STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: Art Education & Community Arts
Dept: Art & Design
College: CLAS
Submitted by: Brad Olson

Part 1:

CGS Learning Goal #1 A depth of content knowledge	Program Learning Goal(s): The graduate candidate demonstrates a comprehensive knowledge of the foundations and contemporary issues of the field of Art Education.
How are learners assessed?	Learners are assessed using a rubric aligned to this CGS learning goal addressing depth of content knowledge. This rubric is applied to various assignments across courses, which include: 1) Weekly written responses to assigned readings and course content 2) Academic research papers 3) Creative art projects 4) Curriculum development projects 5) Community arts projects and service-learning plans 6) Capstone thesis proposals, written theses, and oral presentations
What are the expectations for the students?	Students are expected to "Meets Expectations" on identified assignments according to the criteria indicated on the rubric for this Learning Goal: • **(4) Exceeds Expectations** – Demonstrates exceptional command of art education theories, practices, and disciplinary knowledge; integrates multiple perspectives or contexts; applies theory to practice with creativity and independence; consistently connects studio, teaching, and scholarly approaches in sophisticated ways. • **(3) Meets Expectations** – Demonstrates solid understanding of key concepts, methods, and practices in art education; applies theoretical and practical

	knowledge appropriately in course projects or discussions; shows competence in discipline-specific skill areas. • **(2) Improvement Needed** – Demonstrates partial or surface understanding of disciplinary content; application of theory or skill is inconsistent or incomplete; limited integration of course knowledge into practice. • **(1) Unmet** – Lacks understanding of key disciplinary concepts or fails to apply relevant knowledge or skills; work does not reflect graduate-level mastery.
What are the expectations for the program?	The program should provide diverse opportunities for students to demonstrate depth of content knowledge and prepare them to achieve a "Meets Expectations" score on this dimension of the CGS Learning Goals rubric attached to assignments.
What were the results?	This rubric was deployed in a set of our program's courses in the past year, attached to appropriate assignments as identified above. In a review the data generated by this rubric across four different courses, 100% of students achieved an average score of 3.0 or better for this category in each course.
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 and retention of teaching faculty.

CGS Learning Goal #2: Critical thinking and problem-solving skills	Program Learning Goal(s): The graduate candidate displays the ability to apply critical thinking and problem solving in a variety of coursework.
How are learners assessed?	Learners are assessed using a rubric aligned to this CGS learning goal addressing critical-thinking and problem-solving. This rubric is applied to various assignments across courses, which include: 1) Weekly written responses to assigned readings and course content 2) Academic research papers 3) Web portfolio development 4) Creative art projects 5) Curriculum development projects

	6) Community arts projects and service-learning plans 7) Capstone thesis proposals, written theses, and oral presentations
What are the expectations for the students?	Students are expected to "Meets Expectations" on identified assignments according to the criteria indicated on the rubric for this Learning Goal: • **(4) Exceeds Expectations** – Consistently analyzes, evaluates, and synthesizes complex ideas or problems; generates innovative or original solutions; articulates reasoning with clarity and depth; demonstrates independence of thought. • **(3) Meets Expectations** – Identifies key issues, evaluates evidence, and applies logical reasoning to reach sound conclusions; demonstrates ability to connect theory and practice in problem-solving contexts • **(2) Improvement Needed** – Attempts analysis but reasoning lacks depth or coherence; solutions are formulaic or incomplete; limited ability to evaluate or apply information effectively. • **(1) Unmet** – Demonstrates little or no critical analysis; reasoning is absent, flawed, or unsupported; problems are misinterpreted or ignored.
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. The program will equip students to achieve the "Meets Expectation" level for this rubric across assignments.
What were the results?	This rubric was deployed in a set of our program's courses in the past year, attached to appropriate assignments as identified above. In a review the data generated by this rubric across four different courses, 96% of students achieved an average score of 3.0 or better for this category in each course.
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	Program Learning Goal(s):

	The graduate candidate displays a high ability to communicate both orally and in writing.
How are learners assessed?	Learners are assessed using a rubric aligned to this CGS learning goal addressing oral and written communication. This rubric is applied to various assignments across courses, which include: 1) Weekly written responses to assigned readings and course content 2) Academic research papers 3) Reflective essays on artistic development 4) Community arts projects and service-learning plans 5) Capstone thesis proposals, written theses, and oral presentations
What are the expectations for the students?	Students are expected to "Meets Expectations" on identified assignments according to the criteria indicated on the rubric for this Learning Goal: • **(4) Exceeds Expectations** – Communicates with exceptional clarity, organization, and style in both written and oral forms; adapts message effectively for audience and purpose; integrates visuals or other modes of communication effectively. • **(3) Meets Expectations** – Clearly and coherently expresses ideas in writing and speech; uses appropriate academic or professional conventions; demonstrates awareness of audience and purpose. • **(2) Improvement Needed** – Communication is uneven or unclear; organization or mechanics detract from meaning; difficulty adapting tone or structure to audience or task. • **(1) Unmet** – Communication lacks clarity, structure, or correctness; fails to convey ideas effectively in written or oral form.
What are the expectations for the program?	The program will provide opportunities for students to develop their writing skills during short-term coursework. The program will provide additional opportunities for online students to communicate orally with peers and program faculty

What were the results?	This rubric was attached to a variety of assignments across four courses in the past year, including the ART 5970 course in which students complete their capstone thesis projects and give an oral presentation of their work. A review of this data indicated that 100% of students achieved an average score of 3.0, which "Meets Expectations". Looking a bit deeper, the mean score for written assignments comes to 3.1, indicating that student performance is slightly on the lower end of meeting this threshold. There seems to be room for improvement in this category. However, 100% of students received a "Meets Expectations" score or higher on this rubric during their oral thesis presentation/defense, with a mean score of 3.7, indicating more comfort speaking than in academic writing.
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?	Learners are assessed using a rubric aligned to this CGS learning goal addressing oral and written communication. This rubric is applied to various assignments across courses, which include: 1) Academic research papers 2) Creative art projects 3) Curriculum development projects 4) Community arts projects and service-learning plans 5) Capstone thesis proposals, written theses, and oral presentations Additionally, the program provides students with the opportunity to present at or attend the Media & Methods Conference hosted on campus.

What are the expectations for the students?	Students are expected to "Meets Expectations" on identified assignments according to the criteria indicated on the rubric for this Learning Goal:
	- **(4) Exceeds Expectations** – Produces original, sophisticated research or creative work; demonstrates advanced synthesis of sources, methods, and/or creative processes; disseminates or exhibits work beyond course expectations.
- **(3) Meets Expectations** – Demonstrates competent application of research or creative methods; develops ideas or artworks that are informed by scholarship or professional practice; articulates process and outcomes effectively.
- **(2) Improvement Needed** – Research or creative work shows limited depth or rigor; lacks clear conceptual framework or methodological grounding; minimal integration of relevant sources or precedents.
- **(1) Unmet** – Fails to demonstrate research or creative inquiry at a graduate level; work lacks evidence of process, originality, or scholarly engagement.
What are the expectations for the program?	The program will provide relevant opportunities for research in course content, as well as provide opportunities for creative development in art studio courses. The program will also provide support for students to share and engage with research outside of course assignments.
What were the results?	This rubric was deployed in a set of our program's courses in the past year, attached to appropriate assignments as identified above. In a review the data generated by this rubric across four different courses, 100% of students achieved an average score of 3.0 or better for this category in each course.

Additionally, 18 students in our MA program chose to attend or present at least year's Media & Methods conference, demonstrating deeper levels of commitment to their research and creative activity. |
| 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?	Learners are assessed using a rubric aligned to this CGS learning goal addressing ethics and professional responsibility. This rubric is applied to various assignments across courses, which include: 1) Weekly reading discussion posts and responses 2) Academic research papers 3) Written reflective essays 4) Web portfolio content development 5) Creative art projects 6) Curriculum development projects 7) Community arts projects and service-learning plans 8) Capstone thesis proposals, written theses, and oral presentations Additional measures of ethics and professional responsibility include verification of the originality of written work (checks against plagiarism via TurnItIn). Students who engage inhuman subject research submit IRB requests when necessary, although this is rare for our program's thesis work.
What are the expectations for the students?	Students are expected to "Meets Expectations" on identified assignments according to the criteria indicated on the rubric for this Learning Goal: • **(4) Exceeds Expectations** – Consistently models integrity, inclusivity, and professionalism; engages in respectful discourse; demonstrates strong awareness of ethical standards and applies them independently in varied contexts. • **(3) Meets Expectations** – Demonstrates awareness and adherence to professional and ethical standards; interacts respectfully and responsibly in academic or community settings; values diversity and inclusion. • **(2) Improvement Needed** – Shows emerging awareness of ethical and professional expectations but inconsistent application; limited reflection on issues of equity, diversity, or integrity.

	• **(1) Unmet** – Disregards professional or ethical standards; demonstrates behavior inconsistent with expectations for graduate students or educators.
What are the expectations for the program?	The program will monitor student work for originality, provide diverse platforms in which students can demonstrate professional behavior and communication, and will address ideas of ethical research in coursework
What were the results?	This rubric was deployed in a set of our program's courses in the past year, attached to appropriate assignments as identified above. In a review the data generated by this rubric across five different courses, 100% of students achieved an average score of 3.0 or better for this category in each course.
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 our program's previous Graduate Assessment Summary Response, I attempted to approach assessment in our program in a much more calculated way. A previous rubric had been developed and deployed, but in the past year, I decided to find ways to measure more appropriately and accurately how students meet each of the CGS Learning Standards as they pertain to course assignments and other program activities. The new rubric was piloted last year across a smaller set of courses and includes a breakdown of performance levels for each of the Learning Goals. This rubric was written to be general enough to assess work in a diverse variety of learning tasks (such as written research papers, informal discussions, creative artworks, curriculum development, etc.), but also specific in identifying evidence of what types of performance would serve as evidence for each Learning Goal.

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?

The adoption of the new rubric proved to be easy to attach to the existing project assessments for the various assignments in D2L. However, this pilot was limited to a small number of our course sections. In the future, I intend to work with our teaching faculty to add these rubrics across all course sections and be able to collect more robust data on how our students are meeting the CGS Learning Goals. There also seems to be room for improvement in both students' performance in written communication, but also in our efforts to provide more opportunity for oral communication where they seem to be more comfortable expressing and articulating themselves. Being an online program, the varied geographical locations of students makes it is difficult to coordinate real-time meetings where all students can be present and discuss ideas orally together. However, I will continue to identify tools and platforms that might help our faculty facilitate video responses to readings and other ways that encourage oral communication.