

**Art Education Assessment Plan Matrix**

Learning Goals	Assessment Strategy <i>or</i> <i>Method or Measure</i>	Cycle <i>or</i> <i>Timeframe</i>	Findings (Analysis and Interpretation)	Action Taken
1. An understanding of the role of the arts in people’s lives in which they come to appreciate the artistic achievements of their own and other societies, past and present.	Longitudinal assessment of students using student portfolios and digital portfolios, student interviews and critiques, and an exit e-questionnaire that provides students with the opportunity to self-reflect on the program goals and value of the course of study.	Every semester for course work, graduating seniors for questionnaire		
2. An ability to communicate through the arts in which they develop competencies in perceiving, creative thinking, qualitative problem solving, and technical proficiency.	Longitudinal assessment (see No.1)	See No. 1		
3. An ability to respond to the arts in which they perceive aesthetic relationships, interpret meanings, and judge significance.	Longitudinal assessment (see No.1)	See No. 1		
4. An understanding of why people value the arts in which they formulate their own personal philosophies of the arts.	Longitudinal assessment (see No.1)	See No. 1		
5. An understanding of the growth and development expectations of students K-12, and to gain insight into art education programs that meet	Evaluate student performance in AAE 373, 374, 375, and student teaching.	Every semester		

the needs of those students.				
6.Understand the elements of line shape, texture, form and color are the foundation for the formulation and development of art activities K-12.	Faculty teaching core courses will gather to determine expectations, align course-based assessment measures with course goals, determine the most persuasive evidence of student performance, and evaluate portfolios of student work deemed to be good evidence of student performance	Every semester		
7. To develop lessons that provide an avenue for students to express themselves and connect with their peers through personal growth and cooperative learning experiences.	Evaluate student performance in AAE 375, and student teaching.	Every semester		
8. To help youngsters exercise their imaginations, make new connections, transcend previous limitations and think “outside of the box.”	Evaluate student performance in AAE 373, 374, 375, and student teaching.	Every semester		
9. To help youngsters perceive the world and mentally organize and retrieve information, using critical thinking and problem solving skills.	Evaluate student performance in AAE 373, 374, 375, and student teaching.	Every semester		
11. To develop lessons that are systematic and continuous, and that include concepts, problem solving, art history, visuals, discussion	Longitudinal assessment (see No.1)	See No. 1		

questions, support materials, and directions.				
12. The ability to self-assess and to assist students in self evaluations through critiques, observations, completed work and individual discussions.	Evaluate student performance in AAE 373, 374, 375, and student teaching.	Every semester		
13. To provide their students with an environment that nurtures, motivates, and promotes positive performance and self esteem.	Evaluate student performance in AAE 373, 374, 375, and student teaching.	Every semester		