STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: Art Education and Community Arts
Dept: Art and Design
College: CLAS
Submitted by: Brad M. 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?	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
What are the expectations for the students?	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.
What are the expectations for the program?	1) 100% of students achieve B-average across courses
What were the results?	2) *Unknown at this time – I will need to pull averages for students which will take some time*
How are the results shared? How will these results be used?	1) 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?	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?	1) Students will engage deeply in discussion prompts and offer their own insights and connections to course material 2) Students will apply criticial 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?	1) 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?	1) A review of courses during F22 semester indicates all have met these expectations for critical thinking and problem solving
How are the results shared? How will these results be used?	1) 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?	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
What are the expectations for the students?	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
What are the expectations for the program?	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?	1) Regular writing in coursework as well as final capstone presentations provide adequate opportunity to demonstrate skills in communication 2) As an online course, few opportunities are provided for "real-time" oral communication – alternate communication platforms may be considered and recommended during course delivery
How are the results shared? How will these results be used?	1) 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?	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
What are the expectations for the students?	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?	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?	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.
How are the results shared? How will these results be used?	1) 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?	1) Originality of written work (checks against plagiarism via TurnItIn)
	2) Online discussion "netiquette"
	3) Students engaged in human subject research submit IRB request
What are the expectations for the students?	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?	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?	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 study.

How are the results shared? How will these results be used?	1) 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. Ideas like an ethical issue presentation sound useful, and as a new coordinator, I am still unsure to what extent CITI training and filing with IRB happens in our program. I anticipate this is an area in which I still have some to learn, but welcome your advice.

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.

I stepped into the role of our programs' graduate coordinator this fall and was advised by my department chair that this assessment form was not regularly used by the previous coordinator. As such, I was not able to review any previous report, but I look forward to beginning a dialogue about how we may improve our program with this assessment. My general understanding of our program's accomplishments in the past year is that there has been a steady amount of new enrollees, the majority of students graduating promptly with good marks, and generally positive reviews of their experience in our online program.

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 hope to begin developing our program through the use of this rubric and your feedback in the years to come. Although I have only begun coordinating the program, I am beginning to identify areas I'd like to develop. In the coming year, I hope to work with our course instructors to revise and update some course content, devise additional opportunities for real-time connections with students to communicate orally, and enhance our program's approach to ethical and professional responsibilities.