

Graduate Program CIAS-GR-Visual Arts-All Grades

Program Goals	Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items and Dissemination
Please List program-level goals	Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs. Note: (TEAC uses Claims so each SLO is mapped to a numbered Claim)	Alignment to the five RIT essential outcomes Check <u>all</u> that apply.	Assessment opportunity (course/experience) method/measures, assignment (s)/rubric)	Standard, target, or achievement level (usually represented by a %) Statement of student success	Identify when and how data are collected, aggregated, and analyzed	Identify who is responsible and list key findings Note: Program Director analyzes all data.	Identify how results are used and shared. List any recommendations or action items
1. To prepare teachers to promote the well being of all students.	Develop competent teaching skills including the use of technology (Claim 3)	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Creative/Innovative Thinking	Student Teaching Evaluation The evaluation includes criteria for teaching competencies and also includes specific sections related to both Technology and Multicultural issues.	95% of students will be rated as average or above average score for all criteria on the evaluation. Program benchmark is 100% of students receive an overall passing score on the student teaching evaluation.	Data collected annually in spring semester. Aggregation and analysis is completed annually in June.	Key Findings: 100% (13) of students received an overall passing score on the student teaching evaluation and 8% (1) student did not receive an average or above average rating in all categories.	Revised student teaching evaluation instrument to include content in special education. Based on feedback from survey. Purchased a Smart Board for students to develop additional technology skills for classroom instruction and curriculum development. Developing an Advisory Board to share data and discuss recommendations.
	Show an awareness of multicultural issues in art education and visual culture (Claim 4)	<input checked="" type="checkbox"/> Global Interconnectedness	External review Conducted by cooperating teachers and faculty.		Program database is being developed to electronically track and store data.		
	Demonstrate qualifications to teach the Visual Arts in a K-12 classroom. (Claim 5)	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies	New York State Exams: CST Visual Arts and ATS-W External assessments – state examinations for licensure	For each exam, students must receive a score of 220 to pass. Program benchmark is 100% of students pass each exam required for licensure.	Students take exams towards end or post program. Data is collected and aggregated by NYSED and sent in monthly report to Program Director. All data is		

					analyzed annually in summer.		multicultural assignments based on writing and analyzing artworks with the goal of developing contemporary curriculum.
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2. Work towards excellence in teacher standards as outlined by state and national organizations in art and education.	Develop the subject matter (Claim 1)	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	<p>Student Teaching Evaluation</p> <p>The Student Teaching Evaluation has a specific section on the student's subject matter knowledge.</p>	<p>All students must receive an average or above average score in order to pass the evaluation. Program benchmark is 100% of students pass the student teaching evaluation.</p>	<p>Data collected annually in spring semester</p> <p>Aggregation and analysis is completed annually in June</p> <p>Program database is being developed to electronically track and store data</p>	<p>Key Findings: 100% (13) of students received an overall passing score on the subject matter knowledge section of the student teaching evaluation and 8% (1) student did not receive an average or above average rating in all categories in this section.</p>	<p>Developed a new application review form 2009/2010 for use in 2010/2011.</p> <p>Revised advising guide for studio coursework.</p>
			<p>NYS Exams : CST Visual Arts</p>	<p>Students must receive a score of 220 to pass. Program benchmark is 100% of students pass each exam required for licensure.</p>	<p>Students take exams towards end or post program. Data is collected and aggregated by NYSED and sent in monthly report to Program Director.</p> <p>All data is analyzed annually</p>	<p>Key Findings: 96-100% pass rate over last 5 years for exam.</p>	<p>Developed study groups for students and guided assignments to prepare for the exam.</p>

					in summer and reported to TEAC		
	Develop competent teaching skills including the use of technology (Claim 3)	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Creative/Innovative Thinking	<p>Student Teaching Evaluation</p> <p>The evaluation includes criteria for teaching competencies and also includes specific sections related to both technology and multicultural competencies.</p>	<p>95% of students will be rated as average or above average score for all criteria on the evaluation.</p> <p>Program benchmark is 100% of students receive an overall passing score on the student teaching evaluation.</p>	<p>Data collected annually in spring semester</p> <p>Aggregation and analysis is completed annually in June</p> <p>Program database is being developed to electronically track and store data</p>	<p>Key Findings: 100% (13) of students received an overall passing score on the student teaching evaluation and 8% (1) student did not receive an average or above average rating in all categories.</p>	<p>Revised student teaching evaluation instrument to include special education based on feedback from student teaching supervisors.</p> <p>Purchased a Smart Board for students to develop additional technology skills for classroom instruction and curriculum development.</p> <p>Developing an Advisory Board to share data and discuss recommendations</p>
Program Goals	Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items and Dissemination
3. To prepare teachers as leaders and advocates for the teaching of visual art education in the B-12 classroom environment	Demonstrate pedagogical knowledge (Claim 2)	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Creative/Innovative Thinking	<p>Student Teaching Reflective Binder</p> <p>Course embedded assessment</p>	<p>All (100%) students must successfully complete all the required components at a satisfactory or outstanding level.</p>	<p>Data collected annually in spring semester</p> <p>Aggregation and analysis is completed annually in June</p>	<p>Key Findings: 100% (13) students successfully completed the requirements for binder</p> <p>100% (13) students completed all 4 guided reflections and case study.</p>	<p>Revised course seminar to strengthen connections between theory and practice.</p>
			<p>Portfolio/Exhibition – external review panel</p>	<p>All (100%) students must successfully complete all the</p>		<p>Key Findings: 92% (12) students received an overall score of 4-5.</p>	<p>Revised portfolio to start earlier in the program and brought in experts for an in-</p>

				required components of the portfolio and exhibit at a satisfactory or outstanding level (4-5).		8% (1) student received an overall score of 3 (satisfactory level).	progress review prior to exhibition. Develop the students range of technology-based skills in earlier course work. Research how to incorporate workshops and or modify curriculum to include technology-based studio projects. Purchase of Smart Board for student experimentation.
4. To prepare teachers of art to be lifelong learners, and supportive of the multiple needs of the students in their classroom	Demonstrate learning to learn (Claim 2a)	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Creative/Innovative Thinking	Field Experience Log Book	All students must complete 100 hours of field experience and complete a Field Experience Log Book. Program benchmark is 100% of students will successfully complete the Field Experience.	Data is collected in both fall and spring semesters. Aggregation and analysis is completed annually in June	Key Findings: Area of Strength: strong sensitive observers Area of Weakness: making connections between theory and practice.	Based on data, made the following changes to the field experience logbook: a new assignment where the students video tape a successful teacher and then reflected on the different methodologies employed. Revised course seminar to strengthen connections between theory and practice.
			Portfolio/Exhibition - External review panel	All (100%) students must successfully complete all the required components of the portfolio and exhibit at a satisfactory or outstanding level (4-5).	Data collected annually in spring semester Aggregation and analysis is completed annually in June	Key Findings: 92% (12) students received an overall score of 4-5. 8% (1) student received an overall score of 3 (satisfactory).	Have students develop their portfolio earlier and in a digital version which they send to three experts prior to the review panel's visit. Have the students write up a narrative on each section of the portfolio.
			Student Teaching Reflective Binder Course embedded assessment	All (100%) students must successfully complete all the required components at a satisfactory or outstanding level.	Data collected annually in spring semester Aggregation and analysis is completed annually in June	Key Findings: 92% (12) students successfully completed all requirements at an outstanding level. 8% (1) student completed the requirements at a	Have the students start the process earlier. Have a peer review component to the course embedded assignment.

						satisfactory level.	
	Show an awareness of multicultural issues in art education and visual culture (Claim 4)	<input checked="" type="checkbox"/> Global Interconnectedness	Multicultural Issues, ARED-703 Artist Research Project Peer reviewed assessment	All (100%) of students must score B or higher range for paper and presentation.	Data collected annually in fall semester Aggregation and analysis is completed annually in June	Key Findings: Two-year Summary (N=28) 93% at B or higher A = 86%, B = 07%, C= 07%	Share results and projects with Advisory Board- made DVD of all projects.
			Contemporary Issues Course embedded assessment	All (100%) of students must score B or higher range for paper and presentation.	Data collected annually in fall semester Aggregation and analysis is completed annually in June	Key Findings: Two-year summary (N=28) 100% at a B or higher.	Exhibited the work completed. Created a digital collection to be shared with the students and Advisory Board.
5.	To prepare excellent teachers of the visual arts (B-12) who are dedicated to: pedagogy of engagement, the visual arts as a valued discipline within the school curriculum, and the reflective practice of their day-to-day teaching experiences	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	NYS Exam ATS-W	Students must receive a score of 220 to pass. Program benchmark is 100% of students pass each exam required for licensure.	Students take exams towards end or post program. Data is collected and aggregated by NYSED and sent in monthly report to Program Director. All data is analyzed annually in summer	Key Findings: 96-100% pass rate over last 5 years for exam.	Share with Advisory Board and Accreditation body.
	Demonstrate pedagogical knowledge (Claim 2)		Student Teaching Evaluation	All students must receive an average or above average score on each criteria in order to pass the evaluation. Program benchmark is 100% of students pass the student teaching evaluation. 95% of students will be rated as average or above average score for all criteria on the evaluation	Data collected annually in spring semester Aggregation and analysis is completed annually in June Program database is being developed to electronically track and store data	Key Findings: 100% (13) of students received an overall passing score on the student teaching evaluation and 8% (1) student did not receive an average or above average rating in all categories	Revised student teaching evaluation instrument to include special education based on feedback from student teaching supervisors. Revised the process of conducting the evaluation to an electronic system.

Demonstrate learning to learn (Claim 2a)	Portfolio/Exhibition	All (100%) students must successfully complete all the required components of the portfolio and exhibit at a satisfactory or outstanding level (4-5).	Data collected annually in spring semester Aggregation and analysis is completed annually in June	Key Findings: 92% (12) students received an overall score of 4-5. 8% (1) student received an overall score of 3 (satisfactory).	Had the students complete 4 video documentations of their teaching process and write reflectively about their learning process. Shared with Advisory Board.
	Student Teaching Reflective Binder	All (100%) students must receive a B or higher.	Data collected annually in spring semester Aggregation and analysis is completed annually in June	Key Findings: 100% (13) students successfully completed the requirements for binder 100% (13) students completed all 4 guided reflections and case study.	Have the students start the process earlier. Have a peer review component to the course embedded assignment.
Exhibit critical reflection (Claim 2b)	Field Experience Log Book	All students must complete 100 hours of field experience and complete a Field Experience Log Book. Program benchmark is 100% of students will successfully complete the Field Experience.	Data is collected in both fall and spring semesters. Aggregation and analysis is completed annually in June	Key Findings: Area of Strength: strong sensitive observers Area of Weakness: making connections between theory and practice. Summary of two years (N=28) 93% at B or higher A = 86% B = 07% C= 07%	Based on data, made the following changes to the field experience logbook: Established a process for reviewing the students progression through out the timeline of the project. Developed an interview assignment with a video reflection component. Revised course to strengthen critical reflection skills through connections between theory and studio practice.
	Contemporary Issues Course embedded assignment	All (100%) students must receive a B or higher.		Key Findings: Two-year summary (N=28) 100% at a B or higher.	Exhibited the work completed. Created a digital collection to be shared with the students and Advisory Board.
	Multicultural Issues Artist Research Project	All (100%) of students must score B or higher	Data collected annually in fall semester	Key Findings: Summary of two years (N=28) 93% at	Share results and projects with Advisory Board- made DVD of

			Peer reviewed assessment	range for paper and presentation.	Aggregation and analysis is completed annually in June	B or higher A = 86% B = 07% C= 07%	all projects.
6. To prepare teachers to utilize new technologies throughout their teaching and learning experiences.	Develop competent teaching skills including the use of technology (Claim 3)	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Creative/Innovative Thinking <input checked="" type="checkbox"/> Global Interconnectedness	Student Teaching Evaluation	All students must receive an average or above average score on each criteria in order to pass the evaluation. Program benchmark is 100% of students pass the student teaching evaluation.	Data collected annually in spring semester Aggregation and analysis is completed annually in June Program database is being developed to electronically track and store data	Key Findings: 100% (13) of students received an overall passing score on the student teaching evaluation and 8% (1) student did not receive an average or above average rating in all categories.	New assignments were developed in their student teaching experience and in Methods I & II. Share with TEAC and Advisory Board.
	Show an awareness of multicultural issues in art education and visual culture (Claim 4)		History of Art Education Artist Book Project (focus on self reflection and critical inquiry)	100% of students achieve and A or B score on assignment	Data collected annually in spring semester Aggregation and analysis is completed annually in June	Key Findings: 100% of students received an A on project	Work was exceptional Exploring studio as inquiry concept and expanding notion of artistic practice as research.
			Multicultural Issues Multicultural Artist Project	100% of students achieve and A or B score on assignment	Data collected annually in fall semester Aggregation and analysis is completed annually in June	Key Findings: (2 years of data N= 28) A = 86% B = 07% C= 07%	Share results and projects with Advisory Board- made DVD of all projects.
			Student Teaching Experience Case Study	100% of students achieve and A or B score on assignment	Data collected annually in spring semester Aggregation and analysis is completed annually in June	Key Findings: (1 year of data N= 13) A/B = 100%	Curriculum refinement– fall case study research and child development – develop links to previous coursework.