from required coursework (replaced with 200 level studio) and the ART 200 review. ART 218 may be required prescriptively for students needing supplemental work in representational drawing skills.

Recommendation: ART 200 results be monitored for drawing competency results to ascertain impact on program results.

2017-2018:

Expected achievement met: 99% of students achieved a score of 80% or above to meet or exceed expected performance on the Sophomore Review.

Action: Discussion held concerning the repercussions of deleting ART 218 from core, as was visible in the spring 2018 portfolio reviews, and adjustments made to the ART 217 course content in an effort to improve skill development in line, value and form.

Recommendation: Develop strategies in critiques to increase verbal participation. While performance level meeting benchmark, spring reviews were not at the level seen previously.

**Course Links****ART200 [Sophomore Portfolio Review (Lab. 2, Cr. 1)]****7.2 Data Visual Communication and Expression****Sophomore Review - Visual Communication and Expression**

| Performance Area      | 2016-2017 |     |     |      | 2017-2018 |     |     |      |
|-----------------------|-----------|-----|-----|------|-----------|-----|-----|------|
|                       | F         | M   | E   | M/E  | F         | M   | E   | M/E  |
| Technology A/C        | 0%        | 7%  | 93% | 100% | 0%        | 26% | 74% | 100% |
| Written Communication | 0%        | 11% | 89% | 100% | 0%        | 17% | 83% | 100% |
| Oral Communication    | 0%        | 7%  | 93% | 100% | 0%        | 29% | 71% | 100% |
| Communication Skills  | 0%        | 8%  | 92% | 100% | 0%        | 24% | 76% | 100% |

**Course Links****ART200 [Sophomore Portfolio Review (Lab. 2, Cr. 1)]****Outcome Links****Visual Communication and Expression [Program]**

Graduates possess the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media. Graduates must possess an ability to make workable connections between concept and media. (NASAD)

**7.2.1 Analysis of Data and Plan for Continuous Improvement**

2016-2017:

Expected achievement met: 100% of students met/exceeded score of 80% total score on Sophomore Portfolio Review in the three categories related to written and oral communication and technology application/communication.

2016-2017 results show a 10% increase from prior year across all areas related to visual communication and expression. Continue to monitor results.

2017-2018:

Expected achievement met: 100% of students achieved a score of 80% or above to meet or exceed expected performance on the Sophomore Review in the three categories related to written and oral communication and technology application/communication.

Action: Final project assignments in ART 101 and 102 were amended to reflect oral component of the review.

Recommendation: Assessment committee met with foundations faculty to ascertain where communication skills might be best supported within art core curriculum. Faculty recommended the oral skills Q&A component utilized in the ART 200 sophomore review be applied to the final critique in the art core.

#### Course Links

**ART200 [Sophomore Portfolio Review (Lab. 2, Cr. 1)]**

### 8 Assessment and Benchmark Analytical Writing Assignment

Assessment: Critical Thinking Defined.

The process that involves the cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning.

Visual Arts: Portfolio/artifact evaluation serves to assess CT skills by appraising a student's fundamental ability to synthesize knowledge of concept and design into resolved visual solutions (NASAD)

ART 200 Analytical Writing Assignment - Critical Thinking prompt asks students to analyze and interpret their own work in the context of why the work is successful.

2011 - Pilot of critical thinking assignment in ART 200.

2012 - Revised assignment prompt.

2013 - Revised rubric.

2014 - Benchmark set .

Benchmark: 85% of students are expected to achieve a score of 80% on the ART 200 Analytical Writing assignment.

#### Course Links

**ART200 [Sophomore Portfolio Review (Lab. 2, Cr. 1)]**

#### Outcome Links

##### Critical Thinking [Program]

Students demonstrate cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning.

### 8.1 Data Critical Thinking

Art 200 Analytical Writing

| Students | 2016-2017 |     |     |     | 2017-2018 |     |     |     |
|----------|-----------|-----|-----|-----|-----------|-----|-----|-----|
|          | F         | M   | E   | M/E | F         | M   | E   | M/E |
| #        | 2         | 2   | 6   | 8   | 3         | 6   | 1   | 7   |
| %        | 20%       | 20% | 60% | 80% | 30%       | 70% | 10% | 80% |

## ART 200 - Five-year comparison average scores

|     | Academic Year Ending |      |      |      |      |      |
|-----|----------------------|------|------|------|------|------|
|     | 2013                 | 2014 | 2015 | 2016 | 2017 | 2018 |
| M/E | 58%                  | 60%  | 69%  | 82%  | 80%  | 80%  |

**Course Links****ART200 [Sophomore Portfolio Review (Lab. 2, Cr. 1)]****Outcome Links****Critical Thinking [Program]**

Students demonstrate cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning.

**8.1.1 Analysis of Data and Plan for Continuous Improvement**

2016-2017:

Expected achievement not met, with 80% of students meeting or exceeding a score of 80% or above on the ART 200 analytical writing assignment.

Analytical writing reinforced in ART 200 showing steady improvement over five-year period. The students falling below goal scored 80%. Assessment committee recommends no changes at this point.

2017-2018:

Expected achievement is not met, with 80% of students meeting/exceeding a score of 80% or above on the ART 200 analytical writing assignment.

The average score decreased slightly by 5% from the previous year. This could be reflective of individuals, however, it should be noted that many of the students in ART 200 for 2017-2018 only had four art core courses due to the removal of ART 218 from the art core.

Recommend/Action: Encourage/facilitate appropriate critical thinking application in the core courses. ART 217 critical thinking content reinforced within revised curriculum structure.

Fundamental concepts to be covered by week nine in semester, with weeks 10-15 emphasizing synthesis and application.

**Course Links****ART200 [Sophomore Portfolio Review (Lab. 2, Cr. 1)]****9 Assessment and Benchmark Core Content Knowledge**

Assessment: Core courses in BA Art include:

- Art 101 Basic Design I
- Art 102 Basic Design II
- Art 217 Drawing I
- Art 105 Art and the Computer

Each course contains embedded questions and/or quizzes to determine achievement of student learning.

Benchmark: 85% of students are expected to achieve a score of 80% or above on content knowledge.

Files:

217-218 content\_ terminology quiz

Art 101, 102 Course Content Assessment Questions

**Course Links****ART101 [Basic Design I (Lab. 6, Cr. 3)]****ART102 [Basic Design II (Lab. 6, Cr. 3)]**

**ART105 [Art and the Computer (Lab. 6, Cr. 3)]**

**ART217 [Drawing I (Lab. 6, Cr. 3)]**

**ART218 [Drawing II (Lab. 6, Cr. 3)]**

#### Outcome Links

##### Visual Sensitivity and Literacy [Program]

Students develop visual sensitivity and demonstrate competency in visual literacy.

### 9.1 Data Visual Sensitivity and Literacy

#### Core Content Knowledge

| Course              | 2016-2017 |      | 2017-2018 |      |
|---------------------|-----------|------|-----------|------|
|                     | <80%      | ≥80% | <80%      | ≥80% |
| Basic Design I 101  | 0%        | 100% | 2%        | 98%  |
| Basic Design II 102 | 10%       | 90%  | 5%        | 95%  |
| Drawing I 217       | 5%        | 95%  | 19%       | 81%  |
| Drawing II 218      | 6%        | 94%  | N/A       | N/A  |
| Computer 105        | 0%        | 100% | 6%        | 94%  |
| Average             | 6%        | 94%  | 8%        | 92%  |

#### Course Links

**ART101 [Basic Design I (Lab. 6, Cr. 3)]**

**ART102 [Basic Design II (Lab. 6, Cr. 3)]**

**ART105 [Art and the Computer (Lab. 6, Cr. 3)]**

**ART217 [Drawing I (Lab. 6, Cr. 3)]**

**ART218 [Drawing II (Lab. 6, Cr. 3)]**

#### Outcome Links

##### Visual Sensitivity and Literacy [Program]

Students develop visual sensitivity and demonstrate competency in visual literacy.

#### 9.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected achievement was met. 85% of students achieved a score of 80% or above on course content knowledge. The average score was 94% with the benchmark met in 101, 102, 105, 217, and 218.

ART 218 will no longer be required as part of the Art Core beginning with the fall 2017 term. Assessment team recommends content knowledge from ART 217 be monitored for five years and evaluated by curriculum committee.

2017-2018:

Course content knowledge expected achievement was met. The composite average was 92% with the benchmark met in 101, 102, and 105.

Benchmark was not met in ART 217 with 81% scoring 80%. ART 218 was no longer required as part of the Art Core beginning with the fall 2017 term. The average content knowledge score on ART 217 decreased by 14% during the same assessment period.

Action: Assessment committee met with ART 217 faculty and content (along with CT) reinforced within curriculum structure. Fundamental concepts to be covered by week nine in semester, with weeks 10-15 emphasizing synthesis and application.

Note: Faculty vigilance needed to reinforce content and competence in ART 217. Original plan was to reassess the change to curriculum after one five-year trial period, but committee suggests this be done after three years.

**Course Links**

- ART101 [Basic Design I (Lab. 6, Cr. 3)]**
- ART102 [Basic Design II (Lab. 6, Cr. 3)]**
- ART105 [Art and the Computer (Lab. 6, Cr. 3)]**
- ART217 [Drawing I (Lab. 6, Cr. 3)]**
- ART218 [Drawing II (Lab. 6, Cr. 3)]**

**10 Assessment and Benchmark Senior Portfolio Review**

Assessment: Faculty review team evaluates each degree candidate's written statement and senior portfolio.

Benchmark 1: 85% of degree candidates are expected to achieve scores to meet (14-17) or exceed (18+) expectations on senior portfolio evaluation measuring student mastery of and ability to synthesize concept and design into resolved visual solutions.

Benchmark 2: 85% of degree candidates are expected to achieve a score of 80% or above on the senior portfolio evaluation in the categories related to technological application/communication, written communication, and oral communication.

Benchmark 3: 85% of degree candidates are expected to achieve a score of 80% or above on the total score of the Senior Portfolio Review.

**Course Links**

- ART400 [Senior Project Portfolio Exhibition/Review (Lab. 4, Cr. 2)]**

**Outcome Links**

**Visual Communication and Expression [Program]**

Graduates possess the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media. Graduates must possess an ability to make workable connections between concept and media. (NASAD)

**Critical Thinking [Program]**

Students demonstrate cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning.

**10.1 Data Critical Thinking**

Art 400 Senior Portfolio - Critical Thinking

|           | 2016-2017      |    |   |     |   |     |    |      |    |  |
|-----------|----------------|----|---|-----|---|-----|----|------|----|--|
|           | Total Students | F  |   | M   |   | E   |    | M/E  |    |  |
|           |                | %  | # | %   | # | %   | #  | %    | #  |  |
| Concept   | 26             | 0% | 0 | 35% | 9 | 65% | 17 | 100% | 26 |  |
| Statement | 26             | 0% | 0 | 19% | 5 | 81% | 21 | 100% | 26 |  |

|           | 2017-2018      |    |   |     |   |     |    |      |    |  |
|-----------|----------------|----|---|-----|---|-----|----|------|----|--|
|           | Total Students | F  |   | M   |   | E   |    | M/E  |    |  |
|           |                | %  | # | %   | # | %   | #  | %    | #  |  |
| Concept   | 20             | 5% | 1 | 40% | 8 | 55% | 11 | 95%  | 19 |  |
| Statement | 20             | 0% | 0 | 45% | 9 | 55% | 11 | 100% | 20 |  |

Five-year comparison - M/E Art 400 Critical Thinking

|         | Academic Year Ending |      |      |      |      |         |
|---------|----------------------|------|------|------|------|---------|
|         | 2014                 | 2015 | 2016 | 2017 | 2018 | Average |
| Concept | 94%                  | 100% | 100% | 100% | 95%  | 98%     |



|                   |     |      |      |      |      |       |
|-------------------|-----|------|------|------|------|-------|
| Statement         | 98% | 100% | 100% | 100% | 100% | 99%   |
| Critical Thinking | 96% | 100% | 100% | 100% | 98%  | 98.5% |

### Course Links

**ART400 [Senior Project Portfolio Exhibition/Review (Lab. 4, Cr. 2)]**

### Outcome Links

#### Critical Thinking [Program]

Students demonstrate cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning.

### 10.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected achievement is met. 100% of degree candidates met or exceeded goals in the area of critical thinking. Five-year comparison shows steady performance in area of critical thinking at the capstone level.

2017-2018:

Expected achievement is met. 98% of degree candidates met or exceeded goals in the area of critical thinking.

Within the composite score, the same 55% exceeded expectations in the three areas of concept, design, and the artist statement. Looking within the other 45%, including the 5% failing to meet expectations, concept and design both needed development. Both the failures and successes speak to the interconnectedness of theory, application, and communication.

Recommendation/Action: Portfolio review process amended. In an effort to guide students showing any struggle with concept development, the faculty team shall make specific recommendations/notes during the early senior portfolio review process.

### Course Links

**ART400 [Senior Project Portfolio Exhibition/Review (Lab. 4, Cr. 2)]**

### 10.2 Data Visual Communication and Expression

Visual Communication/Expression ART 400 Senior Portfolio - TC/AS/VS

|                       | 2016-2017 |     |     |      | 2017-2018 |     |     |      |
|-----------------------|-----------|-----|-----|------|-----------|-----|-----|------|
|                       | F         | M   | E   | M/E  | F         | M   | E   | M/E  |
| Technology            | 0%        | 31% | 69% | 100% | 0%        | 35% | 65% | 100% |
| Written Communication | 0%        | 19% | 81% | 100% | 0%        | 45% | 55% | 100% |
| Oral Communication    | 0%        | 12% | 88% | 100% | 0%        | 40% | 60% | 100% |
| Communication Skills  | 0%        | 21% | 79% | 100% | 0%        | 40% | 60% | 100% |

### Course Links

**ART400 [Senior Project Portfolio Exhibition/Review (Lab. 4, Cr. 2)]**

### Outcome Links

#### Visual Communication and Expression [Program]

Graduates possess the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media. Graduates must possess an ability to make workable connections between concept and media. (NASAD)

### 10.2.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected achievement was met in each category this year.

2017-2018:

Expected achievements were met in all categories with 100% meeting or exceeding a score of 80% or above in categories related to technological applications/communications, written communication, and oral communication.

While goals were met, the percentage of students exceeding expectations dropped by approximately 19% in all areas except technology from the previous year.

Assessments indicate area in need of improvement largely within digital art portfolios. It should be noted that students who completed internships performed better than their counterparts. Those who followed recommended pathway through the program also performed better.

Recommendation/Action: ART 400 review implemented diagnostic assessment with the early portfolio review.

#### Course Links

**ART400 [Senior Project Portfolio Exhibition/Review (Lab. 4, Cr. 2)]**

### 10.3 Data Visual Communication and Expression

#### Senior Review/CAP

|                              | 2016-2017 |     |     |      | 2017-2018 |     |     |      |
|------------------------------|-----------|-----|-----|------|-----------|-----|-----|------|
|                              | F         | M   | E   | M/E  | F         | M   | E   | M/E  |
| Application Craft/Technology | 0%        | 31% | 69% | 100% | 0%        | 35% | 65% | 100% |
| Design Development           | 0%        | 38% | 62% | 100% | 5%        | 40% | 55% | 95%  |
| Concept Development          | 0%        | 35% | 65% | 100% | 5%        | 40% | 55% | 95%  |
| Written Communication        | 0%        | 19% | 81% | 100% | 0%        | 45% | 55% | 100% |
| Verbal Communication         | 0%        | 12% | 88% | 100% | 0%        | 40% | 60% | 100% |
| Average                      | 0%        | 27% | 73% | 100% | 2%        | 40% | 58% | 98%  |

#### Course Links

**ART400 [Senior Project Portfolio Exhibition/Review (Lab. 4, Cr. 2)]**

#### Outcome Links

#### Visual Communication and Expression [Program]

Graduates possess the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media. Graduates must possess an ability to make workable connections between concept and media. (NASAD)

### 10.3.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected achievement is met. 100% of students met or exceed an expected level of achievement of  $\geq 80\%$  total score on the Senior Portfolio Review.

2017-2018:

Expected achievements were met in all categories with 100% meeting or exceeding a score of 80% or above in categories related to technological applications/communications, written

communication, and oral communication. Concept and design development met benchmark and yet 5% fell below expectations.

Concept and design development are the two areas within the portfolio assessment where select students fell below the standard. Portfolios in this category were from the GDES concentration with content largely taken from course projects and lacking in internship, independent study, or multi-media work.

Recommendation/Action: ART 400 review implemented diagnostic assessment with the early portfolio review. Faculty offer specific guidance as to senior portfolio content and development.

### Course Links

#### ART400 [Senior Project Portfolio Exhibition/Review (Lab. 4, Cr. 2)]

## 11 Assessment and Benchmark 300/400 Level Studio

Assessment:

Goal 1 - (a) Grasp of assignment/project/individual approach/interpretation to the work; and, (b) Addresses approach to media/applications and use of terminology.

Goal 2 - Thoughtful evaluation of work through multiple criteria including structure, meaning, and context/supports assertions.

Goal 3 - Examines work within a larger context.

Benchmark 1: 85% of students expected to achieve scores to meet (14-15) or exceed (16+) expectations measuring ability to engage in higher order thinking skills through analysis, synthesis, and/or evaluation of work created (Goal 2) and examine work within some larger context (Goal 3). Students should be able to demonstrate ability to think critically and contextualize their work within their concept/media through writing. Students should ultimately be able to make a connection between making, discussing, and writing about their work.

Benchmark 2: 85% of students are expected to meet (14-15) or exceed (16+) expectations measuring ability to communicate their understanding of the project assignment and their individual approach in terms of concept and media.

### Outcome Links

#### Visual Communication and Expression [Program]

Graduates possess the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media. Graduates must possess an ability to make workable connections between concept and media. (NASAD)

#### Critical Thinking [Program]

Students demonstrate cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning.

### 11.1 Data Critical Thinking

#### Critical Thinking 300/400

|                            | 2016-2017 |     |     | 2017-2018 |     |     |
|----------------------------|-----------|-----|-----|-----------|-----|-----|
|                            | F         | M   | E   | F         | M   | E   |
| Composite Score            | 13%       | 19% | 68% | 17%       | 34% | 49% |
| Goal 1                     | 13%       | 87% |     | 12%       | 88% |     |
| Goal 2                     | 20%       | 80% |     | 18%       | 82% |     |
| Goal 3                     | 8%        | 92% |     | 26%       | 74% |     |
| 300/400 Writing Assessment | 13%       | 87% |     | 1%        | 99% |     |

### Outcome Links

**Critical Thinking [Program]**

Students demonstrate cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning.

**11.1.1 Analysis of Data and Plan for Continuous Improvement**

2016-2017:

Overall goal met with 87% meeting/exceeding expectations. Goal 1 and 3 were met. Goal 2 fell short of 85% with 80% meeting/exceeding. Improvement in critical thinking at 300/400 level reflects improved achievement at the capstone. Continue monitoring for five-year period.

2017-2018:

Expected achievements were not met.

Goal 1 Knowledge: met (+3)

Goal 2 Evaluation: not met (-3)

Goal 3 Context: not met (-11)

Recommendation/Action: Assessment committee met with studio faculty during spring term concerning proposed changes to the CT prompt. Revised writing prompt created for drawing studio area. Weakest area shown to be with Goal 3, placing the work within some larger context. Prompt revised for 2018-2019 to include required art historical component.

**11.2 Data Visual Communication and Expression**

Goal 1 - Ability to communicate their understanding of the project assignment and their individual approach in terms of concept and media.

| Academic Year | % of students met or exceeded expected level of achievement |
|---------------|---|
| 2013-2014     | 42%   |
| 2014-2015     | 96%   |
| 2015-2016     | 92%   |
| 2016-2017     | 87%   |
| 2017-2018     | 88%   |

**Outcome Links****Visual Communication and Expression [Program]**

Graduates possess the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media. Graduates must possess an ability to make workable connections between concept and media. (NASAD)

**11.2.1 Analysis of Data and Plan for Continuous Improvement**

2016-2017:

Students met goals involving concept and media.

Collect additional data to monitor trends, recommend five-year evaluative comparison.

2017-2018:

Expected achievement is met 88% of students met or exceeded Goal 1 Knowledge [Ability to communicate their understanding of the project assignment and their individual approach in terms of concept and media].

Five years of data suggest this most basic level [Knowledge] as the most consistent area of achievement in the critical thinking assignments. The ability to apply this knowledge base and subsequently use to support context indicates a continuing disconnect.

Recommendation/Action: Prompt revised for 2018-2019, changes made to the CT prompt with revised writing prompt created for drawing studio area. Student guided to draw direct connections between Goal 1 content and Goal 3 context.

**12 Assessment and Benchmark Art History Course Exit Exams**

**Assessment:** Graduates will analyze the history of art from the Paleolithic period to the present day emphasizing the roles of art within the evolution of contemporary culture.

**Benchmark:** 85% of art majors are expected to achieve a score of 85% or above on art content questions embedded in the course exit surveys.

#### Course Links

**ART261 [Art History: Ancient through Medieval (Lec. 3, Cr. 3)]**

**ART262 [Art History: Renaissance to Modern (Lec. 3, Cr. 3)]**

**ART363 [Art History: Origins of Modern Art (Lec. 3, Cr. 3)]**

**ART367 [Art since 1945 (Lec. 3, Cr. 3)]**

#### Outcome Links

##### **Art History and Contemporary Art [Program]**

Graduates must possess some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds. Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions. (NASAD)

### 12.1 Data Art History [Approved]

#### Art History Content

| Course  | 2016-2017 |     |                | 2016-2017 |     |                |
|---------|-----------|-----|----------------|-----------|-----|----------------|
|         | M/E       |     | Benchmark met? | M/E       |     | Benchmark met? |
|         | #         | %   |                | #         | %   |                |
| ART 261 |           | 80% | No             |           | 85% | Yes            |
| ART 262 |           | 88% | Yes            |           | 90% | Yes            |
| ART 363 |           | 90% | Yes            |           | 80% | No             |
| ART 367 |           | N/A | N/A            |           | 97% | Yes            |
| Average |           | 86% | Yes            |           | 89% | Yes            |

#### Course Links

**ART261 [Art History: Ancient through Medieval (Lec. 3, Cr. 3)]**

**ART262 [Art History: Renaissance to Modern (Lec. 3, Cr. 3)]**

**ART363 [Art History: Origins of Modern Art (Lec. 3, Cr. 3)]**

**ART367 [Art since 1945 (Lec. 3, Cr. 3)]**

#### Outcome Links

##### **Art History and Contemporary Art [Program]**

Graduates must possess some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds. Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions. (NASAD)

### 12.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

ART 262 and ART 363 expected achievement met. ART 261 expected achievement not met. ART 261 achievement at 80% while goal is 85%. Assessment team discussed results with art history faculty. While 80% is not ideal it does not require corrective action. Maintain and continue to monitor results.

2017-2018:

Composite expected achievement is met 88% of students met or exceeded score of 85% on embedded exam questions. ART 363 is the singular course where expected achievement fell below expectations with score of 80%. Data not collected on Non-Western art courses.

Recommendation/Action: Non-Western art establish assessment for course content. Initial assessment fall 2018.

#### Course Links

**ART261 [Art History: Ancient through Medieval (Lec. 3, Cr. 3)]**

**ART262 [Art History: Renaissance to Modern (Lec. 3, Cr. 3)]**

**ART363 [Art History: Origins of Modern Art (Lec. 3, Cr. 3)]**

**ART367 [Art since 1945 (Lec. 3, Cr. 3)]**

### 13 Assessment and Benchmark ART 450 Embedded Questions - Professional Practices/Ethics]

Assessment: These embedded questions in the capstone course address contemporary professional and ethical issues in art.

Benchmark: 85% of ART 450 students are expected to achieve a score of 80% on nine embedded quiz questions that assess student understanding of the ethical considerations of copyrights, contracts for commissioned work, and commercial gallery relations.

#### Course Links

**ART450 [Senior Art Seminar (Lec. 0, Lab. 6, Cr. 3)]**

#### Outcome Links

##### Art History and Contemporary Art [Program]

Graduates must possess some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds. Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions. (NASAD)

### 13.1 Data Professional Practices/ Ethics

#### ART 450 Professional Practices/Ethics

| Topic  | 2016-2017 |                | 2017-2018 |                |
|--|-----------|----------------|-----------|----------------|
|  | % correct | Benchmark met? | % correct | Benchmark met? |
| Professional Practices - Commissioned Work                       | 100%      | Yes            | 100%      | Yes            |
| Professional Practices - Gallery representation and direct sales | 100%      | Yes            | 92%       | Yes            |
| Legal/Professional Practices/Ethics/Contracts                    | 100%      | Yes            | 100%      | Yes            |
| Legal/Copyright Issues   | 100%      | Yes            | 97%       | Yes            |
| Legal/Public domain/Fair use                                     | 93%       | Yes            | 92%       | Yes            |
| Composite Average  | 99%       | Yes            | 96%       | Yes            |

#### Course Links

**ART450 [Senior Art Seminar (Lec. 0, Lab. 6, Cr. 3)]**

#### Outcome Links

##### Art History and Contemporary Art [Program]

Graduates must possess some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds. Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions. (NASAD)

### 13.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Expected achievement is met. 100% of ART 450 Senior Seminar students achieved a score

of  $\geq 85\%$  on embedded quiz questions relative to professional practices/legal/ethical issues in Art.

2017-2018:

Expected achievement is met 96% of students met or exceeded score of 85% on embedded quiz questions on professional practices/ethics.

Students could benefit from going deeper into content issues, especially those surrounding copyright. They are aware and engaged, but the topics are extensive and evolving.

Recommendation/Action: ART 450 content revised to include case study research relative to their own disciplines.

### Course Links

#### ART450 [Senior Art Seminar (Lec. 0, Lab. 6, Cr. 3)]

### 14 Assessment and Benchmark PRAXIS Art Content Knowledge Exam

Assessment: Students with a secondary concentration in art education must pass the PRAXIS Art Content exam.

Benchmark: 85% of Art Education majors will pass the Praxis Art Content Knowledge Exam on the first attempt.

### Outcome Links

#### Art Education Competency [Program]

Art Education concentration degree candidates shall demonstrate competency in the teaching of art in the K-12 school setting. (NASAD)

#### Art Education Competency [Program]

Art Education concentration degree candidates shall demonstrate competency in the teaching of art in the K-12 school setting. (NASAD)

#### Art History and Contemporary Art [Program]

Graduates must possess some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds. Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions. (NASAD)

#### Art History and Contemporary Art [Program]

Graduates must possess some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds. Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions. (NASAD)

### 14.1 Data PRAXIS Art Content

#### ART Education - Praxis Content #5134

| ART            |                         | Fall 2015 | Spring 2016 | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 |
|----------------|-------------------------|-----------|-------------|-----------|-------------|-----------|-------------|
| 5134 overall   | Number                  | 2         | 2           | 2         | 0           | 0         | 1           |
|                | Mean                    | 169       | 167         | 164       |             |           | 160         |
|                | Range                   | 165-173   | 166-168     | 161-167   |             |           | 160         |
|                | % Passed on 1st Attempt | 100%      | 100%        | 0%        |             |           | 0%          |
| 5134 breakdown | Number                  | 1         | 2           | 2         |             |           | 1           |
| Art Making     | Mean                    | 51        | 51          | 54        |             |           | 41          |
|                | Range                   | 51        | 49-53       | 53-54     |             |           | 41          |
|                | % correct (68)          | 75%       | 75%         | 79%       |             |           | 60%         |

|  |                |     |       |       |  |  |     |
|--|----------------|-----|-------|-------|--|--|-----|
| Health Historical and Theoretical Foundations of Art | Mean           | 28  | 32    | 23    |  |  | 29  |
|  | Range          | 28  | 27-37 | 18-27 |  |  | 29  |
|  | % correct (38) | 74% | 84%   | 61%   |  |  | 76% |

### Outcome Links

#### Art Education Competency [Program]

Art Education concentration degree candidates shall demonstrate competency in the teaching of art in the K-12 school setting. (NASAD)

#### Art History and Contemporary Art [Program]

Graduates must possess some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds. Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions. (NASAD)

#### 2013 InTASC Standards [External]

##### 5. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### 14.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Praxis Art Content: 100% pass rate on first attempt. Continue to monitor results for five-year average.

2017-2018:

The benchmark was not met. There was one candidate who completed the program in 2017-2018. The first time percentage pass rate was 0%.

The goal for 2018-2019 will be to achieve an 85% first attempt pass rate on the Praxis Art Content Knowledge Exam.

In order to achieve the goal, as the art professors redesign the art education program to meet state residency requirements, they will also revisit the topics covered on the content Praxis exam to ensure the appropriate courses are a part of the program. Professors will also evaluate and include in the course sequence when students would be most prepared to complete the Praxis exam successfully.

### 15 Assessment and Benchmark ARED 445 Field Experience Evaluation

Assessment: The Field Experience Evaluation (FEE) measures the following elements:

Domain 1: Planning and Preparation

Domain 2: Classroom Environment

Domain 2.1: Managing Student Behavior

Domain 3: Instruction

Domain 3.2: Engaging Students in Learning

Domain 3.3: Using Assessment in Instruction

Domain 4: Professionalism

Domain 5.4: Knowledge of Artists, Art History, and World Cultures

Domain 5.5: Thorough Analysis, Interpretation, and Judgment

Benchmark 1:

Candidates will score a 3.00 or higher on each element in the Field Experience Evaluation Rubric (FEE) for Domains 1-4.

Scoring scale used:

1 - Ineffective

2 - Effective: Emerging

3 - Effective: Proficient

4 - Highly Effective

Benchmark 2: Candidates will score 3.00 or higher on each element of Domain 5 (Content Specific



Components) on the Field Experience Evaluation (FEE) Rubric.

Scoring Scale for the FEE:

- 1 - Ineffective
- 2 - Emerging
- 3 - Effective Proficient
- 4 - Highly Effective

#### Outcome Links

##### Art Education Competency [Program]

Art Education concentration degree candidates shall demonstrate competency in the teaching of art in the K-12 school setting. (NASAD)

##### Art History and Contemporary Art [Program]

Graduates must possess some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds. Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions. (NASAD)

## 15.1 Data

2017-2018:

Data table is attached.

Files:

BA\_ART\_Field Experience Evaluation

#### Outcome Links

##### Art History and Contemporary Art [Program]

Graduates must possess some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds. Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions. (NASAD)

### 15.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

100% of art education students scored Effective Proficient or Highly Effective on the FEE relative to art history knowledge and analysis. Continue to monitor results for five-year period trends.

2017-2018:

The benchmark was met. The one candidate who completed the program in 2017-2018 achieved a score of 3.13 or higher on all components in the Field Experience Evaluation for domains 1-4. A score of 3.00 (Effective: Proficient) is the benchmark for proficiency.

The goal for 2018-2019 will be for candidates to score a 3.00 or higher on each element of the Field Experience Rubric for domains 1-4. The benchmark will not be raised due to the low N value. Once a trend has been established, then the benchmark score may be increased. In order to continue to understand the strengths and areas for improvement of the Art Education candidates and to ensure continued improvement, the FEE scores will be analyzed through scripted notes of university supervisors. Areas that need improvement will be identified and addressed in curriculum content.

## 15.2 Data Art Education

Domain 5: Content specific components on FEE III

| ART | Fall 2015 |      |           | Spring 2016 |      |       | Fall 2016 |      |           | Spring 2017 |      |       |
|-----|-----------|------|-----------|-------------|------|-------|-----------|------|-----------|-------------|------|-------|
|     | N         | Mean | Range     | N           | Mean | Range | N         | Mean | Range     | N           | Mean | Range |
| 5.1 | 2         | 3.5  | 3.5       | 2           | 4    | 4     | 2         | 3.94 | 3.88-4    |             |      |       |
| 5.2 | 2         | 3.38 | 3.25-3.5  | 2           | 4    | 4     | 2         | 3.91 | 3.88-3.94 |             |      |       |
| 5.3 | 2         | 3.44 | 3.38-3.5  | 2           | 4    | 4     | 2         | 3.88 | 3.75-4    |             |      |       |
| 5.4 | 2         | 3.67 | 3.5-3.83  | 2           | 4    | 4     | 2         | 3.75 | 3.63-3.88 |             |      |       |
| 5.5 | 2         | 3.32 | 3.25-3.38 | 2           | 4    | 4     | 2         | 3.88 | 3.75-4    |             |      |       |

|     |   |      |           |   |      |        |   |      |           |  |  |  |
|-----|---|------|-----------|---|------|--------|---|------|-----------|--|--|--|
| 5.6 | 2 | 3.28 | 2.88-3.67 | 2 | 3.94 | 3.88-4 | 2 | 3.61 | 3.38-3.83 |  |  |  |
| 5.7 |   |      |           |   |      |        | 1 | 3.63 | 3.63      |  |  |  |

| ART       | Fall 2017 |      |       | Spring 2018* |      |       |
|-----------|-----------|------|-------|--------------|------|-------|
| Component | N         | Mean | Range | N            | Mean | Range |
| 5.1       |           |      |       |              |      |       |
| 5.2       |           |      |       |              |      |       |
| 5.3       |           |      |       |              |      |       |
| 5.4       |           |      |       |              |      |       |
| 5.5       |           |      |       |              |      |       |
| 5.6       |           |      |       |              |      |       |
| 5.7       |           |      |       |              |      |       |

\*There was no data reported for the one candidate on Domain 5

**Outcome Links**

**Art Education Competency [Program]**

Art Education concentration degree candidates shall demonstrate competency in the teaching of art in the K-12 school setting. (NASAD)

**15.2.1 Analysis of Data and Plan for Continuous Improvement**

2017-2018:

The benchmark was not assessed. The candidate who completed the program in 2017-2018 did not receive scores from the university supervisor on the components in domain 5 of the Field Experience Evaluation Rubric.

The goal for 2018-2019 will be for candidates to score a 3.00 or higher on each element of domain 5 (content specific components) on the Field Experience Evaluation Rubric. In order to obtain data for this assessment, all university supervisors will be required to score the domain 5 elements that are observed during the evaluations. Once data is obtained, it will be evaluated for strengths and areas for improvement.

**16 Assessment and Benchmark ARED Senior Exit Survey**

Assessment: Program completers in Art Education complete an exit survey with the following indicators:

1. Use technology to enhance learning.
2. Understand and convey knowledge of subject matter.
3. Manage student behavior for effective learning.
4. Stimulate high-order thinking.
5. Provide opportunities for student involvement in learning.
6. Use materials, resources, and activities that are developmentally appropriate.

Benchmark: Candidates will score all of the components on the Candidate Exit Survey at a score of 3.00 or higher.

Scoring Scale:

- 1 - Not at all prepared
- 2 - Not sufficiently prepared
- 3 - Sufficiently prepared
- 4 - Well prepared

This is a new survey that was created to align with InTASC Standards implemented in fall 2017.

**Outcome Links**

**Art Education Competency [Program]**

Art Education concentration degree candidates shall demonstrate competency in the teaching of art in the K-12 school setting. (NASAD)

**16.1 Data** ARED Senior Exit Survey

## ART Education - Candidate Exit Survey

| Element   | InTASC Standard | Fall 2017<br>N=0 |       | Spring 2018<br>N=1 |       |
|---|-----------------|------------------|-------|--------------------|-------|
|   |                 | Mean             | Range | Mean               | Range |
| Section 1: Curriculum Design and Implementation   |                 |                  |       | 4.00               | 4.00  |
| 1.1 Implement a variety of instructional strategies during lesson planning, which addresses students' common misunderstandings as well as typical ways students learn the content (i.e. instructional strategies).  | 1b              |                  |       | 4.00               | 4.00  |
| 1.2 Incorporate students' diverse cultures as well as real-world interests and experiences into instructional content to make learning relevant.  | 4m              |                  |       | 4.00               | 4.00  |
| 1.3 Implement strategies to help students understand the interconnectedness of different content areas.   | 5e              |                  |       | 4.00               | 4.00  |
| Section II: Classroom Environment and Management  |                 |                  |       | 4.00               | 4.00  |
| 2.1 Implement routines and rules for the classroom that enables all students to focus on learning.  | 3d              |                  |       | 4.00               | 4.00  |
| 2.2 Demonstrate appropriate use of communication and interventions to manage behavior in the classroom taking into account student diversity.   | 3f              |                  |       | 4.00               | 4.00  |
| 2.3 Implement efficient transitions between classroom activities.   | 3k              |                  |       | 4.00               | 4.00  |
| 2.4 Implement and support diverse inclusiveness with structured student-led discussion, curricula, and instructional experiences.   | 2a              |                  |       | 4.00               | 4.00  |
| Section III: Quality of Instructional Practices   |                 |                  |       | 4.00               | 4.00  |
| 3.1 Demonstrate instructional strategies that emphasize critical thinking and deepen students' understanding by including Bloom's Taxonomy of analysis, synthesis, and/or evaluation or Webb's Depth of Knowledge of strategic thinking (DOK 3) and/or extended thinking (DOK 4). | 8f              |                  |       | 4.00               | 4.00  |
| 3.2 Demonstrate the ability to provide academic support (e.g. scaffolding, models and approaches, instructional strategies, theories of learning) to meet particular learning differences or needs.   | 2f              |                  |       | 4.00               | 4.00  |
| 3.3 Implement interactive and engaging technology within instructional lessons.   | 5l              |                  |       | 4.00               | 4.00  |
| Section IV: Student Assessment and Monitoring   |                 |                  |       | 4.00               | 4.00  |

|  |     |  |  |      |      |
|--|-----|--|--|------|------|
| 4.1 Demonstrate various ways to give feedback on student work that is descriptive, specific, relevant, timely, and constructive.   | 6n  |  |  | 4.00 | 4.00 |
| 4.2 Analyze formal and informal assessment results against student goals and utilize the data to guide instruction.  | 7d  |  |  | 4.00 | 4.00 |
| 4.3 Demonstrate how to help students assess their own ability and set goals which leads to successful outcomes (formative self-assessments such as checklist and rubrics, student goal setting, etc.)  | 6m  |  |  | 4.00 | 4.00 |
| 4.4 Analyze formative and summative assessment data to identify students' areas of weakness and create an instructional plan for academic improvement, especially with regards to Response to Intervention (RTI).                            | 9h  |  |  | 4.00 | 4.00 |
| Section V: Professional Dispositions   |     |  |  | 4.00 | 4.00 |
| 5.1 Demonstrate thoughtful and critical reflection on his/her own effectiveness as a teacher in order to improve planning and practice.  | 9l  |  |  | 4.00 | 4.00 |
| 5.2 Collaborate with learners and their families, through technology and other forms of communication, to establish mutual expectations and ongoing communication to support learner development and achievement.                            | 10d |  |  | 4.00 | 4.00 |
| 5.3 Collaborate with educational colleagues both within Professional Learning Committees (PLCs) and individually to meet the needs of all students (e.g. special education teachers, school counselors, school librarians, curriculum, etc.) | 7e  |  |  | 4.00 | 4.00 |
| Section VI: University Information   |     |  |  | 4.00 | 4.00 |
| 6.1 Rate the degree of your satisfaction with the academic advising you received from your academic department. (Aligns with MSU QEP)  |     |  |  | 4.00 | 4.00 |
| 6.2 Rate the extent to which your field experiences contributed to your teacher education training. (Required information for Master Plan)   |     |  |  | 4.00 | 4.00 |
| 6.3 Rate the extent to which your student teaching/internship contributed to your teacher education training. (Required information for Master Plan)   |     |  |  | 4.00 | 4.00 |

### Outcome Links

#### Art Education Competency [Program]

Art Education concentration degree candidates shall demonstrate competency in the teaching of art in the K-12



|   |                |     |       |     |  |  |     |
|---|----------------|-----|-------|-----|--|--|-----|
| Professional Development Leadership and Community | Mean           | 9   | 11    | 8   |  |  | 11  |
|   | Range          | 9   | 10-12 | 7-9 |  |  | 11  |
|   | % correct (14) | 64% | 79%   | 57% |  |  | 79% |
| Analysis of Instructional Scenarios               | Mean           | 8.5 | 9     | 10  |  |  | 12  |
|   | Range          | 8-9 | 9     | 10  |  |  | 12  |
|   | % correct (16) | 53% | 56%   | 63% |  |  | 75% |

\*K-12 candidates can choose to take any of the following PLT exams: #5622, #5623, or #5624.

#### Outcome Links

##### Art Education Competency [Program]

Art Education concentration degree candidates shall demonstrate competency in the teaching of art in the K-12 school setting. (NASAD)

### 17.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Passage goal met with 100% or [2/2].

2017-2018:

The benchmark was not met. The candidate who completed the program in 2017-2018 did not pass the Principles of Learning and Teaching Praxis Exam on the first attempt. This resulted in a 0% first attempt pass rate for the year. Over the last four semesters with completers in art education, there were three out of seven candidates (43%) who passed the exam on the first attempt. In analyzing the data over the last four semesters with completers in Art Education, Students as learners = 66%; Instructional Process = 70%; Assessment = 71%; Professional Development, Leadership, and Community = 70%; and Analysis of Instructional Scenarios = 62%.

The goal for 2018-2019 will be for 80% of the candidates to pass the Praxis Principles of Learning and Teaching exam on the first attempt and a minimum 65% passing score in each section assessed. Trends indicate increases in scores for the Analysis of Instructional Scenarios over the past four semesters with data. Components of the three PLT exams that are available for art majors to take will be analyzed to ensure that the program redesign will include course content that is addressed in the courses listed. The sequence will also set a recommended time for candidates to take the PLT exam. Advisors will also encourage candidates to take the exam at the recommended points in the sequence.

### 18 Assessment and Benchmark Louisiana Teacher Certification

Assessment: Art Education degree and certification candidates are expected to achieve Louisiana Teacher Certification.

Benchmark: 100% of Art Education candidates will receive their Louisiana Teacher Certification within six months of graduation.

#### Outcome Links

##### Art Education Competency [Program]

Art Education concentration degree candidates shall demonstrate competency in the teaching of art in the K-12 school setting. (NASAD)

### 18.1 Data Teacher Certification

#### BA Art Education - Louisiana Teacher Certification

| Term        | # of completers | Completers with Louisiana Teaching Certificate | % achieved certification |
|-------------|-----------------|--|--------------------------|
| Fall 2016   | 2               | 2  | 100%                     |
| Spring 2017 | -               | -  | -                        |

|             |   |   |      |
|-------------|---|---|------|
| Fall 2017   | - | - | -    |
| Spring 2018 | 1 | 1 | 100% |

### Outcome Links

#### Art Education Competency [Program]

Art Education concentration degree candidates shall demonstrate competency in the teaching of art in the K-12 school setting. (NASAD)

### 18.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Monitor results for a five-year period comparison.

2017-2018:

The benchmark was met. The last three candidates who completed the art education program went on to obtain their Louisiana Teacher Certification. The benchmark was set at 85% to receive their certification for 2017-2018.

The goal for 2018-2019 will be for 100% of art education candidates to receive their Louisiana Teacher Certification within six months of graduation.

Candidates will attend residency seminars and meetings that will inform them of the process for filing for Louisiana Teacher Certification. The MSU certification officer will also assist candidates in obtaining and submitting the necessary documentation for approval.

### 19 Assessment and Benchmark Enrollment and Completers

Assessment: BA ART Secondary Concentration Art Education K-12 enrollment and completers.

Benchmark: The EPP has set a goal to increase enrollment by 7% across programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment

### Course Links

#### EDUC200 [Entrance into Teacher Education (Cr. 0)]

### 19.1 Data

BA Art Education - Grades K-12 Assessment: Enrollment and Completers

| Academic Year | # officially enrolled in program with an EDUC 499 packet | # of completers in fall semester | # of completers in spring semester | Total # of completers |
|---------------|--|----------------------------------|------------------------------------|-----------------------|
| 2013-2014     | 4  |                                  |                                    | 5                     |
| 2014-2015     | 2  |                                  |                                    | 2                     |
| 2015-2016     | 0  |                                  |                                    | 4                     |
| 2016-2017     | 2  |                                  |                                    | 2                     |
| 2017-2018     | 7  | 1                                | 0                                  | 1                     |

### Course Links

#### EDUC200 [Entrance into Teacher Education (Cr. 0)]

### Outcome Links

#### 2013 CAEP Standards [External]

##### 3.1

The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

### 19.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was met. The enrollment for candidates officially admitted into the art education program with an EDUC 200 packet nearly doubled since 2013-2014.

The goal for 2018-2019 will be to increase enrollment by 7% across programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment. Secondary education faculty along with art education faculty, through participation in the Noel Levitz recruiting Initiative, will contact students who have inquired or applied to McNeese to enroll in education or who are undecided about a major. Seeing an increase in first time students majoring in art education will assess the goal. The number of contacts with potential students will be tracked along with successful recruitment numbers.

#### Course Links

**EDUC200 [Entrance into Teacher Education (Cr. 0)]**

## 20 Assessment and Benchmark inTASC Standards - Lesson Planning [Approved]

Assessment:

Benchmark: Candidates will score a 3.00 or higher on each element of the Lesson Planning Rubric.

Scoring Scale:

- 1 - Ineffective
- 2 - Effective: Emerging
- 3 - Effective: Proficient
- 4 - Highly Effective

#### Course Links

**ART334 [Classroom Organization and Management in Art and Field Experiences (Lab. 6, Cr. 3)]**

**ART413 [Methods and Strategies of Teaching Art K-12 and Field Experiences (Lab. 6, Cr. 3)]**

**ART414 [Directed Observations and Field Experiences in Art (Lab. 6, Cr. 3)]**

### 20.1 Data

Lesson Plan Data from EDUC 333, ART 334, ART 413, and ART414

| Criteria            | InTASC Standard |                        | Fall 2015<br>N=2 | Spring 2016<br>N=2 | Fall 2016<br>N=2 | Spring 2017<br>N=0 | Fall 2017<br>N=0 | Spring 2018<br>N=0* |
|---------------------|-----------------|------------------------|------------------|--------------------|------------------|--------------------|------------------|---------------------|
| Essential Questions |                 | Mean                   | 2.50             | 2.50               | 1.50             |                    |                  |                     |
|                     |                 | Range                  | 2.00-3.00        | 2.00-3.00          | 1.00-2.00        |                    |                  |                     |
|                     |                 | % Proficient or Higher | 50%              | 50%                | 0%               |                    |                  |                     |
| Content Standards   |                 | Mean                   | 3.00             | 3.00               | 2.00             |                    |                  |                     |
|                     |                 | Range                  | 3.00             | 3.00               | 2.00-3.00        |                    |                  |                     |
|                     |                 | % Proficient or Higher | 100%             | 100%               | 50%              |                    |                  |                     |
| Student Outcomes    | 4n              | Mean                   | 3.00             | 3.00               | 3.00             |                    |                  |                     |
|                     |                 | Range                  | 3.00             | 3.00               | 3.00             |                    |                  |                     |
|                     |                 | % Proficient or Higher | 100%             | 100%               | 100%             |                    |                  |                     |
|                     |                 | Mean                   | 3.00             | 3.00               | 3.00             |                    |                  |                     |



|  |    |                        |           |           |           |  |  |  |
|--|----|------------------------|-----------|-----------|-----------|--|--|--|
| Technology   | 5l | Range                  | 3.00      | 3.00      | 3.00      |  |  |  |
|  |    | % Proficient or Higher | 100%      | 100%      | 100%      |  |  |  |
| Educational Materials                                    |    | Mean                   | 3.00      | 3.00      | 3.00      |  |  |  |
|  |    | Range                  | 3.00      | 3.00      | 3.00      |  |  |  |
|  |    | % Proficient or Higher | 100%      | 100%      | 100%      |  |  |  |
| Procedures   | 3k | Mean                   | 3.00      | 2.50      | 2.50      |  |  |  |
|  |    | Range                  | 3.00      | 2.00-3.00 | 2.00-3.00 |  |  |  |
|  |    | % Proficient or Higher | 100%      | 50%       | 50%       |  |  |  |
| Lesson "Hook"  | 8j | Mean                   | 2.50      | 2.00      | 2.00      |  |  |  |
|  |    | Range                  | 2.00-3.00 | 2.00      | 2.00      |  |  |  |
|  |    | % Proficient or Higher | 50%       | 0%        | 0%        |  |  |  |
| Pre-Planned (SEED) Questions                             | 8i | Mean                   | 2.00      | 2.50      | 1.50      |  |  |  |
|  |    | Range                  | 2.00      | 2.00-3.00 | 1.00-2.00 |  |  |  |
|  |    | % Proficient or Higher | 0%        | 50%       | 0%        |  |  |  |
| Modeled, Guided, Collaborative, and Independent Practice | 7k | Mean                   | 3.00      | 3.00      | 2.50      |  |  |  |
|  |    | Range                  | 3.00      | 3.00      | 2.00-3.00 |  |  |  |
|  |    | % Proficient or Higher | 100%      | 100%      | 50%       |  |  |  |
| Closure  |    | Mean                   | 3.00      | 3.00      | 1.50      |  |  |  |
|  |    | Range                  | 3.00      | 3.00      | 1.00-2.00 |  |  |  |
|  |    | % Proficient or Higher | 100%      | 100%      | 50%       |  |  |  |
| Formative/ Summative Assessment                          | 6j | Mean                   | 2.00      | 2.00      | 2.50      |  |  |  |
|  |    | Range                  | 2.00      | 2.00      | 2.00-3.00 |  |  |  |
|  |    | % Proficient or Higher | 0%        | 0%        | 50%       |  |  |  |
| Relevance and Rationale                                  | 2j | Mean                   | 2.50      | 2.50      | 2.00      |  |  |  |
|  |    | Range                  | 2.00-3.00 | 2.00-3.00 | 1.00-3.00 |  |  |  |
|  |    | % Proficient or Higher | 50%       | 50%       | 50%       |  |  |  |
| Exploration, Extension, Supplemental                     | 1e | Mean                   | 2.00      | 2.00      | 2.00      |  |  |  |
|  |    | Range                  | 2.00/td>  | 2.00      | 2.00      |  |  |  |
|  |    | % Proficient or Higher | 0%        | 0%        | 0%        |  |  |  |

|                 |    |                        |      |      |           |  |  |  |
|-----------------|----|------------------------|------|------|-----------|--|--|--|
| Differentiation | 7j | Mean                   | 2.00 | 2.00 | 2.50      |  |  |  |
|                 |    | Range                  | 2.00 | 2.00 | 2.00-3.00 |  |  |  |
|                 |    | % Proficient or Higher | 0%   | 0%   | 50%       |  |  |  |

\*Data not available for Spring 2018 candidate.

#### Course Links

**ART334 [Classroom Organization and Management in Art and Field Experiences (Lab. 6, Cr. 3)]**

**ART413 [Methods and Strategies of Teaching Art K-12 and Field Experiences (Lab. 6, Cr. 3)]**

**ART414 [Directed Observations and Field Experiences in Art (Lab. 6, Cr. 3)]**

### 20.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Because the data is reported on completers and due to a change in professors for the courses in which the lesson plan should have been collected, the data for 2017-2018 was not available for the completer.

The goal for 2018-2019 will be for candidates to score a 3.00 or higher on each element of the Lesson Planning Rubric. A score of 3.00 indicates a level of Effective: Proficient and is the benchmark set for all education majors. In looking at the data trends for the past three years, several areas raise concern: Essential Questions; Lesson "Hook"; Pre-Planned SEED Questions; Formative/Summative Assessment; Relevance and Rationale; Exploration, Extension, Supplemental; and Differentiation.

In 2018-2019, the instructors for EDUC 333, ART 334, ART 413, and ART 414 will meet to discuss the components of the lesson plan and define a shared agreement on the process for teaching the lesson plan components to the candidates. The candidates will write lesson plans addressing all of the components of the plan in each of the above-mentioned courses. An improvement in the ART 414 lesson plan scores should be a result of the collaboration by instructors and increased practice for the candidates.

#### Course Links

**ART334 [Classroom Organization and Management in Art and Field Experiences (Lab. 6, Cr. 3)]**

**ART413 [Methods and Strategies of Teaching Art K-12 and Field Experiences (Lab. 6, Cr. 3)]**

**ART414 [Directed Observations and Field Experiences in Art (Lab. 6, Cr. 3)]**

### 21 Assessment and Benchmark Outcomes - TCWS

Assessment: Teacher Candidate Work Sample pulled from ART 414.

Benchmark: Candidates will score a 3.00 or above on each of the criteria elements of the Teacher Candidate Work Sample Rubric. This data is pulled from ART 414.

Scoring Scale:

- 1 - Ineffective
- 2 - Effective: Emerging
- 3 - Effective: Proficient
- 4 - Highly Effective

#### Course Links

**ART414 [Directed Observations and Field Experiences in Art (Lab. 6, Cr. 3)]**

### 21.1 Data

Teacher Candidate Work Sample (data from ART 414)

|          |  |           |             |           |             |           |             |
|----------|--|-----------|-------------|-----------|-------------|-----------|-------------|
| Criteria |  | Fall 2015 | Spring 2016 | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 |
|----------|--|-----------|-------------|-----------|-------------|-----------|-------------|

|  |                        | N=2       | N=2       | N=2       | N=0 | N=0 | N=1* |
|--|------------------------|-----------|-----------|-----------|-----|-----|------|
| Choice of Assessment                               | Mean                   | 3.00      | 2.50      | 3.50      |     |     |      |
|  | Range                  | 2.00-4.00 | 2.00-3.00 | 3.00-4.00 |     |     |      |
|  | % Proficient or Higher | 50%       | 50%       | 100%      |     |     |      |
| Pre-Assessment                                     | Mean                   | 1.50      | 2.50      | 2.50      |     |     |      |
|  | Range                  | 1.00-2.00 | 2.00-3.00 | 2.00-3.00 |     |     |      |
|  | % Proficient or Higher | 0%        | 50%       | 50%       |     |     |      |
| Post-Assessment                                    | Mean                   | 2.00      | 2.00      | 2.50      |     |     |      |
|  | Range                  | 1.00-3.00 | 2.00      | 2.00-3.00 |     |     |      |
|  | % Proficient or Higher | 50%       | 0%        | 50%       |     |     |      |
| Alignment of Lesson Evidence                       | Mean                   | 2.00      | 2.50      | 3.00      |     |     |      |
|  | Range                  | 2.00      | 2.00-3.00 | 2.00-4.00 |     |     |      |
|  | % Proficient or Higher | 0%        | 50%       | 50%       |     |     |      |
| Student Level of Mastery and Evaluation of Factors | Mean                   | 2.00      | 2.50      | 3.50      |     |     |      |
|  | Range                  | 1.00-3.00 | 2.00-3.00 | 3.00-4.00 |     |     |      |
|  | % Proficient or Higher | 50%       | 50%       | 100%      |     |     |      |
| Data to Determine Patterns and Gaps                | Mean                   | 1.50      | 2.50      | 2.50      |     |     |      |
|  | Range                  | 1.00-2.00 | 2.00-3.00 | 3.00-4.00 |     |     |      |
|  | % Proficient or Higher | 50%       | 50%       | 100%      |     |     |      |
| Response to Interventions                          | Mean                   | 1.00      | 1.00      | 4.00      |     |     |      |
|  | Range                  | 1.00      | 1.00      | 4.00      |     |     |      |
|  | % Proficient or Higher | 0%        | 0%        | 100%      |     |     |      |

\*Data not available from ART 414.

### Course Links

#### ART414 [Directed Observations and Field Experiences in Art (Lab. 6, Cr. 3)]

##### 21.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Because the data is reported on completers and due to a change in professors for the course in which the Teacher Candidate Work Sample is collected, the data for the 2017-2018 completer was not available. In looking at the trends in data from the past three years, all seven categories raise concern. The art education completers did not score 100% meeting benchmark or higher more than once out of three semesters in any category.

The goal for 2018-2019 will be for candidates to score a 3.00 or above on each of the criteria elements of the Teacher Candidate Work Sample Rubric assessed in ART 414.

An education professor will meet with the ART 414 professor to discuss the Teacher Candidate Work Sample components and assist them in ways to instruct candidates on how to complete the assessment. An increase in performance on the assessment should be the result of the increased and supplemented instruction. Scaffolding of the instruction throughout the coursework will also be addressed, which should also result in improved understanding by and improved performance.

#### Course Links

**ART414 [Directed Observations and Field Experiences in Art (Lab. 6, Cr. 3)]**

### Program outcomes

#### Art Education Competency

*Art Education concentration degree candidates shall demonstrate competency in the teaching of art in the K-12 school setting. (NASAD)*

#### Art History and Contemporary Art

*Graduates must possess some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds. Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions. (NASAD)*

#### Visual Communication and Expression

*Graduates possess the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media. Graduates must possess an ability to make workable connections between concept and media. (NASAD)*

#### Visual Sensitivity and Literacy

*Students develop visual sensitivity and demonstrate competency in visual literacy.*

#### Critical Thinking

*Students demonstrate cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning.*

End of report