

# 2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment  
California State University, Sacramento

For more information visit our [website](#)  
or [contact us](#) for more help.

**Please begin by selecting your program name in the drop down.**

If the program name is not listed, please enter it below:

**BA Art Education**

**OR enter program name:**

## Section 1: Report All of the Program Learning Outcomes Assessed

### Question 1: Program Learning Outcomes

#### Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [**Check all that apply**]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20A. Other, specify any assessed PLOs not included above:

a.

b.

c.

20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

#### Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

6. Undergraduate student groups in ART 133, "Elementary School Art Education," demonstrate a habit of systematically exploring issues, ideas, artifacts, and events before creating one 100 minute Lesson Plan to facilitate with their peers with elementary learners in mind. The juniors and seniors will (PLO 6: Critical Thinking adopted from the AACU's VALUE rubric):

6.1: Clearly state the issue/problem (i.e., Big Idea of Lesson Plan), which needs to be considered critically, comprehensively describe the issue/problem, and deliver all relevant information necessary for a full understanding of the issue/problem **(Criterion 6.1: Explanation of issues);**

6.2: Thoroughly interpret and evaluate the information taken from source(s) to develop a comprehensive synthesis (i.e., Lesson Overview) **(Criterion 6.2: Evidence);**

6.3: Thoroughly analyze their own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position (i.e., Lesson Plan Grade Level and Lesson Objectives) **(Criterion 6.3: Influence of context and assumptions);**

6.4: Students' specific position (perspective, thesis, or hypothesis) takes into account the complexities (all sides) of an issue. Limits of position and others' points of view are acknowledged and synthesized within position (i.e., Lesson Plan Key Concepts and Essential Questions) **(Criterion 6.4: Students' position);**

6.5: Conclusions, consequences, and implications are logical and reflect students' informed evaluation and ability to place evidence and perspectives discussed in priority order (i.e., Lesson Activities and Procedures, and Summative Assessment Strategy) **(Criterion 6.5: Conclusions and related outcomes).**

The Critical Thinking PLO links to the following Campus Baccalaureate Learning Goals, as outlined by Sac State (retrieved from <http://www.csus.edu/acaf/Portfolios/GE/lrngls.htm>):

**Competencies in the Disciplines:** This expectation is demonstrated by the students' ability to:

- a) Examine, organize, and reveal significant understanding of at least one disciplinary way of knowing (i.e., Art Education and Studio Art);
- b) Apply at least one discipline's knowledge and methods to specific problems and issues (i.e., developing a Lesson Plan with elementary learners in mind);
- c) Examine, organize, and integrate a variety of disciplinary perspectives and ways of knowing to reveal a broad understanding of the relationships between disciplines and the ways they strengthen and enliven each other (i.e., integrating visual art, literacy, math, technology, and/or other disciplines into Lesson Plan).

**Analysis and Problem solving:** This set of expectations is demonstrated by the students' ability, in collaboration with others, to

- a) Analyze complex issues and make informed decisions (i.e., organization and delivery of Lesson Plan);
- b) Recognize and synthesize valid and relevant information from various sources in order to arrive at reasoned conclusions (i.e., research regarding Big Ideas and 21<sup>st</sup> Century Art Education Approaches);
- d) Evaluate the effectiveness of proposed solutions (i.e., Formative Assessment Strategy).

**Communication:** This set of expectations is demonstrated by the students' ability to

- c) Communicate orally in one-on-one and group settings (i.e., Lesson Plan delivery, and Formative Assessment Strategy);
- d) Communicate in a language other than English (i.e., visual text/language)
- e) Interpret, analyze, and evaluate ideas presented in a variety of creative formats, including written, verbal, and visual (i.e., Summative Assessment Strategy).

**Information Competence:** This set of expectations is demonstrated by the students' ability to

- a) Locate needed information using a variety of resources, including journals, books, and other media (i.e., selection and assignment of readings);
- b) Use basic computer applications such as word processing software, e-mail, the internet, and electronic databases (i.e., Lesson Plan Template, and University Library Database and Article Searching);
- c) Learn, understand, evaluate, and apply appropriate technologies to information processes, communication needs, and problem-solving in productive and sustained ways in both professional and personal settings (i.e.,

Lesson Plan PPT);

d) Distinguish and make judgments among available information resources (i.e., selection and assignment of readings).

**Q1.2.1.**

Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- 4. N/A
- 5. Other, specify:

**Q1.3.**

Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

**Q1.4.**

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- 1. Yes
- 2. No (skip to **Q1.5**)
- 3. Don't know (skip to **Q1.5**)

**Q1.4.1.**

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

**Q1.5.**

Did your program use the **Degree Qualification Profile** ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is
- 4. Don't know

**Q1.6.**

Did you use action verbs to make each PLO measurable?

- 1. Yes
- 2. No
- 3. Don't know

**(Remember: Save your progress)**

## Section 2: Report One Learning Outcome in Detail

### Question 2: Standard of Performance for the Selected PLO

**Q2.1.**

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

**Critical Thinking**

If your PLO is **not listed, please enter it here:**

**Q2.1.1.**

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

The Art Education program is assessing the Critical Thinking PLO as it relates to the culminating Lesson Plan assignment in ART 133, "Art Education for Children."

67% (4/6) of the group Lesson Plans will score 3.0 or above in all five dimensions using the VALUE rubric.

**Q2.2.**

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q2.3.**

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

Excerpt from ART 133, "Art Education for Children," syllabus: *Lesson Plan*: Student groups will create one 100-minute Lesson Plan to present to ART 133 peers with elementary learners in mind. Groups also will share their work with peers; so, each student will have multiple lessons to use with future students. The instructor will design and blend these groups (i.e., major or minor in Art, major in Child Development, major in Liberal Studies, and/or Blended Liberal Studies) to simulate a team-teaching experience in a school or community setting. Students will be responsible for all components of the Lesson Plan to include:


- choosing one Big Idea to guide the lesson
- incorporating one or more 21<sup>st</sup> Century Art Education Approaches (e.g., meaning making, visual culture, visual thinking strategies, holistic integration, choice-based, learner-directed, standards-based)
- assigning either one peer-reviewed article or book chapter to complement the 21<sup>st</sup> Century Art Education Approach (review reference lists from course readings) with opportunities for "assessing" student learning
- designing "chunked" and varied educational activities, including a brief studio activity and **demonstration**, with diverse learners in mind
- integrating visual art, literacy, math, technology, and/or other disciplines
- managing time and transitions responsibly


Attachments:

1. Lesson Plan Template
2. Lesson Plan Rubric (Written Lesson Plan and Presented Lesson Plan)

Also, see VALUE Critical Thinking rubric at <https://www.aacu.org/value/rubrics/critical-thinking>

Course website provided upon request.

 1\_LP\_Template\_SP17.pdf  
93.26 KB

 2\_LP\_Rubric\_SP17.pdf  
93.22 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard (stdrd)</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

#### Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

#### Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

#### Q3.2.

Was the data **scored/evaluated** for this PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

#### Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Juniors and seniors enrolled in "Art Education for Children" during FS 2017 completed their Lesson Plan assignment in ART 133 as their culminating experience. The Lesson Plan Rubric was used to assess Lesson Plans submitted by six groups in one section of the course. Grades were entered, and hard copies of the rubrics were returned to students.

The VALUE Critical Thinking rubric has been used to collect data from six groups in one section of ART 133 in order to directly assess Lesson Plans. The Art Education program is made up of 1 full-time and 2 part-time faculty members. The program coordinator determined the final scores for program assessment purposes. This is the third time that the Art Education program has used the Critical Thinking VALUE rubric to explicitly and directly assess students' Critical Thinking skills. Through this process, the program has discovered insight into students' Critical Thinking skills.

**(Remember: Save your progress)**

### Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

#### Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- 1. Yes
- 2. No (skip to **Q3.7**)
- 3. Don't know (skip to **Q3.7**)

#### Q3.3.1.

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

- 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes
- 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

#### Q3.3.2.

Please **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

The completed Lesson Plan (Written) was the direct measure used to assess the Critical Thinking PLO. The Lesson Plan assesses the PLO when:

- choosing one Big Idea to guide the lesson
- incorporating one or more 21<sup>st</sup> Century Art Education Approaches (e.g., meaning making, visual culture, visual thinking strategies, holistic integration, choice-based, learner-directed, standards-based)
- assigning either one peer-reviewed article or book chapter to complement the 21<sup>st</sup> Century Art Education Approach (review reference lists from course readings) with opportunities for "assessing" student learning
- designing "chunked" and varied educational activities, including a brief studio activity and **demonstration**, with diverse learners in mind
- integrating visual art, literacy, math, technology, and/or other disciplines

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 No file attached

#### Q3.4.

What tool was used to evaluate the data?

- 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

**Q3.4.1.**

If you used other means, which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify:

(skip to **Q3.4.4.**)

**Q3.4.2.**

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.5.**

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

**Q3.5.1.**

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

**Q3.5.2.**

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

The Art Education coordinator selected a sample of student work as a culminating experience in ART 133.

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

The Art Education coordinator selected one case (i.e., assignment) for all students in one section on ART 133.

**Q3.6.2.**

Please enter the number (#) of students that were in the class or program?

**Q3.6.3.**

Please enter the number (#) of samples of student work that you evaluated?

**Q3.6.4.**

Was the sample size of student work for the direct measure adequate?

1. Yes  
 2. No  
 3. Don't know

**(Remember: Save your progress)**

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

**Q3.7.**

Were indirect measures used to assess the PLO?

1. Yes  
 2. No (skip to **Q3.8**)  
 3. Don't Know (skip to **Q3.8**)

**Q3.7.1.**

Which of the following indirect measures were used? [**Check all that apply**]

1. National student surveys (e.g. NSSE)  
 2. University conducted student surveys (e.g. OIR)  
 3. College/department/program student surveys or focus groups  
 4. Alumni surveys, focus groups, or interviews  
 5. Employer surveys, focus groups, or interviews



6. Advisory board surveys, focus groups, or interviews
7. Other, specify:

**Q3.7.1.1.**

Please explain and attach the indirect measure you used to collect data:

 No file attached

 No file attached

**Q3.7.2.**

If surveys were used, how was the sample size **decided**?

**Q3.7.3.**

If surveys were used, how did you **select** your sample:

**Q3.7.4.**

If surveys were used, please enter the response rate:

**Question 3C: Other Measures**  
(external benchmarking, licensing exams, standardized tests, etc.)

**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

1. Yes
2. No (skip to **Q3.8.2**)

- 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**

Which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- 4. Other, specify:

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**Q3.8.2.**

Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**

If other measures were used, please specify:

No file attached

No file attached

**(Remember: Save your progress)**

## Question 4: Data, Findings, and Conclusions

**Q4.1.**

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):

Meeting\_Program\_Standard.docx  
67.91 KB


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**Q4.2.**

Are students doing well and meeting the program standard? **If not**, how will the program work to improve student performance of the selected PLO?

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The key assessments analyzed in the attached are Lesson Plans developed in six groups from one section of ART 133. Based on the standards and criteria from 6.1 to 6.5 in the Critical Thinking rubric, all the Lesson Plans demonstrate Critical Thinking skills.

 No file attached

 No file attached

#### Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

### Question 4A: Alignment and Quality

#### Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

#### Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

### Question 5: Use of Assessment Data (Closing the Loop)

#### Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate **making any changes** for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

#### Q5.1.1.

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

I will adopt and adapt the new Lesson Plan used by the Credential Program for use in the Pre-Credential Program.

**Q5.1.2.**

Do you have a plan to assess the **impact of the changes** that you anticipate making?

1. Yes, describe your plan:

2. No

3. Don't know

**Q5.2.**

To what extent did you apply **previous assessment results** collected through your program in the following areas?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
23. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

**Q5.2.1.**

Please provide a detailed example of how you used the assessment data above:

Changes were made to the Lesson Plan Template and Rubric in ART 133.

**Q5.3.**

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6. Data Collection	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

**Q5.3.1.**

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

"Data Collection and Presentation: It is not necessary to include the student work in your report – just the summary data." Did not include student work in this year's report.

**(Remember: Save your progress)**


**Section 3: Report Other Assessment Activities**


**Other Assessment Activities**

**Q6.**

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

N/A

 No file attached

 No file attached

**Q6.1.**

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

N/A

**Q7.**

What PLO(s) do you plan to assess next year? [**Check all that apply**]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any PLOs not included above:

a.

- b.
- c.

**Q8.**

Please explain how this year's assessment activities help you address recommendations from your department's last program review?

N/A

**Q9.** Please attach any additional files here:

- 
- 

**Q9.1.**

If you have attached **any** files to this form, please list **every** attached file here:

N/A

## Section 4: Background Information about the Program

### Program Information (**Required**)

**Program:**

(If you typed in your program name at the beginning, please skip to **Q11**)

**Q10.**

Program/Concentration Name: [skip if program name is already selected or appears above]

BA Art Education

**Q11.**

Report Author(s):

Amber Ward

**Q11.1.**

Department Chair/Program Director:

Carolyn Gibbs

**Q11.2.**

Assessment Coordinator:

Amber Ward

**Q12.**

Department/Division/Program of Academic Unit (select):

Art

**Q13.**

College:

College of Arts & Letters

**Q14.**

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

**Q15.**

Program Type:

- 1. Undergraduate baccalaureate major
- 2. Credential
- 3. Master's Degree
- 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- 5. Other, specify:

**Q16.** Number of **undergraduate degree programs** the academic unit has?

3

**Q16.1.** List all the names:

Art Education

Art History

Art Studio

**Q16.2.** How many concentrations appear on the diploma for this undergraduate program?

3

**Q17.** Number of **master's degree programs** the academic unit has?

Don't know

**Q17.1.** List all the names:

Art Education

Art History

Art Studio

**Q17.2.** How many concentrations appear on the diploma for this master's program?

1

**Q18.** Number of **credential programs** the academic unit has?

0

**Q18.1.** List all the names:



**Q19.** Number of **doctorate degree programs** the academic unit has?

**Q19.1.** List all the names:

When was your <b>Assessment Plan...</b>	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
<b>Q20.</b> Developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Q20.1.</b> Last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

**Q20.2. (Required)**

Please **obtain** and **attach** your latest **assessment plan**:

**No file attached**

**Q21.**

Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

**Q21.1.**

Please **obtain** and **attach** your latest **curriculum map**:

ARTE\_Brochure.pdf  
1.33 MB

**Q22.**

Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

**Q23.**

Does your program have a capstone class?

- 1. Yes, specify:

- 2. No
- 3. Don't know

**Q23.1.**

Does your program have a capstone project(s)?

- 1. Yes
- 2. No
- 3. Don't know

**(Remember: Save your progress)**  
Save When Completed!

ver. 10.31.17

**Art Education Lesson Plan Template: ART 133**

**Group 1 2 3 4 5 6 (please circle)**

**Print First and Last Names:** \_\_\_\_\_  
 \_\_\_\_\_

Lesson Title*:	Big Idea*:	Grade Level*:
21 <sup>st</sup> Century Art Education Approach(es):		
Inspiration Artists, including those from underrepresented populations:		
Lesson Overview (~3 complete sentences)*:		
Background Knowledge (~3 complete sentences): <i>How will you tap into students' experiences and prior knowledge and learning?</i>		
<i>Align Big Idea with both Key Concepts and Essential Questions, below</i>		
Key Concepts (3-4): <i>What you want the students to <b>know</b>.</i> 1. 2. 3. 4.	Essential Questions (3-4): <i>Restate Key Concepts using open-ended questions.*</i> 1. 2. 3. 4.	
Lesson Objectives: <i>What you want the students to <b>do</b> via three content areas.*</i> 1. Content area 2 <u>Literacy</u> : The students will (TSW) be able to . . . 2. Content area 1 <u>Visual Art</u> : The students will (TSW) be able to . . . 3. Content area 3 _____ : The students will (TSW) be able to . . .	<i>Align Assessment with Lesson Objectives in left column.</i>  Formative Assessment strategy (of assigned reading): <i>How will you assess <u>Literacy</u>? What will you be looking for?*</i>  Summative Assessment strategy (of studio investigation): <i>How you will assess <u>Visual Art</u> and _____? What will you be looking for?*</i>	
Common Core State Standards (2-3): <i>List grade-specific standards.</i> ELA (pp. 10-43, link <a href="#">HERE</a> ) Math (pp. 10-52, link <a href="#">HERE</a> ) 1. 2. 3.	California Visual and Performing Arts Standards (grades 1-6 only) (3-5): <i>Check all that apply and add number and description of applicable content standard.</i> (pp. 122-143), link <a href="#">HERE</a> ) ___ 1.0 Artistic Perception: ___ 2.0 Creative Expression: ___ 3.0 Historical & Cultural Context: ___ 4.0 Aesthetic Valuing: ___ 5.0 Connections, Relationships, Applications:	

<p>Vocabulary: <i>Identify and define vocabulary that connect the art form with the other two identified content areas.</i> *</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	<p>Materials: <i>List all materials needed in the columns below.</i></p>	
	<p>Have</p>	<p>Purchase</p>
<p><b>Lesson Procedures:</b> <i>Outline the steps that will happen first, second, etc. in the Procedures that follow to teach what you expect the students to learn. Procedures should be the longest section in the Lesson Plan, and should be <b>very</b> specific and detailed, including <b>individual roles of group members, and time spent on each task</b>. Describe directions you plan to give the students, teaching models/strategies you plan to use during the lesson, different activities your students will do, etc. Be sure to <b>include management issues</b> such as transitions, room arrangements, and student groupings.</i></p> <p><b>Focus Lesson (teacher does):</b> <i>Detail opening activities by exploring the following questions. How will you motivate the students to want to learn the new concepts (see Key Concepts) and strategies/skills (see Lesson Objectives)? How will you introduce the Big Idea of the lesson? How will you link this lesson to the students' prior knowledge?</i></p> <p><b>Modeling (teacher does):</b> <i>Name and demonstrate the content area strategies/skills (see Lesson Objectives) that are the focus of the lesson. Explain and show their purpose. Use analogies or other concrete examples to explain concepts (see Key Concepts).</i></p> <p><b>Guided Instruction (teacher and students do together):</b> <i>Detail main activities by exploring the following questions. What Essential Questions will you ask students to facilitate learning? How will you organize students? What will you do/say during each learning activity? What will the students do (see Lesson Objectives)?</i></p> <p><b>Collaborative Learning (students do together):</b> <i>What activity will you include so that students have an opportunity to negotiate understandings and engage in inquiry with peers?</i></p> <p><b>Independent Learning (students do alone):</b> <i>What activity will the students complete independently to apply their newly formed understanding to novel situations? What will the students explore independently?</i></p> <p><b>Closure:</b> <i>How will you end the lesson to solidify learning? How will you and/or students summarize concepts and strategies/skills (see Key Concepts and Lesson Objectives) for the day?</i></p>		

Please respond to the following questions thoroughly and in complete sentences.

1. How will you adapt the various aspects of the lesson for **students with disabilities**?

2. How will you adapt the various aspects of the lesson for **English language learners**?

3. How will this lesson allow for/encourage students to **solve problems in divergent ways**?

4. How will you engage students in **routinely reflecting** on their learning?

5. How will you (a) address potential **safety issues** and (b) assure necessary **precautions** are followed? See OEHHA, link [HERE](#)

Lesson Resources/References (*use APA; please identify, with an asterisk, article or chapter due for HW*):

\* Include this information in the form of a PPT, Prezi, etc.

***On the day of the presentation or the day before, one person from the group should email two files to each student via Blackboard: the finished (a) Lesson Plan Template; and (b) PPT, Prezi, etc. Login to Blackboard/My SacCT, click on ART 133, click on Course Tools > Send Email > All Users.***

A helpful link to get you started: <http://sacstatearted.weebly.com/visual-art-education.html>

#### Reference

Silverstein, L. B. & Layne, S. (n.d.). Defining arts integration. Retrieved from [http://www.americansforthearts.org/networks/arts\\_education/publications/special\\_publications/Defining%20Arts%20Integration.pdf](http://www.americansforthearts.org/networks/arts_education/publications/special_publications/Defining%20Arts%20Integration.pdf)

From Q2.3, Lesson Plan Rubric (Written Lesson Plan and Presented Lesson Plan)

Name \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

WORKING TOWARD PROFICIENCY	CRITERIA	ACCOMPLISHED
<b>Written Lesson Plan</b>		
	<p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>• <i>Big Idea</i> addresses a timeless, cross-cultural, cross-disciplinary, life-centered issue with layers of meaning potential.</li> <li>• <i>Key Concepts</i> and <i>Essential Questions</i> are well chosen, well sequenced and scaffold understanding of the Big Idea.</li> <li>• <i>21<sup>st</sup> Century Art Education Approach</i> complements the Big Idea.</li> <li>• <i>Inspiration Artist</i> also complements the Big Idea.</li> </ul>	
	<p><b>Basic Elements:</b></p> <ul style="list-style-type: none"> <li>• <i>Overview</i> clearly and concisely summarizes the importance of the lesson.</li> <li>• <i>Background Knowledge</i> clearly and concisely addresses experiences and prior knowledge and learning.</li> <li>• <i>Objectives</i> are clearly and concisely stated and identify strategies or skills.</li> <li>• <i>Standards</i> soundly connect lesson learning to state and national mandated expectations.</li> <li>• <i>Vocabulary</i> is clearly designated and concisely defined.</li> <li>• <i>Activities and Procedures</i> are <b>very</b> detailed.</li> <li>• <i>Resources/References</i> are complete and follow APA 6<sup>th</sup> edition.</li> </ul>	
	<p><b>Student Engagement:</b></p> <ul style="list-style-type: none"> <li>• Lesson demonstrates variety and innovation; considers interests, needs, and abilities of all.</li> <li>• Lesson encourages student responsibility.</li> <li>• Lesson offers opportunities for students to self-assess, peer-assess, and/or share products of their learning.</li> </ul>	
	<p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>• Reflective responses are thorough and evidence a high degree of pedagogical knowledge, creativity, and insight.</li> </ul>	
<b>Presented Lesson Plan</b>		
	<p>The pre-service teacher, alongside peers, will engage their <i>current</i> population while being mindful of <i>future</i> goals as an elementary educator via the following Lesson Plan components: Big Idea, Grade Level, Lesson Overview, Essential Questions, Lesson Objectives, Assessments, Vocabulary, and Lesson Procedures. Through Lesson Activities and Procedures, the pre-service teacher will</p> <ul style="list-style-type: none"> <li>• design “chunked” and varied learning engagements, including a <b>studio demonstration</b> (i.e., Modeling) and brief investigation (i.e., Independent Learning, ~45 min).</li> <li>• manage time and transitions responsibly.</li> <li>• use technology and visual and written text to illustrate sequential and clear procedures.</li> </ul>	
	<p>Supplemental materials: Each</p> <ul style="list-style-type: none"> <li>• pre-service teacher designs and completes a thoughtful, well-crafted teacher sample/exemplar.</li> <li>• Lesson Plan group assigns one book chapter or peer-reviewed article to complement a 21<sup>st</sup> Century Art Education Approach.</li> <li>• Lesson Plan group emails template and presentation to peers via Blackboard on the day of or before the presentation.</li> </ul>	

Written Lesson Plan = 12.5% \_\_\_\_\_ Presented Lesson Plan = 12.5% \_\_\_\_\_ TOTAL Value: \_\_\_\_\_

### Meeting Program Standard

	Total percentage of Lesson Plans that scored 3.0 or above	Met the standard or not? (Standard: 67% [4/6] of the group Lesson Plans will score 3.0 or above in all five dimensions using the VALUE rubric.)
6.1: Explanation of issues <i>Big Idea of Lesson Plan</i> LP1: Y LP2: Y LP3: Y LP4: Y LP5: Y LP6: Y	100%	Met
6.2: Evidence (selecting and using information to investigate a point of view or conclusion) <i>Lesson Overview</i> LP1: Y LP2: Y LP3: Y LP4: Y LP5: Y LP6: Y	100%	Met
6.3: Influence of context and assumptions <i>Lesson Plan Grade Level and Lesson Objectives</i> LP1: Y LP2: Y LP3: Y LP4: Y	83%	Met

LP5: Y LP6: N		
6.4: Students' position (perspective, thesis/hypothesis) <i>Lesson Plan Key Concepts and Essential Questions</i> LP1: Y LP2: Y LP3: Y LP4: Y LP5: Y LP6: Y	100%	Met
6.5: Conclusions and related outcomes (implications and consequences) <i>Lesson Activities and Procedures, and Summative Assessment Strategy</i> LP1: Y LP2: Y LP3: Y LP4: Y LP5: Y LP6: N	83%	Met



## What do students say about Sacramento State Art Education?

“Sacramento State’s Art Education program offers students opportunities to learn from teachers who are experienced in the field and are interested in helping the student succeed.”

- Amanda Vasquez (Senior)

“The program brings the studio skills and ideas I’ve learned full circle with real social and educational implications. I feel especially prepared and passionate to enter the field of art education.”

- Breannah Gammon (Senior)

“I have gained a passion for building inclusive classroom environments where all students can express themselves through meaningful artmaking.”

- Claire Fraga (Teaching Credential in Art, Candidate)

“The contemporary courses helped me develop a guiding philosophy with a broad perspective on teaching art. As a result, my students gain an understanding of the world of art and their own artmaking.”

- Melinda Doss (High School Art Teacher, Ceramics)



## About the Department of Art

Through our courses, exhibitions, lectures, and other public programs, we introduce students and members of the local community to the expressive world of the fine arts. At the undergraduate level, we offer a BA degree in Art with a choice of two concentrations: Art History and Art Studio, including a version of that concentration which prepares students to pursue a single-subject teaching credential in art. We offer three minors: Art Education, Art History, and Art Studio. We also share a major in Photography with the Department of Design. At the graduate level, we offer the MA degree in Art Studio. We are an accredited institutional member of the National Association of Schools of Art and Design (NASAD).

### CREDITS

Inside left: Artwork & photo by Kimberly Temme

Inside right: Photo by Amber Ward

Outside left: Artwork & photo by Endy Bun

Outside right: Photo by Amber Ward

For more information about Art Education at Sacramento State, contact Amber Ward, Ph.D.

Phone: (916) 278-6137

Email: [amber.ward@csus.edu](mailto:amber.ward@csus.edu)

Office: Kadema Hall 193



SACRAMENTO STATE  
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## ART EDUCATION

ART PRE-CREDENTIAL PROGRAM

Department of Art



SACRAMENTO STATE

*Redefine the Possible*

California State University, Sacramento  
Department of Art  
Kadema Hall  
6000 J Street  
Sacramento, CA 95819  
phone: (916) 278-6166  
[www.al.csus.edu/art](http://www.al.csus.edu/art)



# About Art Education

The Art Education concentration is 48 units and provides students in the Art major with a range of courses, three of which are specific to Art Education: ART 130, ART 133, ART 135. These courses are designed to provide students with an understanding of the material, historical, social, cultural, and political role of visual art education in the 21st century. For example, students learn to conceptualize ideas through creating artwork and lesson plans; to convey meaning by presenting digital portfolios; to utilize Visual Thinking Strategies and seminars as a means of responding to visual culture; and to synthesize knowledge by connecting visual art to societal, cultural, and political contexts.

In addition to the three upper division courses in Art Education, students take both lower division and upper division courses in Art History and Studio Art. Art History courses (12 units) enable students to gain an appreciation for and an understanding of visual cultural heritage. Studio Art courses (27 units) provide students the opportunity to gain artistic skills necessary for the personal mastery of established styles and for the exploration of new ones.



“Art is life and soul, and I have always known it to be part of me. Now, my curriculum is that art.”

Claire Fraga, student



## Roadmap

### Art-Single Subject / Pre-Credential

### FOUR - YEAR PLAN

Minimum total units required for BA Degree: 120 (48 units required from Major department)

• Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing GE requirements: A2 & B4  
This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

YEAR	Sem. 1	Sem. 2	Units
1	A1	A2	15 UNITS
	A3	B4	15 UNITS
2	C-2 (Humanities)	B1 with B3	15 UNITS
	D	B2 with B3	15 UNITS
3	B5	D (US Const/CA Govt)	15 UNITS
	C (UD)	ART 50 or 53	15 UNITS
4	D (UD)	ART 130	15 UNITS
	Writing Intensive*	ART 135	15 UNITS

**KEY:**

<span style="background-color: #2e8b57; width: 15px; height: 10px; display: inline-block;"></span>	Major requirements
<span style="background-color: #f0e68c; width: 15px; height: 10px; display: inline-block;"></span>	GE/graduation requirements
<span style="background-color: #ffd700; width: 15px; height: 10px; display: inline-block;"></span>	Electives
<span style="background-color: #4682b4; width: 15px; height: 10px; display: inline-block;"></span>	Minor requirements

<b>UD</b>	Upper Division
<b>LD</b>	Lower Division
<b>*</b>	Writing Intensive (Complete WP) or substitute ENGL 109W/M for elective in Semester 5 before enrolling)
<b>FL</b>	If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives

**NOTES:**

- ART 130 is offered during Fall only.
- ART 135 is offered during Spring only.
- Other Art History may include: ART 2, 3A, 3B, 5, 100, 110, 111\*, 113B, 117A, 117B, or 117C.
- LD Art Studio may include: ART 40D, 60, 70, 74, 75, 86, 88, or PHOT 40.
- Pre-Credential Candidates should apply to the Graduate School & Credential Program during Year 4, Sem. 1

TOTAL = 120 UNITS

