<table>
<thead>
<tr>
<th>Program Assessment Question</th>
<th>Response</th>
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<tr>
<td><strong>1) URL</strong>: Provide the URL where the learning outcomes (LO) can be viewed.</td>
<td><a href="https://www.ccsu.edu/art/learningOutcomes.html">https://www.ccsu.edu/art/learningOutcomes.html</a></td>
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| **2) Assessment Instruments**: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.) | **Learning Outcome #1 – Content: Art Making** - Art teacher candidates will demonstrate knowledge of appropriate techniques and processes in a variety of visual media.  
**LO1 Assessment Methods/Tasks:**  
A. Foundations-Level Art Portfolio Review  
B. Pre-Student Teaching Digital Art Portfolio Review (Conducted in Art 403: Art Education and Technology)  
C. Praxis II: Content and Analysis (Test 0135) Results (2011-2012) Praxis II: Art Making (Test 0131) Results (2004-2011) |
| **Learning Outcome #2 – Content: Art in Context** - Art teacher candidates will demonstrate knowledge of art forms, artists, and art works from diverse historical and contemporary contexts. | **LO2 Assessment Method:**  
A. Praxis II: Art: Content & Analysis (Test 5135) – Category II: Historical & Theoretical Foundations of Art |
| **Learning Outcome #3 – Pedagogy: Planning** – Art teacher candidates will design comprehensive, sequential art curriculum that incorporates a variety of teaching strategies and considers the developmental appropriateness of K-12 students. | **LO3 Assessment Methods/Tasks:**
| A. Development of an Elementary Thematic Unit of Instruction (Art 301 Course-Embedded Assessment) |
| B. Development of a Secondary Media-Based Unit of Instruction (Art 400 Course-Embedded Assessment) |
| C. Final Art Student Teaching Evaluation |

**Learning Outcome #4 – Pedagogy: Applying –** Art teacher candidates will use a variety of teaching and assessment strategies to promote students’ conceptual learning and artistic achievement during select field and student teaching experiences.

| LO4 Assessment Method/Task: |
| A. Development and Implementation of a Secondary Classroom Aesthetic/Critical Inquiry Activity (Art 491 Course-embedded assessment) |
| B. Final Art Student Teaching Evaluations |

**Learning Outcome #5 – Reflective Practitioner –** Art teacher candidates will engage in self-reflection and analysis of their field and teaching experiences to identify areas for personal growth.

| LO5 Assessment Method/Tasks: |
| A. Final CCSU Art Student Teaching Evaluation |
| B. Elementary and Secondary Art Student Teaching Reflection Journal Essays (Art 401 Course-Embedded Assessment) |

### 3) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).

Art and Art Education Faculty

### 4) Results: Since the last submitted report, list:

- The conclusion(s) drawn, noting strengths and weaknesses.
- The changes that were or will be made as a result of those conclusion(s).

Most Significant Changes since the last B.S. in Art Education Full Report (2019-2020)

1. Alignment of course-embedded assignments and key assessments with new edTPA assessment format, including but not limited to:
   - Change in LO#3 course-embedded assessment, Art Elementary Thematic Unit of Instruction, format from a 3 multi-day lesson plan unit to a 2 multi-day lesson plan unit not to exceed 10 instructional hours;
   - Field Experience Context reporting form (Art 301 and Art 400);
   - Incorporation of Academic Language Learning Objectives in lesson planning;
2. Despite most school districts transitioning to full-time in person learning in Fall of 2021, many districts were strict with their visitor policy, making field experience placements difficult to acquire. Despite difficulties in obtaining placements, students were able to fulfill their fieldwork requirements.
3. Student teaching placements in Spring 2021 were adapted to ONE 16-week secondary school placement (EDU 490) (vs. 8-wks at Elementary level and 8-wks at Secondary level) to accommodate for COVID restrictions and limited public school placement options.
4. Numerous inaccuracies in SEPS Student teaching Taskstream data reports affected our ability to complete data reporting and analysis for select Art Education assessment.

5) **Strengths:** What about your assessment process is working well?

   Assessment model allows program faculty to triangulate data from multiple sources, thus providing for a more holistic view of the program’s effectiveness.
   
   Assessments are sequenced over a four-semester period, building one upon the other to best assess students’ learning.
   
   Assessments are aligned with Learning Outcomes which are directly linked to assessment criteria and course content.
   
   Department has begun to offer one-time scholarships to students in the professional program in order to supplement the cost of the Praxis II: Art Content & Analysis 3135 examination as well as the edTPA assessment required for CSDE licensure. At present, we are the only education program at the university who offers this service to their candidates.

6) **Improvements:** List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here)

   Continued communication with SEPS, namely to acquire accurate Art Student Teaching and Praxis II data, is essential.
   
   Creating user-friendly methods for presenting/reporting data from 3rd party sources (viz., ETS, CSDE, Pearson) is needed.
   
   The edTPA assessment is required for CSDE licensure, and due to COVID, was in completion standard phase. This is no longer the case, and assessment will move from completion standard to implementation in the near future. The data that will be collected in the implementation phase will be able to be used to assess LO#3: Planning (edTPA Task 1), and LO#4: Pedagogy (edTPA Tasks 2 and 3).
   
   The Art Education department is currently seeking methods in order to better incorporate outcomes of our students on edTPA to inform the program. The data that is collected will be used for curriculum revision if needed.

7) **General Education Assessment:** Please list the department faculty who have participated in our General Education Assessment Initiative. (For graduate degree programs, please type N/A.)

   Faculty member(s): Until her retirement at the end of the 2022 academic year, Dr. Cassandra Broadus-Garcia served as a key faculty member with university-wide Assessment initiatives, including serving as a co-author for the Davis Educational Foundation (DEF) Assessment Grant and a primary author for the AAC&U Civic Engagement Assessment Project. In the Art Department, Dr. Broadus-Garcia promoted GenEd Education assessment participation to the Art Department faculty, including Civic Engagement, Aesthetic Knowledge, Critical Thinking, and Information Literacy. Art faculty participants included:
   
   **CCSU LO#1:** To develop an appreciation for, and enhance understanding of, the arts and humanities.
Aesthetic Knowledge Faculty Participants: Cassandra Broadus-Garcia, Glenn LaVertu
Courses: Art 491: Aesthetic and Critical Dialogue About Art; Art 110: Introduction to Art History
CCSU LO#10: To develop and encourage the practice of civic responsibility...

Civic Engagement Faculty Participants: Cassandra Broadus-Garcia, Ted Efremoff
Courses: Art 301: Art Ed Theory & Practice I; Art 270: Art in the Community

*End of Report*