

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: Art Education & Community Arts

Dept: Art & Design

College: CLAS

Submitted by: Brad Olson

Part 1:

<p>CGS Learning Goal #1 A depth of content knowledge</p>	<p>Program Learning Goal(s): The graduate candidate demonstrates a comprehensive knowledge of the foundations and contemporary issues of the field of Art Education.</p>	<p>Pr</p>
<p>How are learners assessed?</p>	<ol style="list-style-type: none"> 1) Readings/discussions for current courses 2) Longer-term projects (art works, written papers, capstone writing project, etc.) 3) Rubrics designed to measure engagement and proficiency used on all assignments. Instructors have been provided resources and information on the CGS Learning Goals, and asked to revisit and revise their rubrics to align with these goals. 	
<p>What are the expectations for the students?</p>	<ol style="list-style-type: none"> 1) Students are expected to share summaries and insights of key readings in weekly discussion forums 2) Students are expected to respond to each other's discussion posts and engage in deeper conversation on a personal level 3) Students will complete additional course projects in a timely manner 4) Student capstone projects will demonstrate a deep investigation of an art education topic of personal interest. 	
<p>What are the expectations for the program?</p>	<p>100% of students achieve B-average across courses</p>	
<p>What were the results?</p>	<p>100% of students receive B-average across courses, with an average 3.86 GPA for all students</p>	
<p>How are the results shared? How will these results be used?</p>	<p>These results will be made available to the program coordinator and department chair to guide the further development of course content and retention of teaching faculty.</p>	

<p>CGS Learning Goal #2:</p>	<p>Program Learning Goal(s):</p>	<p>Pr</p>
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Critical thinking and problem-solving skills	The graduate candidate displays the ability to apply critical thinking and problem solving in a variety of coursework.
How are learners assessed?	<ol style="list-style-type: none"> 1) Discussion prompts that ask students to synthesize and analyze knowledge from readings and other material 2) Undertaking long-term independent projects with varied outcomes (art works in studio courses, written papers in art history and content area courses) 3) Capstone projects and presentations, reviewed by committee.
What are the expectations for the students?	<ol style="list-style-type: none"> 1) Students will engage deeply in discussion prompts and offer their own insights and connections to course material 2) Students will apply critical thinking and problem solving during independent projects like artworks, written papers, and other reflection activities during courses 3) Students will identify and address a problem of research in the field of art education of personal interest for their capstone project
What are the expectations for the program?	The program will offer course materials that value problem solving and individualized learning in addition to understanding the research of other scholars in our field
What were the results?	A review of courses during F23 semester indicates all have met these expectations for critical thinking and problem solving. Instructors have been advised to include measurements for critical thinking in their rubrics and course assignments for greater clarity of assessment.
How are the results shared? How will these results be used?	These results will be made available to the program coordinator and department chair to guide the further development of course content to encourage critical thinking and problem solving

CGS Learning Goal #3: Effective oral and written communication skills	<p>Program Learning Goal(s): The graduate candidate displays a high ability to communicate both orally and in writing.</p>
How are learners assessed?	<ol style="list-style-type: none"> 1) Coursework designed to utilize regular discussion prompts and responses 2) Short-term written papers and end-of-course writing assignments 3) Use of APA formatting in research writing 4) Long-term capstone project with written and oral component

	5) Rubrics for presentations and written assignments that assess communication skills
What are the expectations for the students?	<ol style="list-style-type: none"> 1) Students will demonstrate proper use of grammar, punctuation, clarity of thought in writing during discussion posts and other writing assignments 2) Students will properly use APA format in written research assignments 3) Students will communicate their capstone work in writing and during an oral presentation/defense, demonstrating clear written and verbal communication
What are the expectations for the program?	<ol style="list-style-type: none"> 1) The program will provide opportunities for students to develop their writing skills during short-term coursework 2) The program will provide additional opportunities for online students to communicate orally with peers and program faculty
What were the results?	<ol style="list-style-type: none"> 1) Regular writing in coursework as well as final capstone presentations provide adequate opportunity to demonstrate skills in communication 2) As an online program, few opportunities are provided for “real-time” oral communication – alternate communication platforms may be considered and recommended during course delivery. For example, some instructors have opted for video/audio responses to readings in addition to written responses
How are the results shared? How will these results be used?	These results will be made available to the program coordinator, department chair, and course instructors in order to develop approaches to encourage more oral communication.

CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal(s): The graduate candidate will engage in a high-level of research and creative activity during their studies
How are learners assessed?	<ol style="list-style-type: none"> 1) Analysis of existing research during course discussion assignments and extended writing projects 2) Demonstration of creative activity during art studio courses as well as other creative response assignments during Art Education coursework 3) Independent research project for capstone study 4) Surveying to gauge student participation in state and national conference presentations

	5) Media & Methods Conference and Graduate Student Expo attendance and presentation opportunities offered to students
What are the expectations for the students?	<ol style="list-style-type: none"> 1) Students will demonstrate a deep understanding of existing research in the field 2) Students will identify and research new areas for personal research 3) Students will develop creative work in studio courses
What are the expectations for the program?	<ol style="list-style-type: none"> 1) The program will provide relevant research in course content 2) The program will provide multiple opportunities for student-initiated research in course content 3) The program will provide opportunities for creative development in art studio courses
What were the results?	<ol style="list-style-type: none"> 1) Most research presented in course content is relevant and recent, though a regular revising of course materials is suggested 2) Each class in the program provides opportunities for students to initiate and take on research projects, particularly during their final research methods and capstone study. 3) Required studio courses appear to be a success, and popular among students. Other courses also provide opportunities for creative activity. 4) Ongoing surveying will provide data on student participation in state and national conferences 5) Data will also be gathered to gauge participation in other EIU events like Media & Methods and the Graduate Student Expo
How are the results shared? How will these results be used?	These results will be made available to the program coordinator and department chair, as well as forwarded to course instructors to identify any areas of curriculum that need revising.

CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s): The graduate candidate demonstrates an understanding and respect for professional ethics in the discipline.
How are learners assessed?	<ol style="list-style-type: none"> 1) Originality of written work (checks against plagiarism via TurnItIn) 2) Online discussion “netiquette” is measured by rubric

	3) Students engaged in human subject research submit IRB request when necessary
What are the expectations for the students?	<ol style="list-style-type: none"> 1) Students will adhere to rules of academic integrity in their written work 2) Students will engage professionally with peers in online discussions and real-time meetings 3) Students will approach research within ethical guidelines
What are the expectations for the program?	<ol style="list-style-type: none"> 1) The program will monitor student work for originality 2) The program will provide platforms in which students can demonstrate professional behavior and communication 3) The program will address ideas of ethical research in coursework
What were the results?	<ol style="list-style-type: none"> 1) Existing tools for monitoring academic integrity and originality of student work appears to be working well 2) No problems with student “netiquette” are evident in discussions and real-time meetings 3) These topics are covered in courses on research methods and during students’ capstone studies
How are the results shared? How will these results be used?	These results will be made available to the program coordinator and department chair, and will be used to identify areas in which ethical responsibility can be reinforced. There is potential to expand assessment of this goal in our coursework moving forward, particularly in our Research Methods course. Instructors have been asked to consider including CITI training and IRB protocols as a module in their course content.

Part 2

Describe what your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year’s report or simply describe what assessment work was initiated, continued, or completed.

Since receiving last year’s Graduate Assessment Summary Response from 2022, there was much to consider as a new coordinator to this program. I took into account the response’s many suggestions and have been working to implement more varied and useful assessment measures across our program. For example, I have begun tracking student GPAs in order to have an updated idea of how students are measuring up to our expectations in Learning Goal #1. For this goal and all others, I have worked to provide our

instructors with resources and information on the CGS Learning Goals and encouraged them to revisit their rubrics and include these as measurements. Other measurements like surveys are being devised to gauge students' participation in research activities, particularly in presenting their research at EIU events as well as state and national conferences. Additionally, recommended end-of-semester and end-of-program surveys have been drafted and are ready to deploy to students at the end of the Fall 2023 semester.

Part 3

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

As mentioned above, I have worked to implement a number of recommendation's from the review of last year's assessment form. Instructors have been given support and resources to better align their rubrics with the CGS learning goals, and a number of new measures have been put in place to provide a clearer picture of our students' experience and performance in the program. Although our end-of-semester and end-of-program surveys are yet to go go out, I expect that these measures will help me deal with some issues I've been hearing communicated from students in our program. In order to differentiate ourselves from other programs and keep up recruitment, I believe we need to work hard at revising our curriculum and offering new courses that address the issues facing art educators today. I expect that this surveying will help us identify curricular topics that will be relevant to students today, as well as help us identify ways our instruction and course delivery might be made more engaging and manageable while still remaining rigorous and educational. In the past year, particularly in response to last year's report, I have been able to work steadily in the ways listed above in establishing a more broad and valuable assessment plan for the program.