Messiah College

Art Education (BS)
Program-157

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Annual Assessment Plan

2 **4.2 - B - Art education history**
Demonstrate a basic knowledge of art education history

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Art Education History Project	90% of students will score a 3 or higher on the content section of rubric which includes citing contemporary resources	Art Education professor to collect data annually. Assess every third year. 2016-2017
Contemporary Theories in Art Education Project	90% of students will score a 3 or higher on the content section of rubric which includes citing contemporary resources	Art Education professor to collect data annually. Assess every third year. 2016-2017

4 **Results -** Was the target met? What was the faculty discussion about these results?

5 **Action Plans**

6 **Closing the Loop -** What actions were taken to Improve Student Learning on This PLO during this academic year?

3 **4.4 - Awareness of options**

Gaining an awareness of options for employment, voluntary service, and/or graduate education in one's specialized area of study in the context of reflection on one's sense of vocation

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 5 - Self-Awareness

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ART 201 Vocation Project	90% of students will score 70% or higher on comprehensive project grade	Art Education professor to collect data annually. Assess every third year. 2017-2018

4 **Results -** Was the target met? What was the faculty discussion about these results?

5 **Action Plans**

6 **Closing the Loop -** What actions were taken to Improve Student Learning on This PLO during this academic year?

4 **4.1 - Basic knowledge of foundational content**

Demonstrates and applies a basic knowledge of foundational content, practices and philosophical and ethical assumptions in visual arts education.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 2 - Breadth and Depth of Knowledge

3. **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Saturday Art School: Lesson Plan and Corresponding Reflection	90% of students will score a 3 or higher on the content section of rubric	Art Education professor to collect data annually. Assess every third year. 2015-2016
ART 407 -- Video project with reflection.	90% of students will score a 3 or higher AND self-evaluate (with evidence) as a 3 or higher on the "knowledge of foundations" section of the rubric	Art Education professor to collect data annually. Assess every third year. 2015-2016

4. **Results -** Was the target met? What was the faculty discussion about these results?

5. **Action Plans**

6. **Closing the Loop -** What actions were taken to Improve Student Learning on This PLO during this academic year?

5. 4.2 - C - Contemporary theories

Demonstrate a working knowledge of contemporary theories in the field of art education

Outcome(s)

1. Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

   There is no selected outcome.

2. Choose one or more Institution outcome that aligns with your Program Learning Outcome.

   Selected Outcomes:

   - ULO 4 - Specialized Skills and Scholarship

3. **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline

Art Education History Project	90% of students will score a 3 or higher on the content section of rubric which includes citing contemporary resources	Art Education professor to collect data annually. Assess every third year. 2016-2017
Contemporary Theories in Art Education Project	90% of students will score a 3 or higher on the content section of rubric which includes citing contemporary resources	Art Education professor to collect data annually. Assess every third year. 2016-2017

4   **Results -** Was the target met? What was the faculty discussion about these results?

5   **Action Plans**

6   **Closing the Loop -** What actions were taken to Improve Student Learning on This PLO during this academic year?

6   **4.5 - A - Ethical issues**

Demonstrating an understanding of the ethical issues related to teaching

Outcome(s)

1   Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

   There is no selected outcome.

2   Choose one or more Institution outcome that aligns with your Program Learning Outcome.

   Selected Outcomes:

- ULO 3 - Faith Knowledge & Application

3   **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ART 331 -- Ethics Project	90% of students will score 70% or higher on comprehensive project grade	Art Education professor to collect data annually. Assess every third year. 2015-2016

4   **Results -** Was the target met? What was the faculty discussion about these results?

5   **Action Plans**

6   **Closing the Loop -** What actions were taken to Improve Student Learning on This PLO during this academic year?

7 **4.5 - B - Faith**

Demonstrating the ability to articulate the relationship between faith, teaching and art

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 3 - Faith Knowledge & Application

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ART 355, 356 -- Teaching Philosophy Paper	90% of students will score a 2 or higher on "integration" section of rubric	Art Education professor to collect data annually. Assess every third year. 2015-2016

4 **Results -** Was the target met? What was the faculty discussion about these results?

5 **Action Plans**

6 **Closing the Loop -** What actions were taken to Improve Student Learning on This PLO during this academic year?

8 **4.3 - B - Ideas of aesthetic value**

Demonstrates an ability to explain & discuss ideas of aesthetic value at a level appropriate to the age of the student in the classroom

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
RT 355, 356 -- Saturday Morning Art Workshops	90% of students will score a rating of "Basic" or better on the Saturday Art School final evaluation form on the CONTENT KNOWLEDGE criteria	Art Education professor to collect data annually. Assess every third year. 2017-2018

4   **Results -** Was the target met? What was the faculty discussion about these results?

5   **Action Plans**

6   **Closing the Loop -** What actions were taken to Improve Student Learning on This PLO during this academic year?

9   **4.2 - A - Knowledge of resources**

Demonstrates knowledge of contemporary art education journals and resources

Outcome(s)

1   Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2   Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 4 - Specialized Skills and Scholarship

3   **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

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Measures	Targets	Timeline
Art Education History Project	90% of students will score a 3 or higher on the content section of rubric which includes citing contemporary resources	Art Education professor to collect data annually. Assess every third year. 2016-2017
Contemporary Theories in Art Education Project	90% of students will score a 3 or higher on the content section of rubric which includes citing contemporary resources	Art Education professor to collect data annually. Assess every third year. 2016-2017

4 **Results -** Was the target met? What was the faculty discussion about these results?

5 **Action Plans**

6 **Closing the Loop -** What actions were taken to Improve Student Learning on This PLO during this academic year?

10 **4.2 - D - Sensitivity to differences**

Developing a sensitivity to differences posed by ability, culture and ethnicity

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ART 331 - - Unit Plan	90% of students will score a 3 or higher on the "sensitivity to difference" section of rubric which includes scaffolding lessons for exceptional learners and selecting multi-cultural materials in art education	Art Education professor to collect data annually. Assess every third year. 2016-2017

4 **Results -** Was the target met? What was the faculty discussion about these results?

5 **Action Plans**

6 **Closing the Loop -** What actions were taken to Improve Student Learning on This PLO during this academic year?

11 **4.3 - A - Teach, assess, and evaluate**

Demonstrate an ability to teach, assess, and evaluate, which is appropriate to the art classroom

Outcome(s)

1   Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2   Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 4 - Specialized Skills and Scholarship

3   **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ART 407 -- Video project with reflection	90% of students will score a 3 or higher AND self-evaluate (with evidence) as a 3 or higher on the "teaching methods" section of the rubric	Art Education professor to collect data annually. Assess every third year. 2017-2018

4   **Results -** Was the target met? What was the faculty discussion about these results?

5   **Action Plans**

6   **Closing the Loop -** What actions were taken to Improve Student Learning on This PLO during this academic year?

Assessment Rubric

1

Process

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	○ Assessment plan is not implemented.	○ Most aspects of plan are being implemented or all aspects are implemented to some degree.	○ Assessment plan is fully implemented.	○ Plan is faithfully executed and modified/evaluated as needed.

2

Explanations:

3

Engagement

	1	2	3	4
	○	○	○	○
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	Limited involvement beyond chair/director	All department faculty are aware of process and results	All department faculty participate in conversations regarding the use of assessment data to improve student learning	All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.

4

Explanations:

5

Program Learning Objectives

	1	2	3	4
	○	○	○	○
Are the student learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?	Objectives are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.	Objectives are clear, mostly measurable, partially aligned with ULOs/GLOs.	Objectives are clear, measureable, aligned with ULOs/GLOs, and represent an overview of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program, accounting for variations in learning outcomes due to tracks/concentrations	Objectives are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning that is important for this program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and accounting for variations in learning outcomes due to tracks/concentrations.

6

Explanations:

7

Measures

	1	2	3	4
	○	○	○	○
Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?	Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.	All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).	All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).	Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).

8

Explanations:

9

Targets

	1	2	3	4
Are the targets based on professional standards and/or experience with student work? Are targets challenging and achievable?	Some targets are missing.	Targets are arbitrarily chosen or reflect minimal expectations.	Targets are challenging and achievable based on prior data, and reflect the level of performance a novice professional knows/can do.	Targets are challenging and achievable. Targets are based on professional standards and/or prior data and experience with student work and reflect the level of performance a novice professional knows/can do. Targets are set at a level to inspire program improvement.

10

Explanations:

11

Timeline

	1	2	3	4

Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?	○ Not identified clearly for all measures.	○ Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.	○ Clearly stated and manageable schedule. At least two data points for each objective per review cycle.	○ Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.

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Explanations:

13

Action Plan

	1	2	3	4

	○	○	○	○
Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?	Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.	Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).	Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.	Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.

14

Explanations:

15

Dissemination

	1	2	3	4

	◯	◯	◯	◯
Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?	No record of assessment results and changes made as a result of assessment findings.	The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.	The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.	The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.

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Explanations:

Additional Feedback

1

Please enter any additional feedback for changes that should be made: