



Submission Guidelines for **Interim** Assessment Reports (assessment results from AY 2016-17)

Reminder: Assessment reporting is on a 5 year cycle, consisting of a full report in year one followed with interim reports for years 2, 3, 4, and 5. The assessment cycle is aligned with the Program Review Cycle such that the full assessment report is due the year prior to the year that the department will submit their program review report. Departments are not required to submit an assessment report for that program in the year that they prepare a program review report (see [Program Review Policy](#) and [Assessment Calendar](#)). For example, if your program is scheduled for program review in Spring 2017 or Fall 2017 then only a Summary assessment report will be due for that program in Fall 2017 (report covering AY 2016-17 activities); this is necessary to comply with BOR requirements. Departments that are accredited by an outside agency, and thus exempt from the Program Review Policy, should follow the same guidelines as outlined for departments preparing for their Program Review –in the year the self-study is written, they complete the Summary report. Please remember that an annual update to an accrediting agency is not analogous to a self-study.

Interim reports: complete ONLY the Overview for the program, complete with contribution to general education, using the table format below. URL to Assessment website resources: <http://www.ccsu.edu/page.cfm?p=3454>

Overview: The following questions are required by the Connecticut State Colleges and University Board of Regents, NEASC and the CCSU Academic Assessment Committee. These questions must be completed annually for all academic programs (all degree and certificate programs) as well as all departments offering courses in general education. Submit a separate table for each program and for each general education learning outcome the department teaches.

- You may use a bulleted list for each of the questions—full details should be included within the text of the full report when it is due, not in the Overview.
- **Interim reports:** the Overview should append clearly labeled data tables as appropriate - for both the academic program as well as general education.

Overview

Department: Art

Report Preparer: Dr. Cassandra Broadus-Garcia

Program Name and Level: BSEd in Art Education

Program Assessment Question	Response
1) URL : Provide the URL where the learning outcomes (LO) can be viewed.	http://www.art.ccsu.edu/learning_outcomes_1.htm
2) LO Changes : Identify any changes to the LO and briefly describe why they were changed (e.g., LO more discrete, LO aligned with findings)	No changes
3) Strengths : What about your assessment process is working well?	<ul style="list-style-type: none">• Course-Embedded assignments provide opportunities for easier data collection and assessment of student progress.• Course-embedded assessments serve as a formative means of monitoring student learning throughout the BS program and provides opportunities for accommodating student learning needs.
4) Improvements : What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	<ul style="list-style-type: none">• Availability of Taskstream through SEPS provides easier access to EDSC 428 and 429 Art Student Teaching performance data. Incorporate EDSC 428 and EDSC 429 Student Teaching Evaluation Data to further assess LO#3: Planning; LO#4: Applying and Assessing Student Learning, and LO#5: Reflective Practitioner.• Continued review of rubrics used when assessing the Elementary and Secondary Units of Study (LO#3) are important to check for needed revisions and/or changes in performance expectations.
LO #1) Content: Art Making - Art teacher candidates will demonstrate knowledge of appropriate techniques and processes in a variety of visual media.	
5) Assessment Instruments : For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, , etc.)	Learning Outcome #1 Assessment Methods/Tasks: <ul style="list-style-type: none">A. Foundations-Level Art Portfolio ReviewB. Pre-Student Teaching Digital Art Portfolio Review (Conducted in Art 403: Art Education and Technology)C. Praxis II: Content and Analysis (Test 5135 Results 2012-2017) and (Test 0135 Results 2011-2012) Praxis II: Art Making (Test 0131) Results (2004-2011)

<p>6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.</p>	<p>Associate Professor Dr. Cassandra Broadus Garcia Assistant Professor Brian Flinn</p>
<p>7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Conclusion and Data Analysis:</p> <p>A. Foundations-Level Portfolio Review: Portfolio results from 2016-2017 indicate that 11 students submitted Foundations-Level Portfolios – 1 failed the review. This student failed the Section1: Spatial Relationships and Section 3: Tonal Value portions of the review. Based on the history of this portfolio review process, these two sections are the areas for which students are primarily challenged. As a result, the department created and implemented, beginning in 2011-2012, a course-embedded assessment for all Drawing I classes in which Tonal Value content was the focus. Because the implementation of this assessment in foundation level courses positively affected student performance beginning in the 2012-2013 Portfolio Review, it is being continued. All students who fail Foundation-Level Portfolio Review receive a letter with extensive feedback and are required to meet one-on-one with a studio faculty member to discuss their work and plan future course selection that will help further strengthen their studio skills.</p> <p>Pre-Student Teaching Digital Art Portfolio Review: Data include both B.S. in Art Education and post-bac Art Education Certification Graduate students enrolled in <i>Art 403: Art Education and Technology</i> who have all been admitted to the Professional Program. All digital portfolios submitted in 2016-2017 (n= 13) met the minimum expectation of a score of “C” or higher. In fact, this cohort of student submitted exemplary portfolios with all scoring “A” or “A-“ with a mean score of 3.81. Digital Art Portfolios were scored solely by Art 403 course instructor, Professor Brian Flinn (Fall 2014-Spring 2016), and previously by Dr. Jerry Butler (Fall 2011 through Spring 2014).</p> <p><u>Praxis II: Content and Analysis Test</u></p> <p>Test #5135 Results (2014-2017)</p> <p>CCSU Art Education students pass rate for the 2016-2017 Praxis II: Content and Analysis Test (#5135) was 100% exceeding the CT state pass rate of 65.71%. The CCSU mean score was higher at 169 than the Connecticut State Mean score at 162. Over the past three years, CCSU Art Education Praxis II pass rates have increased from 78.26% (2014-15) to 91.67% (2015-2016) to 100% (2016-2017).</p> <p>Because students scored lower on Category III: <i>Art Analysis</i> (68.06% I 2015-2016 and 52.56% in 2016-2017), a special assignment was added this year to <i>Art 491: Aesthetic and Critical Dialogue about Art</i> (See below).</p> <p>Test #0135 Results (2011-2012)</p>

	<p>Praxis II: Art Making (Test 0131) Results (2004-2011) Praxis II Pass rates between 90-100% from 2004-2012, 85% pass rate on 2012-13 Art: Content and Analysis (0135) test, and 78.26% pass rate on the Art: Content and Analysis (5135) test.</p> <p>Overall, CCSU Art Education students continue to meet LO#1 Content expectations as evidenced by the following:</p> <ul style="list-style-type: none"> • Appropriate pass rate on Foundations-Level Portfolio Reviews; • 100% pass rate of “C” or higher on the Pre-Student Teaching Digital Art Portfolio Review; and • Praxis II Pass rates between 90-100% from 2004-2012, 85% pass rate on 2012-13 Art: Content and Analysis (0135) test, and 78.26% pass rate on the Art: Content and Analysis (5135) test (2014-2015) <p>Outcomes of these three assessments over a multi-year period indicate that art education candidates have a “thorough understanding of the visual arts” in the areas of media and personal art-making as well as their knowledge of concepts, including art historical subject matter, considered central to the subject matter of art.</p> <p>Art faculty continue to discuss, develop and implement programmatic changes, as needed, that would continue to strengthen the CCSU Art Education program, as it relates to Art Content Knowledge.</p> <p>Evidence(e.g., conclusion based on data in table x): See APPENDIX A</p> <p>Changes: Continued collection and review of Digital Portfolio submissions in Art 403: Art Education and Technology course. To further strengthen their ability to analyze art and prepare them for Praxis II, resources, such as Sylvan Barnet’s <i>A Short Guide to Writing About Art</i>, might be considered as a reference for all art education students in Art 491: Aesthetic and Critical Dialogue About Art.</p> <p>A special assignment was added this year to <i>Art 491: Aesthetic and Critical Dialogue about Art</i> - a course that focuses upon teaching Responding to Art processes. While course content primarily focuses on verbal responses to art, strategies for strengthening students’ written responses to art are being implemented, including having students write a visual analysis of their own personal artwork – an assignment similar to one of the Category III: Art Analysis Praxis II test prompts.</p>
LO #2) Content: Art in Context - Art teacher candidates will demonstrate knowledge of art forms, artists, and art works from diverse historical and contemporary contexts.	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated	Learning Outcome #2 Assessment Method: Praxis II: Art Content Knowledge (Test 5135 – Category II: Historical & Theoretical Foundations of Art))

outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	Associate Professor Dr. Cassandra Broadus Garcia Assistant Professor Brian Flinn
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	<p>Conclusion and Data Analysis: <u>Praxis II: Content and Analysis Test - Category II: Historical and Theoretical Foundations of Art Test #5135 Results (2014-2017)</u> Historical and Theoretical Foundations of Art test questions focus on art historical content, thus aligned with LO#2. Over the past three years, CCSU Art Education students pass rate for Category II has remained consistent between 73.64% (2014-2015) to 76.24% (2015-2016) to 73.65% (2016-2017), exceeding the CT state pass rate each year.</p> <p>Evidence (e.g., conclusion based on data in table x): See APPENDIX A FOR ALL PRAXIS II SCORES WHICH INCLUDES TEST 5135 Category II: Historical and Theoretical Foundations of Art.</p> <p>Changes: No changes anticipated in Art History curriculum, due to the new 120 credits limit in degree plan.</p>
LO #3) <i>Pedagogy: Planning</i> – 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.	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	Learning Outcome #3 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)
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	Associate Professor Dr. Cassandra Broadus Garcia Assistant Professor Brian Flinn
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion and Data Analysis: Course-embedded assignments/assessments, such as the Elementary Thematic Unit of Instruction (Art 301) and the Secondary Media-Based Unit of Instruction (Art 400), are the two primary means by which students' ability to effectively plan instruction is assessed during their program. These key assessments are a large percentage of each respective course grade. Therefore, when a student doesn't score a "C" or higher on these course-embedded assessments, it typically means that the student does not pass the course.

	<p>In 2016-17, all students (n=12) achieved a “C+” or higher on the Elementary Methods (Art 301) course-embedded Thematic Unit of Instruction.</p> <p>In the Secondary Methods Course (Art 400), if the student is having difficulty with his/her media-based unit but is passing the course in all other areas, the professor will typically work to help the student determine problematic areas and subsequently offer an opportunity to revise and resubmit his/her media-based unit. This option is offered in this course because it is the semester prior to student teaching and every effort is made to ensure that students are prepared for student teaching. In 2016-2017, 92% of students in Art 400 (n=12) scored a “C” or higher on the Media-Based Unit of Instruction, meeting target performance.</p> <p>Overall, data show that students’ ability to plan art instruction met target performance.</p> <p>Evidence(e.g., conclusion based on data in Appendix B): See APPENDIX B.</p> <p>Changes: 1) A new content-specific Art Lesson Plan format was developed to align with SEPS’ new edTPA requirements. Art Education faculty meet to discuss ways in which we can, in a consistent manner, present Pedagogical-Knowledge content, including but not limited to, newly required Academic Language Outcomes.</p> <p>LO#3 Assessment Improvements: Continued review of rubrics used when assessing the Elementary and Secondary Units of Study are important to check for needed revisions and/or changes in performance expectations. 2) Data from EDSC 428 and EDSC 429, acquired throughout SEPS’ Taskstream, may be used in the future to further assess students’ ability to plan art instruction.</p>

LO #4) <i>Pedagogy: Applying</i> – 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.	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	Learning Outcome #4 Assessment Method/Task: Development and Implementation of a Secondary Classroom Aesthetic/Critical Inquiry Activity (Art 491 Course-embedded assessment)
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	Associate Professor Dr. Cassandra Broadus Garcia Assistant Professor Brian Flinn
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion and Data Analysis: 95% of students completing the Spring 2017 Aesthetic/Critical Inquiry course-embedded Assessment scored “C” or higher. The 2016-2017 Mean Score Average was 3.24 and was probably due to the following factors: <ul style="list-style-type: none"> • Students enrolled in Art 491 have been admitted to the SEPS Professional Program; and • Students have had one previous semester in which pedagogical course content included Planning Instruction and Curriculum; and • Since Implementation of the Assignment/Course-embedded Assessment takes place in a public school classroom, students are anxious to present themselves and outstanding work in a professional manner.
	Evidence: See APPENDIX C
	Changes: Art education faculty periodically meet to discuss possible revisions and/or adjustments to these assessments. Means for acquiring feedback from participating co-op teachers in the field, namely for the Art 491 course-embedded assessment task, is needed and should be considered in the future. In addition, data from EDSC 428 and EDSC 429 may be used in the future to further assess students’ ability to teach and use assessment strategies with K-12 students.
LO #5) <i>Reflective Practitioner</i> - Art teacher candidates will engage in self-reflection and analysis of their field and teaching experiences to identify areas for personal growth.	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	Learning Outcome #5 Assessment Method/Tasks: Elementary and Secondary Art Student Teaching Reflection Journal Essays (Art 401 - Course-Embedded Assessment)

<p>6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.</p>	<p>Associate Professor Dr. Cassandra Broadus Garcia Adjunct Professor – Judith Phelps</p>
<p>7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Conclusion and Data Analysis: While reflective papers and/or reports are incorporated into all art education courses, assessing the levels by which students are reflecting on their practice and field experiences is limited and needs to be expanded throughout the program. As part of Art 401- Student Teaching Seminar, Professor Judy Phelps requires that student teachers complete two reflective papers – one from their elementary student teaching experience and a second from their secondary student teaching. These course-embedded reflective essays now serve as a means by which Learning Outcome #5: Reflective Practitioner is measured.</p> <p>Each semester, benchmark Art 401 student essays are gathered and used to review established grading standards. Rubric performance descriptors are reviewed and revised, if needed, based on current student work. New benchmarks are collected which replace collected student work from the past.</p> <p>During 2016-2017, all students (n=11) completing the Art 401 course-embedded Reflection Essays Assignment/Assessment scored “C” or higher, thus meeting target performance. The 2016-2017 Mean Score Average was 3.16 and is probably due to a number of factors:</p> <ul style="list-style-type: none"> • All students enrolled in Art 401 – last semester practicum taken during student teaching - have been admitted to the SEPS Professional Program; and • Since the Assignment/Course-embedded Assessment takes place during the time in which they’re student teaching in a public school classroom, students are anxious to present themselves in a professional manner. • Student exemplars from previous semesters are presented by Professor Phelps to help establish expectations. • The Reflection Essay Assessment Rubric is thoroughly discussed in Art 401 with clarifications provided for students by Prof. Phelps. <p>Evidence: See APPENDIX D for data charts.</p> <p>Changes: Strategies for helping students to effectively reflect upon their practice is a continued focus throughout the last semester of their enrollment in the art education program. New SEPS edTPA standards will expand attention to LO#5. Art education faculty are meeting in August 2018 (a) to review how we might better teach the process of Reflection on one’s thoughts, experiences and practices and (b) to consider how to a formal sequence of Reflective assignments throughout the program might assist and strengthen students’ abilities. Th</p>

APPENDIX A

Learning Outcome #1 and #2 Evidence

- 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)
- D. Evidence for LO#2 - Praxis II: Art Content Knowledge (Test 0133) and 2014-2015 Results for Praxis II Test 5135 (Category II: Historical and Theoretical Foundations of Art)**

Evidence for A. Foundations-Level Art Portfolio Review

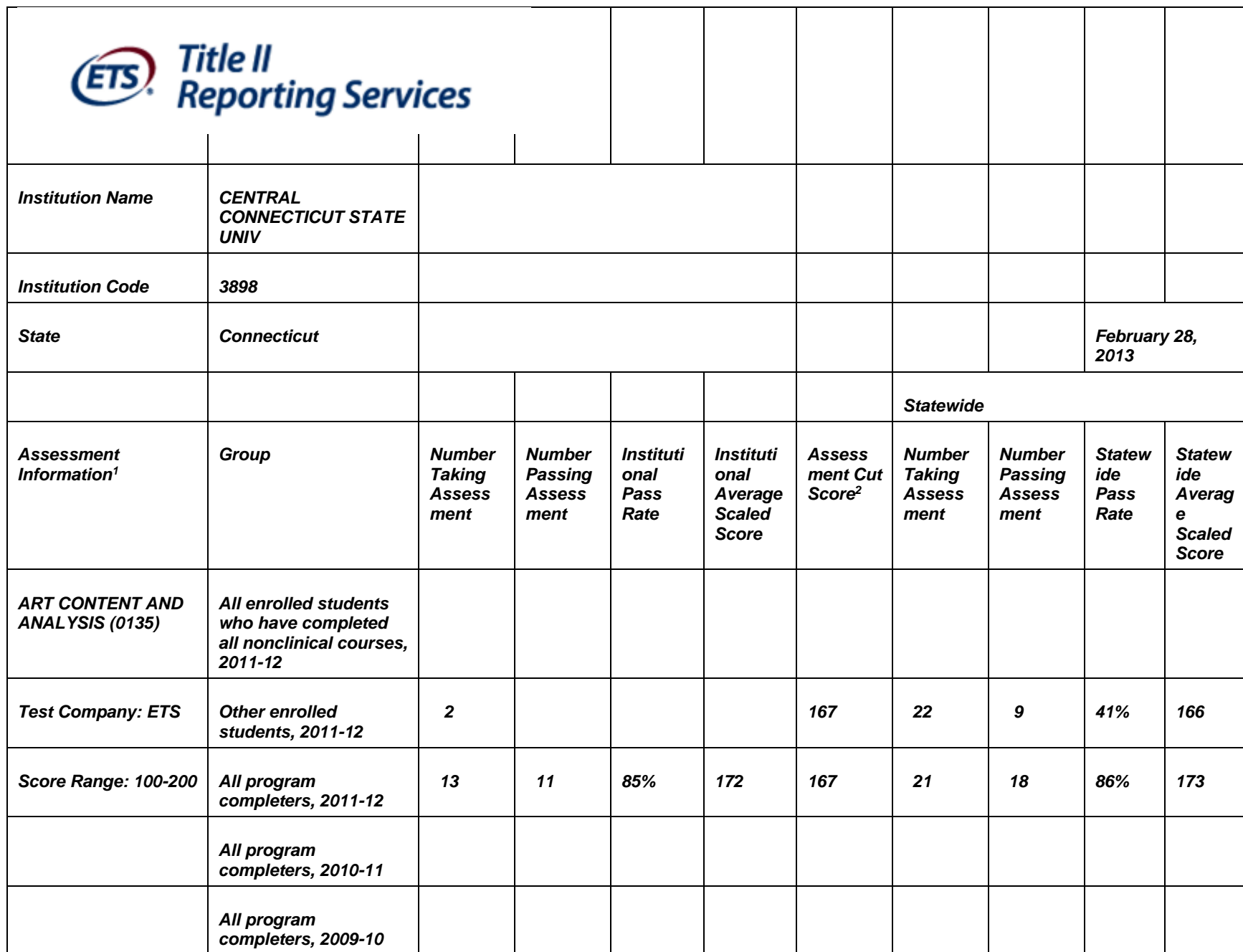
B.S. Ed in Art Education –Foundation-Level Portfolio Review Analysis of Pass/Fail:

Undergraduate B.S. in Art Education Foundation-Level Portfolio Review Results												
	#	%	#	%	#	%	#	%	#	%	#	%
Semester (N=Number Portfolios submitted)	Students passed		Students failed		Passed with transfer credits		Passed with all CCSU courses		Failed with transfer credits		Failed with all CCSU courses	
Fall 2016 - Spring 2017 (n=11)	10	91%	1	9%	4	40%	6	60%	1	100%	0	0%
Fall 2015 - Spring 2016 (n=14)	12	86%	2	14%	8	67%	4	33%	2	100%	0	0%
Fall 2014 - Spring 2015 (n = 16)	14	88%	2	12%	11	79%	3	21%	2	100%	0	0%
Fall 2013 - Spring 2014 (n = 12)	10	83%	2	17%	6	60%	4	40%	2	100%	0	0%
Fall 2012 - Spring 2013 (n = 17)	12	71%	5	29%	5	42%	7	59%	3	60%	2	40%
Fall 2011 - Spring 2012 (n=18)	17	94%	1	6%	9	52%	8	49%	1	50%	0	0%

Undergraduate B.S. Portfolio Review Failures by section								
	#	%	#	%	#	%	#	%
Semester (N=Number Portfolios Failed) Students can fail more than one section	Failed Section #1-Spatial Relationships		Failed Section #2 – Elements and Principles of Design		Failed Section #3-Tonal Values		Failed Section #4- Craftsmanship	
Fall 2016 - Spring 2017 (n=1)	1	100%	0	0%	1	100%	0	0%
Fall 2015 - Spring 2016 (n= 2)	2	100%	2	100%	2	100%	2	100%
Fall 2014 - Spring 2015 (n = 2)	2	100%	1	50%	1	50%	1	50%
Fall 2013 - Spring 2014 (n =2)	2	100%	0	0%	1	50%	0	0%
Fall 2012 - Spring 2013 (n = 5)	5	100%	3	60%	3	60%	0	0%
Fall 2011- Spring 2012 (n=1)	0	0%	0	0%	1	100%	0	0%

**Evidence for B. Pre-Student Teaching Digital Art Portfolio Review
(Conducted in Art 403: Art Education and Technology)**

		Pre-Student Teaching Digital Art Portfolio Review Assignment/Assessment Scores							
Semester (N=Number of Enrolled Students)	Mean Score	A (4.0)	A- (3.5)	B+ (3.0)	B (2.5)	B- (2.0)	C+ (1.5)	C (1.0)	C- or below (0.0)
Fall 2016 – Spring 2017 (n=13)	3.81	8	5	0	0	0	0	0	0
Fall 2015 – Spring 2016 (n=14)	3.90	12	2	0	0	0	0	0	0
Fall 2014 – Spring 2015 (n=5)	3.50	2	3	0	0	0	0	0	0
Fall 2013 – Spring 2014 (n= 9)	2.56	2	1	1	5	0	0	0	0
Fall 2012 - Spring 2013 (n=19)	2.45	0	1	2	11	4	1	0	0
Fall 2011 - Spring 2012 (n=23)	3.32	8	5	5	4	1	0	0	0



ART CONTENT KNOWLEDGE (0133)	<i>All enrolled students who have completed all nonclinical courses, 2011-12</i>									
Test Company: ETS	Other enrolled students, 2011-12	6				157	14	12	86%	172
Score Range: 100-200	All program completers, 2011-12	4				157	14	14	100%	177
	All program completers, 2010-11	13	13	100%	180	157	26	26	100%	174
	All program completers, 2009-10	19	19	100%	176	157	39	39	100%	173
ART CONTENT TRAD CRITIC AESTHETICS (0132)	<i>All enrolled students who have completed all nonclinical courses, 2011-12</i>									
Test Company: ETS	Other enrolled students, 2011-12	6				130	14	14	100%	151
Score Range: 100-200	All program completers, 2011-12	4				130	14	14	100%	152
	All program completers, 2010-11	13	13	100%	152	130	26	26	100%	150
	All program completers, 2009-10	19	19	100%	151	130	39	39	100%	148
ART MAKING (0131)	<i>All enrolled students who have completed all nonclinical courses, 2011-12</i>									
Test Company: ETS	Other enrolled students, 2011-12	6				148	13	12	92%	160

Score Range: 100-200	All program completers, 2011-12	4				148	14	14	100%	162
	All program completers, 2010-11	13	13	100%	165	148	26	26	100%	164
	All program completers, 2009-10	19	19	100%	164	148	39	39	100%	164
¹Tests with multiple delivery options (computer, paper, etc.) will be noted with the assessment code for the paper format only.										
²Cut scores may vary for groups depending upon when the cut scores are established by the state and when each group completed their teacher certification or licensure assessment.										
*Questions regarding tests listed by this testing company must be addressed to your state Title II Coordinator.										

FINDINGS: PRAXIS II ART-MAKING (TEST 131) RESULTS – 2004 THROUGH 2011

Assessment Information¹	CCSU Group	CCSU Number Taking Assessment	CCSU Number Passing Assessment	CCSU Institutional Pass Rate	Institutional Average Scaled Score	Assessment Cut Score²	Statewide Number Taking Assessment	Statewide Number Passing Assessment	Statewide Pass Rate	Statewide Average Scaled Score
ART MAKING (0131) <i>Test Company: ETS</i> <i>Score Range: 100-200</i>	Students who are enrolled in the program and have not completed student teaching, 2010-2011.	10	9	90%	162	148	31	30	97%	161
	Students who completed the program, including student teaching, 2010-11.	13	13	100%	165	148	26	26	100%	164
	Students who completed the program, including student teaching, 2009-2010.	19	19	100%	164	148	39	39	100%	164
	Students who completed the program, including student teaching, 2008-2009.	27	27	100%	171	148	52	52	100%	166
	Students who have completed the program, including student teaching, 2007-08	26	26	100%	166	148	58	58	100%	163
	Students who have completed the program, including student teaching, 2006-2007	26	26	100%						
	Students who have completed the program, including student teaching, 2005-2006	26	26	100%						
	Students who have completed the program, including student teaching, 2004-2005	20	20	100%						
¹ Tests with multiple delivery options (computer, paper, etc.) will be noted with the assessment code for the paper format only. ² Cut scores may vary for groups depending upon when the cut scores are established by the state and when each group completed their teacher certification or licensure assessment.										

Praxis II: ART CONTENT TRAD CRITICISM AND AESTHETICS (Test 0132) Results

Description of Praxis II (0132) Test: The Praxis II Art Content Traditions: Criticism and Aesthetics exam was previously required of all B.S. and Art Education Certification Graduate students who were applying for CSDE Visual Arts Certification. CCSU always recommended that this exam, administered through ETS, be taken the semester before a student's final student teaching semester. The test was given two separate sections: (A) Criticism and Aesthetics - This portion focused on one given work of art and tested students on their art criticism understandings about the various works using art terminology; and (B) The Global Traditions in Art, Architecture, and Design - This section focused on either a piece of art or a work of architecture. Students were asked to successfully link the work's elements, style influences, and themes to its social, political, and cultural milieu. Results below indicate latest 2010-2011 results from ETS.

Assessment Information ¹	CCSU Art Education Group	CCSU Number Taking Assessment	CCSU Number Passing Assessment	CCSU Institutional Pass Rate	Institutional Average Scaled Score	Assessment Cut Score ²	Statewide Number Taking Assessment	Statewide Number Passing Assessment	Statewide Pass Rate	Statewide Average Scaled Score
ART CONTENT TRAD CRITIC AESTHETICS (0132) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2010-11									
	Other enrolled students, 2010-11	10	10	100%	154	130	31	31	100%	150
	All program completers, 2010-11	13	13	100%	152	130	26	26	100%	150
	All program completers, 2009-10	19	19	100%	151	130	39	39	100%	148
	All program completers, 2008-09	27	27	100%	150	130	52	52	100%	150

Praxis II: Art Content Knowledge (Test 0133)

Description of Praxis II (0133) Test: Content Knowledge was a multiple-choice test that focused on those concepts considered central to the subject matter of art. The test, administered through ETS, measured knowledge of the traditions in art and art forms, architecture, design, and the making of artifacts; art criticism and aesthetics; and the making of art. Note: Results below indicate latest 2010-2011 results from ETS.

Praxis II: Art Content Knowledge (Test 0133) RESULTS – 2004 THROUGH 2011

CCSU ART EDUCATION							Statewide			
Assessment Information ¹	Group	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Institutional Average Scaled Score	Assessment Cut Score ²	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate	Statewide Average Scaled Score
	Students who are enrolled in the program and have not completed student teaching, 2010-2011.	10	10	100%	180	157	32	29	91%	173
	Students who completed the program, including student teaching, 2010-11.	13	13	100%	180	157	26	26	100%	174
	Students who are enrolled in the program and have not completed student teaching, 2009-10	8				157	18	13	72%	167
	Students who completed the program, including student teaching, 2009-2010.	19	19	100%	176	157	39	39	100%	173
	Students who completed the program, including student teaching, 2008-2009.	28	27	96%	181	157	53	52	98%	176
	Students who have completed the program, including student teaching , 2007-08	26	26	100%	178	157	58	58	100%	174
	Students who have completed the program, including student teaching , 2006-2007	26	26	100%						
	Students who have completed the program, including student teaching , 2005-2006	26	26	100%						

Test Company: ETS

Score Range: 100-200	Students who have completed the program, including student teaching, 2004-2005	20	20	100%						
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¹Tests with multiple delivery options (computer, paper, etc.) will be noted with the assessment code for the paper format only.

²Cut scores may vary for groups depending upon when the cut scores are established by the state and when each group completed their teacher certification or licensure assessment.

Praxis II: Art: Content and Analysis (Test 0135 which replaced tests 0131, 0132, 0133)

Description of Praxis II (0135) Art Test: Content and Analysis measures whether entry-level art teachers have the standards-relevant knowledge, skills, and abilities deemed necessary for beginning professional practice. The test questions focus on concepts that are considered central to the study of art, measuring knowledge of art making and the historical and theoretical foundations of art.

PRAXIS II: (Test 0135) 2011-2012

Program: CCSU Art Education

Test Code	Test Name	Number Taking Test	Average Test Score	Number Passing Test	Pass Rate	
0135	Art: Content and Analysis (0135)	18	171	15	83.33%	
	Test Category Detail	Average Score	Average Raw Points*	Average 25TH Raw Norm**	Average 75TH Raw Norm***	Score Range
	I. ART MAKING	43.38	54.69	34.23	43.23	33 - 48
	II. HISTORICAL AND THEORETICAL FOUNDATIONS OF ART	21	29.69	17.85	23.46	14 - 25
	III. ART ANALYSIS	10.31	18	7.85	12.31	4 - 16

* Average category raw points available (highest points for the category)

** Average scores earned by the first 25% of the group of examinees

** Average scores earned by the first 75% of the group of examinees

Description of Praxis II Test 5135 (which replaced tests 0131, 0132, 0133, and 0135)) Art: Content and Analysis - This test measures whether entry-level art teachers have the standards-relevant knowledge, skills, and abilities deemed necessary for beginning professional practice. The test questions focus on concepts that are considered central to the study of art, measuring knowledge of art making and the historical and theoretical foundations of art.	Number of Students*	Cut Score/ Or Possible # of Points	CCSU Mean	Median	Range	% of Candidates Passing or % Correct**	State Mean	State % Pass or % Correct
2014 – 2015 Overall Test Data	N = 23	167	173.65	177	126-195	78.26%	170	65.12%
Category I: Art Making	N = 23	52-55				73.48%		72.30%
Category II: Historical & Theoretical Foundations of Art	N = 23	29-30				73.64%		72.58%
Category III: Art Analysis	N = 23	18-18				71.26%		62.14%
2015 – 2016 Overall Test Data	N = 12	167	174.75	174.50	153-191	91.67%	168.93	73.81%
Category I: Art Making	N = 12	52-55				76.76%		74.11%
Category II: Historical & Theoretical Foundations of Art	N = 12	29-30				76.24%		68.16%
Category III: Art Analysis	N = 12	18-18				68.06%		64.68%
2016 – 2017 Overall Test Data (as of 8/30/17)	N = 13	161	169	168	162-176	100%	162	64.71%
Category I: Art Making	N = 13	52-55				76.53%		68.3%
Category II: Historical & Theoretical Foundations of Art	N = 13	29-30				73.65%		68.87%
Category III: Art Analysis	N = 13	18-18				52.56%		53.76%
Most Recent Title II Data (Completers)								
5135 2015-2016	11	167				91%		86%
5135 2014-2015	9					^		82%

5135 2013-2014	17					100%		87%
5135 2012-2013	12					100%		96%

*This number includes ALL Candidates during the time frame who selected CCSU as their “attending” university.

**Questions in a category may vary in difficulty from one test to another. Therefore, the category scores of individuals who have taken different form of the test are not necessarily comparable. As such, category scores should just be used to identify areas of “weakness.”

^ No data are displayed because the N is fewer than 5.

Data on First Time & Repeat Test Takers

Year	First Time Test Takers		Repeat Test Takers	
	Total N	% Pass	Total N	% Pass
2016 – 2017 (as of 8/30/17)	10	100%	3	^
2015 – 2016	7	100%	5	80.00%
2014 - 2015	16	81.25%	7	71.43%
2013 - 2014	5	100%	4	^
2012 - 2013	18	100%	9	44.44%

^ No data are displayed because the N is fewer than 5.

APPENDIX B

Learning Outcome #3 Evidence

- 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)**

Elementary Thematic Unit of Instruction Assignment/Assessment Scores 301										
Semester (N=Number of Enrolled Students)	Mean Score	Percent Passed	A (4.0)	A- (3.5)	B+ (3.0)	B (2.5)	B- (2.0)	C+ (1.5)	C (1.0)	C- or below (0.0)
Fall 2016 (n=12) *spring 17 course not offered	2.2	100%	4	1	1	1	4	1	0	0
Fall 2015 – Spring 2016 (n=15)	2.47	87%	3	3	0	2	4	1	0	2
Fall 2014 – Spring 2015 (n = 11)	2.9	100%	2	2	1	4	2	0	0	0
Fall 2013 - Spring 2014 (n = 16)	2.8	88%	3	6	0	4	1	0	0	2
Fall 2012 – Spring 2013 (n = 18)	2.78	94%	4	4	1	4	3	0	1	1
Fall 2008 - Spring 2012 (n=14 avg/yr)	2.57	93%	2.4	2.4	1.4	2.7	1.7	1.1	0.9	1.3

Secondary Media-Based Unit of Instruction Assignment/Assessment Scores 400										
Semester (N=Number of Enrolled Students)	Mean Score	Percent Passed	A (4.0)	A- (3.5)	B+ (3.0)	B (2.5)	B- (2.0)	C+ (1.5)	C (1.0)	C- or below (0.0)
Fall 2016 - Spring 2017 (n=12)	3.04	92%	6	0	0	5	0	0	0	1
Fall 2015 – Spring 2016 (n=12)	3.04	100%	5	2	0	1	3	0	1	0
Fall 2014 – Spring 2015 (n = 6)	3.42	100%	3	1	0	2	0	0	0	0
Fall 2013 – Spring 2014 (n = 9)	2.6	89%	2	3	1	0	0	0	2	1

Fall 2012 – Spring 2013 (n = 20)	3.95	100%	8	1	2	6	1	1	1	0
Fall 2008 - Spring 2012 (n= 22 avg/yr)	2.61	95%	3.4	1.2	0.8	3.2	0.8	0.4	1.0	0.6

APPENDIX C

Learning Outcome #4 Evidence

- A. Development and Implementation of a Secondary Classroom Aesthetic/Critical Inquiry Activity
(Art 491 Course-embedded assessment)**

**Secondary Classroom Aesthetic/Critical Inquiry Activity
Assignment/Assessment Scores 491**

Semester (N=Number of Enrolled Students)	Mean Score	Percent Passed	A (4.0)	A- (3.5)	B+ (3.0)	B (2.5)	B- (2.0)	C+ (1.5)	C (1.0)	C- or below (0.0)
Spring 2017 (n=19) *Fall 2016 - course not offered	3.24	95%	5	9	0	4	0	0	0	1
Fall 2015 – Spring 2016 (n=12)	3.54	100%	5	6	0	0	0	1	0	0
Fall 2014 – Spring 2015 (n = 11)	2.82	82%	2	5	1	1	0	0	0	2
Fall 2013 – Spring 2014 (n = 15)	3.03	93%	4	5	2	0	3	0	0	1
Fall 2012 – Spring 2013 (n=16)	3.56	100%	8	5	1	1	1	0	0	0
Fall 2008 - Spring 2012 (n= 24 avg/yr)	3.37	98%	3.8	4.4	1.8	1.0	0.6	0.0	0.0	3.37

APPENDIX D

Learning Outcome #5 Evidence

- A. Elementary and Secondary Art Student Teaching Reflection Journal Essays (Art 401 Course-Embedded Assessment)**

Findings and Data Analysis: Elementary and Secondary Student Teaching Reflection Essays Assignment/Assessment Scores

All students completing the Fall 2016 and Spring 2017 (n=11) Art 401 course-embedded Reflection Essays Assignment/Assessment scored "C" or higher. The 2016-2017 Mean Score Average was 3.16 and is probably due to a number of factors:

- All students enrolled in Art 401 – last semester practicum taken during student teaching - have been admitted to the SEPS Professional Program; and
- Since the Assignment/Course-embedded Assessment takes place during the time in which they're student teaching in a public school classroom, students are anxious to present themselves in a professional manner.
- Student exemplars from previous semesters are presented by Professor Phelps to help establish expectations.
- The Reflection Essay Assessment Rubric is thoroughly discussed in Art 401 with clarifications provided for students by Prof. Phelps.

Course-Embedded Reflection Journal Essays are scored by course instructor, Professor Judith Phelps.

[illegible]

Fall 2008 - Spring 2012 (n= 20 avg/yr)	3.22	99%	4.1	3.6	1.9	2.3	1.4	1.1	1.8	1.6	0.5	0.9	0.4	0.5	0.1	0.3	0.1	0.0
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Note: The data below include both B.S. in Art Education undergraduate and post-bac Art Education Certification Graduate students enrolled in the Art 401: Seminar course from Spring 2008 – Spring 2014 and Fall 2015-Spring 2017. Data from Fall 2014-Fall 2015 include B.S. in ART Ed students only.