Program ___Art Education_________________

Department ____Art_______________

Number of students enrolled in the program in Fall, 2011 _____102 total*___(14 majors, 5 minors)**___

*overall total compiled from online CMS curriculum management data for fall 2011

**specific numbers on majors and minors collected from SacSend distribution list.

Faculty member completing template ___Daniel Frye_________ (Date __February 5, 2012___)

**Period of reference in the template: 2006-07 to present**

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?  
   [Please limit your response to 200 words or less]

   The Art Education pre-credential program is a sub-set of the Studio concentration. It encompasses Studio, Art History, and Art Education courses. In 2007 it increased its unit count to 60 units in order to maintain accreditation with the California Commission on Teacher Credentialing. Although Studio and Art History concentrations are accredited by the National Association of Schools of Art and Design, Art Education is not. There are similar learning outcomes between Art Education and Studio as well as Art Education and Art History. For instance Studio has among its learning outcomes that the student will evidence self-motivation in the research, production, and exhibition of their work while Art Education students produce “works of art by using technical, problem solving, and critical analysis skills in two-dimensional and three-dimensional art studio areas. In both, there is the concern for creating artwork. Art Education is scheduled to be assessed in 2013 – 2014 using the Studio assessment plan. It may devise its own assessment plan in order to consider such points as teaching competencies. For now, it is best to consult the Studio and Art History assessment reports to review curricular structure in Art Education.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.
   
a)
3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

[Please limit your response to 400 words or less]

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

[Please limit your response to 200 words or less per learning outcome]

(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 200 words or less per item]

a) 

b) 

c) 

d) 

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 300 words or less]
7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

[Please limit your response to 300 words or less]

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

[Please limit your response to 200 words or less]