

**CLAS Deans' comments on BA Art – Teacher Licensure (accredited) report**  
**Reviewer: Christopher J. Mitchell, Ph.D., Associate Dean**

**Last report submitted by department:** Fall 2020 (Initial Assessment Plan)

**Documents submitted for this review:**

- 2021 letter from National Schools of Art and Design (NASAD) indicating postponement of accreditation review visit to 2022-23 (this academic year)
- SLO Table for Program

**Comments:**

Even though the program is accredited, the Department of Art + Design has chosen to employ the template in addition to providing accreditation information, because they feel the table provides useful tracking and data for SLO application, and we of course agree. The initial assessment plan of 2020 lacked SLOs, so comparison here is not possible— but, we are happy to see that well-crafted, measurable SLOs have been created and seem to have demonstrated their measurability via this data report. One overarching suggestion for future data tables would be also to include the percentages of students expected to meet the targets specified in any given year. For example, for SLO #1, giving the expected annual pass rate % for the Illinois Certification Test for Visual Arts is a useful metric for comparison. That way, it is easy to sync target to results— you can say “we expected [number] to meet the target; in 2 years we saw [number] actually meet it.” The technique will help you all track the overall progress of the assessment plan, and make feeding back the results into the curriculum and instructional methods easier. Nevertheless, it is worth noting that for this dataset the results reported suggest a near-100% achievement rate across the board, which is impressive!

The NASAD accreditor is scheduled to visit in the spring of 2023, so no doubt the visit results will inform your assessment methods and curriculum. Based on this well-designed approach you chronicle here, we fully expect the visit to be a success.

**Academic Affairs – Review & Feedback**

**B.A. Art + Design-Teacher Licensure (accredited)**

The B.A. in Art + Design-Teacher Licensure program has demonstrated a commendable level of flexibility in adapting to exigencies. While the Art Education Coordinator and the program as a whole prepare for the accreditation review by the National Association of Schools of Art and Design (NASAD), the program has ensured that its students meet all required standards in the field. The program has also wisely tied specific coursework in targeted classes, which makes for a solid basis for comparing performance data gleaned from direct observation. The program will want to ensure regular meetings, as needed, for addressing ways to improve methods for making use of the data.

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Dr. Suzie Park, VPAA Office

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1/30/23

Date

**National Association of Schools of Art and Design**  
11250 Roger Bacon Drive, Suite 21  
Reston, Virginia 20190-5248

**COMMISSION ACTION REPORT**

This document provides the official action of the Commission as indicated in the cover letter of the same date.

**May 25, 2021**

**EASTERN ILLINOIS UNIVERSITY**  
**Department of Art**

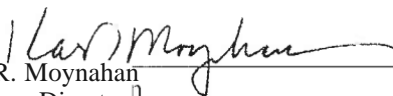
**Action:**

**Action 1 of 1:** Postponement of Accreditation Review

The Commission voted to grant a fourth-year postponement of the next accreditation review until the 2022-2023 academic year.

**Notes:**

1. The institution is asked to review carefully the NASAD Policy on Postponements, which may be found online at <https://nasad.arts-accredit.org> (see "Accreditation," beneath that "Accreditation Materials," beneath that "Protocols," and beneath that "Policy on Postponements").
2. According to the NASAD policy on postponements, the next subsequent visit is now scheduled to take place during the 2030-2031 academic year. One- and two-year postponements advance the subsequent cyclical review year by the length of the postponement. Postponements beyond two years do not advance the subsequent cyclical review beyond two years.

  
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Karen R. Moynahan  
Executive Director<sup>n</sup>

KPM;jrk

## Year 2

### Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Students will demonstrate visual and historical literacy
2. Students will demonstrate a critical understanding of contemporary issues and approaches in the field of Art Education
3. Students will apply theoretical models of curriculum development in their own work
4. Students will gain practical experience in curriculum development and teaching
5. Students will develop competence in art and design techniques

#### Overview of Measures/Instruments

<b>SLO(s)</b>	<b>ULG*</b>	<b>Measures/Instruments</b>	<b>How is the information Used?</b>
<i>Note: Measures might be used for more than 1 SLO</i>		<i>Please include a clear description of the instrument including when and where it is administered</i>	<i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
Students will demonstrate visual and Art Historical literacy	C, W, S	<ul style="list-style-type: none"> <li>• Artist Research Paper (ART 2400)</li> <li>• Children’s Book (ART 2400)</li> <li>• Art analysis activities, written and verbal (ART 2400, 3400, 3410, 4740) in Sophomore - Senior year.</li> <li>• Art-making activities and projects (ART 2400, 3405, 3415) in Sophomore/Junior year. Illinois Certification Test for Visual Arts (Completed before student teaching) Senior year. on certification subject area test for Visual Arts, Subarea II: Creating &amp; Producing works of Visual Art, score of 240 to 269 to meet expectations and score of 270 or more to exceed expectations (maximum score is 300)</li> <li>• Critiques and discussions of artworks throughout the semester (ART 3405, 3415) in the Junior year.</li> </ul>	<ul style="list-style-type: none"> <li>• Art Education students expected to maintain a C-average across major coursework described here. To date, all current students meet this target, judged by specific rubrics designed for each task</li> <li>• All Art Education students 2021-2022 have passed the Illinois Certification Test for Visual arts before student teaching after Senior year.</li> </ul>

<p><b>SLO(s)</b></p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p><b>ULG*</b></p>	<p><b>Measures/Instruments</b></p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p><b>How is the information Used?</b></p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>Students will demonstrate a critical understanding of contemporary issues and approaches in the field of Art Education</p>	<p>C, W, S, R</p>	<ul style="list-style-type: none"> <li>• Reading journals &amp; discussions (ART 2400, 3400, 3410, 4740)</li> <li>• Observations at area art classrooms (ART 2400, 3400, 3410).</li> <li>• Lesson and curriculum development (ART 3400, 3410)</li> <li>• Reading presentations (ART 3400, 3410, 4740)</li> <li>• Research paper (ART 4740)</li> </ul>	<ul style="list-style-type: none"> <li>• Art Education students expected to maintain a C-average across major coursework described here. To date, all current students meet this target, judged by specific rubrics designed for each task</li> <li>• Students across Art Ed coursework fill out and submit clinical experience logs during their observations and teaching experiences. All students to date have met the 20 and 30 hour thresholds for their respective courses.</li> </ul>
<p>Students will apply theoretical models of curriculum development in their own teaching work</p>	<p>C, W, S, Q, R</p>	<ul style="list-style-type: none"> <li>• Reading presentations (ART 3400, 3410, 4740)</li> <li>• Lesson development and practical experience for teaching in schools and at Tarble (ART 3400, 3410)</li> <li>• Extended curriculum development projects (ART 3400, 3410)</li> <li>• Development of quantifiable assessments and rubrics for teaching (ART 3400, 3410)</li> </ul>	<ul style="list-style-type: none"> <li>• Art Education students expected to maintain a C-average across major coursework described here. To date, all current students meet this target, judged by specific rubrics designed for each task</li> <li>• During practical teaching experiences in schools and Tarble (ART 3400 &amp; 3410), student teaching performance is assessed by instructor using a specialized rubric of teaching behaviors. Repeated efforts teaching, feedback, and revising has allowed students to grow in all required areas between their first and final teaching sessions</li> <li>• Curriculum projects are submitted via D2L and assessed with a specialized rubric. Only one student in the past year has failed to meet</li> </ul>

<b>SLO(s)</b>  <i>Note: Measures might be used for more than 1 SLO</i>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			this requirement and is no longer enrolled in the Art Education program.
Students will gain and reflect on practical experience in the profession of teaching art	C, W, S, R	<ul style="list-style-type: none"> <li>• Observations/practical experience at area art classrooms (20 hrs - ART 2400, 30 hrs - 3400, 3410)</li> <li>• Observation journals (ART 2400)</li> <li>• Teaching at area elementary schools and Tarble (ART 3400, 3410)</li> </ul>	<ul style="list-style-type: none"> <li>• Art Education students expected to maintain a C-average across major coursework described here. To date, all current students meet this target, judged by specific rubrics designed for each task</li> <li>• During practical teaching experiences in schools and Tarble (ART 3400 &amp; 3410), student teaching performance is assessed by instructor using a specialized rubric of teaching behaviors. Repeated efforts teaching, feedback, and revising has allowed students to grow in all required areas between their first and final teaching sessions</li> <li>• Students across Art Ed coursework fill out and submit clinical experience logs during their observations and teaching experiences. All students to date have met the 20 and 30 hour thresholds for their respective courses. Observation journals are checked for completion and guide in-person discussions of student learning</li> </ul>
Students will develop competence in	C, S, Q	<ul style="list-style-type: none"> <li>• Art-making in K-12 curricula (ART 3405, 3415)</li> </ul>	<ul style="list-style-type: none"> <li>• Target of C-average across all Art Ed coursework has been met by all</li> </ul>

<b>SLO(s)</b>  <i>Note: Measures might be used for more than 1 SLO</i>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
art and design techniques		<ul style="list-style-type: none"> <li>• Art @ Home Activity (ART 2400)</li> <li>• Visual lesson exemplar creation (ART 3400, 3410)</li> <li>• Children’s Book project (ART 2400)</li> <li>• Portfolio Review (ART 2400, 3405, 3415) in Spring semester.</li> </ul>	students currently enrolled in the program <ul style="list-style-type: none"> <li>• Students’ completion of a portfolio review of artistic work at the end of ART 2400 has indicated all students are meeting expectations for artistic work. Continued reviews during 3405 and 3415 indicate a continual building of varied skills for teaching K-12 visual arts.</li> </ul>

*\*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

### **Improvements and Changes Based on Assessment**

**1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past four years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?**

There have been no major curricular actions for the art education degree in the past 4 years. All coursework has remained the same, as well as the broader learning goals of the program. At this time, the Art Ed program coordinator is reviewing curricular materials and hoping to revise and update a number of readings, course materials, and assignments in order to more accurately reflect current state and contemporary issues of Art Education. In particular, building on the integration of technology into visual arts classrooms will be a focus, as well as introducing topics of standards-based assessment, research informed practice, LGBTQ+ issues, diversity and inclusion, Teaching Artistic Behaviors, and other emerging issues.

We have held off from developing/implementing any future revisions until our NASAD re-accreditation is completed in Spring 2023. It is hoped that this process will clarify the best practices going forward.

**2. Please provide a brief description or bulleted list of any improvements observed/measured in student learning over the past four years. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).**

The past two years have been difficult for many in the profession of teaching, especially for students pursuing degrees such as Art Education. Despite shifting some coursework to online options, efforts were made to keep in-person learning a priority for core Art Ed coursework. When students were unable to observe in classrooms, program faculty made great efforts to create alternate opportunities for clinical experience, such as remote-learning drop-ins, at home art resources, and virtual meetings with teachers. Despite the challenges, students performance in Art Ed class has persisted at a high level, enthusiasm for their work has remained consistent, and as a whole, all students enrolled in Art Education coursework have met the goals set out for them by the program.

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc..)
Spring 2022	Advisory Committee	Confirmed improvements #1 and #2 above
Fall 2021	Art + Design Faculty	Confirmed improvements #1 and #2 above
Fall 2021	Curriculum Committee	Confirmed improvements #1 and #2 above

**Dean Review & Feedback**

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Dean or designee

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Date