Undergraduate Academic Assessment Plan- AY 2012-13

BA in Art Education

School of Art + Art History

College of Fine Arts

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College of Fine Arts
B.A. in Art Education
Undergraduate Academic Assessment Plan
AY 2012-2013

Mission Statement

The Bachelor of Arts in Art Education prepares students to teach art in public schools for certification as K-12 art teachers in Florida and other National Council for Accreditation of Teacher Education (NCATE) states. Through field placements in local art classrooms and alternative art education settings, students gain the knowledge and skills as art teachers to effectively meet the needs of *all* learners in a variety of educational contexts. Emphasis is on the ability to demonstrate the six (6) Florida Educator Accomplished Practices (FEAPS) at the pre-professional level, in accordance with Florida legislation. The program culminates in a student teaching practicum, in which students are expected to demonstrate full responsibilities of a professional art educator.

The BA in Art Education program supports the college's primary mission to "to produce artists, performers, scholars, teachers, and practitioners who combine the qualities of academic and professional excellence" (College of Fine Arts Mission Statement).

The program supports the University of Florida mission to "to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past…to advance by strengthening the human condition and improving the quality of life."(University of Florida Mission Statement).

Student Learning Outcomes (SLOs)

***Revised SLO's for the AY 2013-14 undergraduate catalog:* see Appendix A for links to AY 2011-12 and AY 2012-13 SLOs**

Content

1. Engages in professional development.
2. Exhibits professional responsibility and ethical conduct.

Critical Thinking

3. Applies knowledge of assessment strategies.
4. Devises instructional design and lesson plans.

Communication

5. Organizes the learning environment.
6. Delivers instruction effectively.

Curriculum Map

Curriculum Map for: Art Education

Program   Art Education   College   Fine Arts

Key: **I**ntroduced   **R**einforced   **A**ssessed

Courses SLOs	Course2 ARE4242	Course3 ARE4243	Course4 ARE4940
Content Knowledge			
#1	I	R	A Teaching portfolio
#2	I	R	A Teaching portfolio
Critical Thinking			
#3	I	R	A Teaching portfolio
#4	I	R	A Teaching portfolio
Communication			
#5	I	R	A Teaching portfolio
#6	I	R	A Teaching portfolio

Assessment Timeline (Matrix)

Please see Appendix B for comprehensive rubric

Assessment SLOs	Assessment	Measurement Procedure
Content Knowledge		
#1	Teaching Portfolio	Rubric
#2	Teaching Portfolio	Rubric
Critical Thinking		
#3	Teaching Portfolio	Rubric
#4	Teaching Portfolio	Rubric
Communication		
#5	Teaching Portfolio	Rubric
#6	Teaching Portfolio	Rubric

Assessment Cycle

BA in Art Education

School of Art & Art History, College of Fine Arts

Data Collection: Spring Semester
Analysis and Interpretation: Following Fall Semester
Improvement Actions: Subsequent Spring Semester
Dissemination: Following academic year

Year SLOs	12-13	13-14	14-15	15-16	16-17	17-18
Content Knowledge						
#1	√	√	√	√	√	√
#2	√	√	√	√	√	√
Critical Thinking						
#3	√	√	√	√	√	√
#4	√	√	√	√	√	√
Communication						
#5	√	√	√	√	√	√
#6	√	√	√	√	√	√

Methods and Procedures

Both direct and indirect measures would be taken into account.

Methods:

During the fall review and analysis cycle, a faculty committee will review the DIRECT and INDIRECT DATA, answering key questions such as:

What does the data show us about each individual SLO?

And

What changes do we want to make, based on these observations?

Should there be observations that lead the faculty to consider revisions, the faculty would have the options to

       *change the SLOs and ALC

       *change the data collected (assignments, etc.)

       *change the curriculum

DIRECT DATA: The faculty will collect teaching portfolios from the A courses. Samples will be collected based on recommended sample sizes according to the number of students in the program.   The attached rubric (Appendix A.) will be used to assess the SLO's by an appointed committee.

INDIRECT DATA: The College of Fine Arts Dean's Office will collect institutional data for the program, including but not limited to statistical data such as enrollment, grade distribution, recruitment and retention patterns. An additional source of data, the biennial SERU data, will be collected from the University of Florida Office of Institutional Planning and Research.

Procedures:

In the spring semesters of the data collection year, the faculty instructors of record will collect the DIRECT DATA samples from the designated A courses they teach. Portfolios from each class will be de-coupled, meaning that no grades, no student identification, and no comments will be on the samples (copies of student work). These data samples will be submitted online or in hard copy, as appropriate. The samples will include lesson plans, teaching philosophies, studio work from the BA student, example of assessment, student work (from lessons), and evidence of classroom teaching.

During those same semesters, the Dean's Office will collect the INDIRECT DATA for those courses and the degree program.

The assigned committee would meet the fall semester of the review and analysis year to generate a report that would be submitted to the College office, along with recommendations for changes, if any.

With the concurrence of the administration, the changes would be made for the next academic year.

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Dr. Margaret S. Mertz	Associate Dean, College of Fine Arts	mmertz@arts.ufl.edu	(352) 273-1484
Prof. Richard Heipp	Director School of Art & Art History	heipp@ufl.edu	(352) 273-3021
Prof. Lauren Lake	Assistant Director School of Art & Art History	lglake@arts.ufl.edu	(352) 273-3032

Appendix B.   Linked SLOs

New/Revised SLOs, AY 2013-14*	Link to AY 2011-12* and AY 2012-13 SLOs
Content	
Engages in professional development. Exhibits professional responsibility and ethical conduct.	Knowledge of current materials and methods of teaching art.
	Knowledge of assessment techniques
	Ability to use sound research practices
	Ability to use appropriate technology.
Critical Thinking	
Applies knowledge of assessment strategies. Devises instructional design and lesson plans	Knowledge and understanding of child growth and development.
	Knowledge of applicable techniques and ability to vary directions and curricula to accommodate different learning styles, cultural backgrounds and classroom settings.
	Understanding of the world through study of international historic and contemporary art.
	Ability to apply the skills and concepts related to the student's chosen art discipline.
	Ability to engage in complex thought, analysis and reasoning.
	Ability to observe and analyze.
Communication	
Organizes the learning environment. Delivers instruction effectively.	Ability to communicate effectively in speech and writing.
	Ability to reason and learn collaboratively.

Appendix B.   Rubric – BA Art Education

SLO	Exceptional (5) Evidence demonstrates exceptional performance and competency, exceeding some or all expectations	Accomplished (4) Evidence demonstrates an accomplished level of competency, meeting all expectations	Competent (3) Evidence of competency, meeting all or some expectations	Developing (2) Evidence of developing competency but minimal and inconsistent	Unsatisfactory (1) Evidence of competence is inconclusive and unsatisfactory	Insufficient (0) No evidence provided, unable to evaluate competency
Content Knowledge						
Engages in professional development						
Exhibits professional responsibility and ethical conduct						
Critical Thinking						
Applies knowledge of assessment strategies						
Devises instructional design and lesson plans						
Communication						
Organizes the learning environment						
Delivers instruction effectively						