



PROGRAM ASSESSMENT COLUMN REPORT

Program - Art Education (MAT)

Program General Information

Mission Statement

AY 2019-2020 Mission Statement: The Master of Arts in Teaching in Art Education (MAT I) is a pre-service graduate degree program that prepares students with a BFA degree or equivalent for PreK-12 art licensure by the Commonwealth of Virginia. Using a studio-based approach to art education and working closely with area public school systems, the MAT degree includes school practicum experience, studio work, and pre-service teaching internship and seminar in order to assure that our students can bring best pedagogical practices, skills and knowledge to their classrooms.

Previous Mission Statement: George Mason University's School of Art is a collaborative academic and professional community focused on advancing creativity through traditional and new media applied to varying social contexts.

The School of Art is founded on the premise that art both reflects and inspires a creative society, improving the human condition while describing the world, both as it is and could be. We focus on the role of artists in that conversation. We encourage students to see art both as individual expression and public interaction. We celebrate historical reference, current relevance, experimentation –emphasizing innovative ways of thinking that enhance the impact of art on the future of society.

Embedded in a major liberal arts university rich in learning resources, the School of Art plays a vital role in the creative climate of the institution and the region through the cross-disciplinary research it facilitates and the artwork it produces and exhibits. The School's state-of-the-art facilities engage an exceptional faculty of practicing artists, an active visiting artist program, and a diverse and intellectually curious graduate and undergraduate student body. Artistic skills and principles of creative practice in all visual media are grounded in a forward-thinking, adaptive curriculum. Faculty and students forge cross-disciplinary experimentation, challenging conventional thinking and blurring lines between traditional artistic disciplines, indeed, between the arts and the other humanities and sciences.

The School of Art educates artists and creative professionals to be responsible contributors to society, preparing them to be agents of change in an increasingly connected, complex, inclusive world. We highly value rigor in conceptual approach, skill in art production, and imaginative methods for implementing projects and engaging audiences. Each student is given a background in aesthetic and analytical judgment, the ethical framework for professional practice, the confidence to be both self-reliant and collaborative, and the mastery of design and production necessary to thrive as a professional artist in a competitive global environment.

College/School

College of Visual and Performing Arts

Department/Division

School of Art

Students will be able to conduct a site-based research study during student teaching and effectively disseminate findings through a formal presentation.

Student Learning Outcome Label: Site-Based Research

Outcome Status: Active

Assessment Period(s): 2022 - 2023

Assessment Method	Findings and Improvements
<p>Assessment Measure: Direct Measure Description of Assessment Measure: This assessment tool is used by three evaluators during their final research presentation to provide inter-rater reliability. The results are then aggregated on the table also attached (Research Presentation Aggregate Data). Assessment Status: Active Achievement Target: Since the capstone course is pass/fail and directly tied to Virginia state licensure, the target is 100 % Competency, which is a score of 80 or higher on the final presentation. Our program goal is to have over 60% fall within the High Competency range, which is a score of 90 or higher. Supporting Documentation: Common Assessment Matrix - Sheet1.pdf MAT Curriculum Map_2023.docx</p>	<p>Findings Date: 09/13/2023 Findings: All six candidates successfully met the learning outcome and clearly demonstrated Competency, by receiving a score of 80 or above. As evidenced in the aggregate data, the average score was 90.55 with 4 out of the 6 scoring in the Highly Competent range of 90 and above. This is very consistent with last year where 6 out of 10 scored Highly Competent and the overall average of the 10 candidates was 90.73. Of note was the variance between the three reviewers in that the two Mason professors averaged 88.6 and 90.1 whereas the third reviewer, and FCPS administrator, averaged 92.1 Their scores were consistently higher on each candidate, which somewhat increased the averages, not only on specific candidates, but in aggregate. This reviewer assessed the candidates the prior year as a pilot study, but their scores were not included in the data. However, I anticipated a future need for their services, thus the request. I found that experience provided a baseline to assess this year and although the reviewer does not have a terminal research degree, they are well abreast of the project outcomes and therefore the slight increase in overall scores is negligible. We will continue to monitor and discuss expectations with all reviewers in the future to clarify expectations while also critically analyze their feedback since they hire many of our graduates, so their determinations are important metrics on our program efficacy. Scores were rather consistent across all four criteria with a range of 22-23, so minimal deviation from the norm. This is an improvement from last year where there were concerns with Criteria 3 regarding data collection. However, much of this can be attributed to COVID related issues in terms of access to students and time in the Reporting Period: 2022 - 2023 Conclusion: Target Met Individual(s) Responsible for Assessment: Dr. Justin Sutters, Director of MAT program and Dr. Hayon Park, Assistant Professor of Art Education and Student Teaching Supervisor. Number of Students Assessed: 6</p>

Assessment Method	Findings and Improvements
	<p>Analysis of Results: Our program has a stellar reputation for training graduates that are well-prepared for the field, as evidenced in our 100% employment rate. The data validates the high level of preparation in terms of their content knowledge of contemporary pedagogy, efficacy of teaching and critical thinking. Our candidates consistently score high on their Praxis content exams, which demonstrates content knowledge. The aggregate score of 22.7 on the second criterion dealing with degree of teaching efficacy demonstrated is well beyond Competency and is in the Highly Competent range. This is consistent with the overall score of 23.1 last year in the same category. This speaks to their level of confidence and field readiness exhibited by our candidates, which again is further validated by the fact that a majority of our candidates secure teaching contracts before even graduating as they excel during their student teaching. As stated prior, we will continue to monitor and give continued attention to how the assessors are informed about the capstone requirements and how they are assessed through the rubric to calibrate expectations.</p> <p>Supporting Documents: Assessment Report MAT_2023_Sutters.docx AVT 595 Observer Disposition AY 2022-2023 Rubric Report 06-26-2023.pdf AVT 692 Observer Disposition AY 2022-2023 Rubric Report 06-26-2023.pdf AVT 695 Observer Disposition AY 2022-2023 Rubric Report 06-21-2023 161936.pdf Common Assessment Matrix - Sheet1.pdf MAT Curriculum Map_2023.docx Research Presentation Aggregate Data AVT 696 FA21 & SP22.xlsx</p> <p>ACTIONS & IMPROVEMENT PLANS</p> <p>Past Improvements: With the addition of a new faculty member, we had two faculty serve as Student Teaching Supervisor this past academic year. We piloted a new Student Teacher handbook in 2021/2 and made additional changes this past academic year. Furthermore, since the new faculty has been teaching two other courses, she has been able to integrate research literature and applications into those courses, which has yielded a richer and more nuanced understanding of data collection and analysis during their final research project. Our expectation is that we will continue to see further evidence of this as students who just started our program this past year complete their capstone next year, as they will be the beneficiaries of multiple courses with these research assignments in the curriculum.</p> <p>Future Improvements: We implemented a modified literature review assignment in AVT 605: Research and Issues in Art Education and have continued that through the capstone project in that we expect more explicit references to the literature in their data analysis and final presentation. As evidenced in the data, the candidates consistently scored well on criteria 3 with an average of 22. Only one candidate received a score below competency, and that was a 19 from one reviewer.</p> <p>Future Improvements Completed By: 05/31/2024</p> <p>Individual(s) Responsible for Improvement Plan: Dr. Justin Sutters, Director of MAT program and Dr. Hayon Park, Assistant Professor of Art Education and Student Teaching Supervisor.</p>

Assessment Method	Findings and Improvements
	<p>Resources Needed: A new course textbook on Action Research will be adopted for AVT 605: Research and Issues in Art Education in Spring of 2024. This will continue to augment data collection methods and how candidates analyze and present their findings.</p>

Students will demonstrate professional dispositions reflective of national standards on teaching efficacy, as assessed by InTASC.

Student Learning Outcome Label: InTASC Dispositions

Outcome Status: Active

Assessment Period(s): 2022 - 2023

Is this Student Learning Outcome tied to an external accreditation standard?: Yes

Assessment Method	Findings and Improvements
<p>Assessment Measure: Direct Measure</p>	<p>Findings Date: 09/13/2023</p> <p>Findings: There were no instances of any candidate receiving a score less than proficient. On Question 11, there were two students who received N/A as they did not have engagement with the community. Of the 12 total questions, 100% of the students received either Proficient or Highly Proficient. In addition, in aggregate, 67% (55 out of 82 responses) of the indicators were at the Highly Proficient level, which exceeds the target of 60%.</p> <p>Reporting Period: 2022 - 2023</p> <p>Conclusion: Target Met</p> <p>Individual(s) Responsible for Assessment: Dr. Justin Sutters</p> <p>Number of Students Assessed: 7</p> <p>Analysis of Results: It is clear that our students are cognizant of what is expected in terms of professional dispositions and have been provided ample opportunity to further develop professional throughout the program, as evidenced in the increased scores at the various benchmarks. However, since the sample size is only one year and, in some instances, only one class, it is difficult to substantiate longitudinal claims. Anecdotally, we have a longstanding reputation for producing ethical and professional educators, and the evidence in this assessment corroborates that. We are confident that with three full-time faculty members now actively teaching all the MAT courses, our students will continue to benefit from the training they receive regarding professional development. Another strength is our continued partnership with FCPS teachers, both in their methods fieldwork (AVT 691 and AVT 692) as well as the numerous FCPS guest speakers in other courses. Similarly, our collaboration with CEHD will continue to yield enhancements to the data collection process with this particular assessment, along with others, as we prepare for the 2025 CAEP site visit. So, special attention will be given to the data the disposition assessment yields and what changes can be made to provide reliable and useful data.</p> <p>Supporting Documents: AVT 695 InTASC Internship Rubric Report SLO#1.pdf OBSERVER Disposition Assessment.docx</p>

Assessment Method	Findings and Improvements
<p>Description of Assessment Measure: Since the MAT program results in Virginia state licensure, we work intimately with the College of Education and Human Development (CEHD) to adhere to our external accreditation requirements through the Council for Accreditation of Educator Preparation (CAEP). One of the InTASC standards pertains to teacher dispositions. As a result of years of pilot studies and data collection through TK20, the disposition assessment was migrated to VIA in Fall of 2021 and integrated into Blackboard course shells of specific courses identified by each program (See attached curriculum map). A determination was made to have both student self-assessments as well as observer assessments, completed by either Mason faculty/supervisors or public-school mentor teachers. Students are assessed at various benchmarks through the program (see Common Assessment Matrix document) The online disposition assessment (see Observer Disposition Assessment) has 12 questions: three in each of the four sections, which correspond to InTASC standards. In each question, there are four options: Not Demonstrated (ND), Not Proficient (1), Proficient (2), and Highly Proficient (3). Since students in AVT 595, AVT 691 and AVT 692 are not fully engaged in teaching yet, many of these 12 questions result in the response of N/A. However, we use these assessments to identify and document and perceived deficiencies in other areas through the VIA portal that then alerts the Director of the program when a student receives a score of "Not Proficient".</p> <p>Assessment Status: Active</p>	<p>Common Assessment Matrix - Sheet1.pdf MAT Curriculum Map 2023.docx</p> <p>ACTIONS & IMPROVEMENT PLANS</p> <p>Past Improvements: I have had students complete an informal disposition self-assessment in AVT 595 Introduction class, so they are more aware of the vernacular within the rubric. Regardless of where it is formally completed, the dialogue between students and professors has improved as well as with our new faculty member. As such, we will continue to look at our program of study to identify the most effective and viable courses to implement the benchmark assessment to yield data that demonstrates growth as well as leading to early identification of potential dispositional issues. The VIA survey has a built-in mechanism that if a student receives Not Proficient on any of the standards, the Director of the program is notified, so we intend to discuss this process and how to better communicate the results of the assessments amongst our faculty as well as with students.</p> <p>Future Improvements: Now that we have two years worth of data, we will focus not only the capstone summative assessment in AVT 695, but the other formative assessment benchmarks and how we can show sustained improvement throughout the program. I plan on meeting with our CEHD counterparts to make determinations about the self-assessments and where other programs are implementing them in their curriculum. A challenge we have is that students do not always complete a substantial amount of observation hours during AVT 595, especially the past two years due to the pandemic and access limitations. Since Highly Proficient is an option, a secondary goal is to have a higher percentage of candidates receive that designation in more of the 12 categories, and subsequently, raise the overall Mean score.</p> <p>Future Improvements Completed By: 01/31/2023 Individual(s) Responsible for Improvement Plan: Dr. Justin Sutters Resources Needed: The continued support of CEHD and the VIA software along with any related modifications.</p>

Assessment Method	Findings and Improvements
<p>Achievement Target: Since the InTASC standards are used for state licensure and CAEP accreditation, the target for this assessment is 100% proficiency, meaning a score of either Proficient or Highly Proficient. Considering there are 12 questions, the achievement target is to have 100% of students meet the level of Proficient, with an additional goal of 60% meeting Highly Proficient.</p> <p>Supporting Documentation: OBSERVER Disposition Assessment.docx</p>	

Students will be proficient in the requisite content-specific knowledge to achieve licensure, as evidenced in a passing Praxis II score.

Student Learning Outcome Label: Licensure Knowledge
Outcome Status: Active

Students will be able to design, implement and assess a sequenced unit of instruction in a K-12 setting.

Student Learning Outcome Label: Sequenced Unit of Instruction
Outcome Status: Active

Students will be proficient in visual art media appropriate for the K-12 and demonstrate the ability to make modifications and accommodations that align with national and/or local teaching standards.

Student Learning Outcome Label: Visual Art Media
Outcome Status: Active