AAQEP Annual Report for 2025

Provider/Program Name:	School of Visual Arts
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	2030

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The Art Education department at the School of Visual Arts has a mission to educate artists who will be prepared to enter the professional world of art education while they continue their art practice. The program has one degree strand that prepares candidates for teaching in diverse art environments as certified educators. The Master of Arts in Teaching (MAT) program (36 credits) is geared toward the requirements for New York State initial certification in Visual Arts (PK-12), which allows candidates to teach in New York City and New York State public schools. Designed for graduate-level students who have completed an undergraduate major in studio art, the MAT in Art Education takes a learner-centered approach to art education that emphasizes backward design, collaboration, and community by addressing the needs of diverse populations, including disabled students.

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Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

https://sva.edu/academics/graduate/ma-mat-art-education

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Candidates Enrolled** in most recently completed academic year (12 months ending 08/25)	**Number of Completers** in most recently completed academic year (12 months ending 08/25)
Programs that lead to initial teaching credentials			
Master of Arts in Teaching (MAT) in Art Education	New York State Initial Teacher Certification: Visual Arts (Grades P-12)	14	9
Total for programs that lead to initial credentials		14	9
Programs that lead to credentials for specialized professionals or to no specific credential			
Master of Arts (MA) in Art Education	n/a	2	2
Total for programs that lead to specialized professional or no specific credentials		2	2
TOTAL enrollment and productivity for all programs		16	11
Unduplicated total of all program candidates and completers		16	

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

n/a

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
16
B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
11
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
9
D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.
100%
E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

The graduating MAT cohort of 2025 has a 100% pass rate for both state licensing exams among the completers who took the exams (N=9). The table below provides the descriptive statistics and the benchmarks of success for the most recent graduating cohort. Please note that due to the low number of completers that is the nature of this very small program (N=9), the standard deviation was not calculated for these statistics.

Exam	Benchmark	N	Mean	Median	Pass Rate
Visual Arts Content Specialty Test (CST)	520/600 points	9	543.11	548	100%
Educating All Students (EAS)	500/600 points	9	560.44	562	100%

F. Explanation of **evidence available from program completers**, with a characterization of findings.

This information can be found in Table 4 below – overall program completers have said that they felt the program prepared them for work in a visual arts classroom in terms of pedagogy, content, and culturally responsive teaching.

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.

Due to the small cohort size, we have not had the opportunity to speak with employers of the most recent program completers at this time.

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

We deploy an annual Completer Survey to collect this data. The most recent survey (fall/winter 2025) found that 100% of the most recent MAT completers (N=9) are currently employed using their state certification.

I. Explanation of how the **staffing capacity** for program delivery and administration, and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

The MA/MAT Program in Art Education at SVA is a very small program, with cohorts consistently less than 20 candidates. We offer a one-year accelerated program and a two-year program. This year, we have had 100% of candidates complete their program on time, and as seen in the candidate academic performance indicators section below, this year's graduating cohort has

performed remarkably on all success indicators. The program has two full-time instructor/administrators (the Department Chair and the Curriculum Coordinator, both of whom teach and hold administrative roles), one part-time instructor/administrator (the Accreditation specialist, who also teaches one course as an adjunct instructor), and two additional full-time administrators (the Coordinator who oversees all department administration and the Assistant to the Chair, who also serves as all candidates' academic advisor). There are also four adjunct instructors in addition to the Accreditation Specialist who teach content courses in their professional areas of expertise. Due to the size of the program, the staffing capacity is excellent to deliver and administer the program to all candidates, and with the specific year-round, part-time role of the Accreditation Specialist, the staffing capacity is excellent to ensure robust quality assurance monitoring that happens routinely throughout the academic year, including in the summer months. As discussed earlier in this paragraph, the outstanding performance by this year's candidate cohort is evidence of the continuous improvement the MA/MAT Program in Art Education engages in with the faculty and staff.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	**Criteria for success**	**Level or extent of success in meeting the expectation**
Dispositions	The benchmark representing successful performance on the dispositions aggregate rating was a 3.5 out of a possible 5 points on a Likert scale (1 through 5, 1 being *strongly disagree* and 5 being *strongly agree*). Candidates in the 2025 cohort (N=9) scored a mean rating of 4.41 with a median rating of 4.46.	Candidates met the benchmark for success in dispositions ratings, supporting expectations and performance on Standard 1.
Cooperating teacher and student teacher evaluations	On the aggregate cooperating teacher and student teacher evaluation scores, the benchmark of success was a score of 3 on a 4-point scale. The mean score on the cooperating teacher evaluation for the 2025 cohort (N=9) was 3.35 (SD=0.68) with a median score of 3. The mean	Candidates met the benchmark of success on both the cooperating teacher evaluations,

	score on the student teacher evaluation for the 2025 cohort (N=9) was 3.43 (SD=0.57) with a median score of 3.	supporting expectations and performance on Standard 1.
Key course grades	For the overall key course grade aggregate averages, the benchmark representing successful performance in each course is a B, or 3.00 on a numeric scale; therefore, the aggregate of candidates' key course grades should reach the B (3.00) benchmark (with grades ranging from F (0.00) to A+ (4.33). They key course grades used to measure Standard 2 and the most recent cohort scores are (N=9): ● AEG 5050 - Educational Psychology ○ Mean = 4.24 ○ Median = 4.33 ● AEG 5160 - Curriculum for Special Populations ○ Mean = 4.05 ○ Median = 4.00 ● AEG 5120 - Seminar in Special Topics ○ Mean = 4.00 ○ Median = 4.00 ● AEG 5125 - Literacy in Art Education ○ Mean = 3.86 ○ Median = 4.00 ● AEG 5400 - Technology in Art Education (N=3) ○ Mean = 4.08 ○ Median = 4.00	Candidates met the benchmark of success for each course considered a key course for Standard 1, supporting expectations and performance on Standard 1.

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	**Criteria for success**	**Level or extent of success in meeting the expectation**
Cooperating teacher and student teacher evaluations	On the aggregate cooperating teacher and student teacher evaluation scores, the benchmark of success was a score of 3 on a 4-point scale. The mean score on the cooperating teacher evaluation for the 2025 cohort (N=9) was 3.35 (SD=0.68) with a median score of 3. The mean score on the student teacher evaluation for the 2025 cohort (N=9) was 3.43 (SD=0.57) with a median score of 3.	Candidates met the benchmark of success on both the cooperating teacher evaluations, supporting expectations and performance on Standard 2.
TPA scores	On the SVA Art Education TPA, the benchmark representing successful performance on the task is 80 out of 100 points. The score is an aggregate of four measures on the TPA: student teaching course grade for elementary/middle school; student teaching course grade for secondary school; dispositions meeting evaluation score; and the portfolio review grade. Each of these items is weighted equally at 25% each. For the 2024 graduating cohort, all nine students met – and each student exceeded – the benchmark of passing for this measure; the cohort average was 91.33 with a median score of 93.	Candidates met the benchmark of success on their TPA scores, supporting expectations and performance on Standard 2.
Key course grades	For the overall key course grade aggregate averages, the benchmark representing successful performance in each course is a B, or 3.00 on a numeric scale; therefore, the aggregate of candidates' key course grades should reach the B (3.00) benchmark. The key course grades used to measure Standard 2, and the most recent cohort scores are (N=5): ● AEG 5160 - Curriculum for Special Populations ○ Mean = 4.05 ○ Median = 4.00 ● AEG 5020 - Educational Foundations ○ Mean = 4.05 ○ Median = 4.00	Candidates met the benchmark of success on the key course grades related to Standard 2, supporting expectations and performance on Standard 2.

	• AEG 5370 - Museum Studies: Theory and Practice
	  ○ Mean = 3.88
	  ○ Median = 4.00	

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

In reviewing our 2024 annual report goals, we are pleased to report that we met all **five** goals across the four standards. A description of each goal and how it was met is listed below.

1. Standard 1: Development of a grade (and associated benchmark) for the SVA TPA.
    a. We held department meetings to determine the quantitative representation of the TPA data through aspect crosswalk. We worked backward using the new scale to determine what we wanted the score to represent, then assigned a percentage to each component of the TPA that we felt represented the weight of that component. We then found a total TPA score, and determined grades on the TPA for all candidates. We also determined a benchmark (80%) for candidate success on the TPA.
2. Standard 1: Completers will show deeper knowledge of assessment practices in the visual art classroom as measured by their course grade and employer feedback.
    a. Curricula for our Teaching Inquiry courses were solidified through instructor design and department approval; the objective was to develop deeper assessment knowledge in candidates. Completers did show deeper knowledge of assessment practices in the visual art classroom as measured by their course grades as well as their assessment knowledge and use ratings on their cooperating teacher and student teacher evaluations, which were up this year over last year.
3. Standard 2: Develop a mentorship program between recent completers and more seasoned completers.
    a. Beginning in the 2023-2024 school year, the department piloted a new completer mentorship program, which continued this school year (2024-2025) with the program being fully implemented.
4. Standard 3: Collect more dispositions data over time to validate the rubric to support current standard 3e and support forthcoming standard 3e.
    a. We met as a department to determine a place in the program to collect initial dispositions data at the midpoint in candidates' programs so that candidates would have time to reflect on their dispositions and make adjustments as needed. This midpoint is after completion of half of their student teaching hours, and there is a conference with the candidates' department chair and the student teaching supervisor at that time. We feel we have sufficient data to have a validated and reliable dispositions rubric (with accompanying analysis) for the next self-study.

5. Standard 4: Streamline the completer survey for data collection and increase responses to support current standard 4d and support forthcoming standard 4f.
    a. We were anticipating the 2025 standards, and have since edited the completer survey to reflect the new standards. We were able to deploy this survey in fall 2025 to the most recent cohort of completers and collect that data. We achieved the first half of this goal, and we will continue working toward the second half of the goal over the next few years in our assessment cycle to reach capacity in our responses.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Improve candidates' skills in using questioning and discussion techniques, which is a performance assessment on the cooperating teacher and student teaching evaluation.
Actions	Use the Teaching Inquiry 1 course to build in a workshop on questioning for teaching techniques, and use this as a basis to incorporate the work into content courses in spring 2026.
Expected outcomes	Increase the average rating on this skill from 3.20 to 3.30 in the 2026 graduating cohort
Reflections or comments	
Standard 2	
Goals for the 2025-26 year	Edit the completer survey to reflect the new AAQEP 2025 standards and deploy the survey to the most recent completer cohort and the previous for data collection.
Actions	Edit the survey by the end of November 2025 and deploy the survey no later than the first week of December 2025.
Expected outcomes	Data from 100% of the most recent completer cohort (2024-2025) and 70% of the previous completer cohort (2023-2024).
Reflections or comments	

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Standard 3	
Goals for the 2025-26 year	Edit course evaluation to reflect AAQEP 2025 standards
Actions	Review the 2025 standards and map them to the current completer survey; find the questions that no longer map to the standards and replace them with questions that do.
Expected outcomes	Updated course evaluation that will allow us to capture data on the 2025 standards for all current and future cohorts for the seven-year assessment cycle for 2030.
Reflections or comments	
Standard 4	
Goals for the 2025-26 year	Increase responses on the updated completer survey to support standard 4f.
Actions	Target completer survey toward recent completers only to build data on completers in a more targeted manner.
Expected outcomes	More and stronger Completer data for the entirety of our completers for the seven-year assessment cycle in 2030.
Reflections or comments	

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

Data quality is at the heart of the Art Education department's assessment processes. Data is collected systematically across the academic year by multiple staff members who all work together to ensure data integrity. Many of these measures have carried over from the previous assessment cycle, during which validity, reliability, fairness, and trustworthiness were determined for the appropriate instruments. Since the conclusion of that cycle, the edTPA was replaced by the SVA TPP, which is made up of four major assessments that were part of the first accreditation assessment cycle, thereby establishing data quality measures. We have changed little else in terms of assessment practices, only building to scale those that we discussed in our QAR and subsequent site visit. We feel that keeping measures consistent and updating them as necessary allows us to ensure the highest

fidelity to ensure strong data quality.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

n/a

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The first anticipated program development is to include the Master of Arts program in our next accreditation assessment cycle. This program does not lead to certification; rather, it provides a more expansive understanding of education outside of PreK-12 settings, such as museum education, arts integration in community-based organizations, and visual arts teaching in adult-based settings. This program shares most coursework with the MAT program while allowing for more open options with electives.

The second planned improvement, which is already discussed in this report, is to map the updated AAQEP 2025 standards to our completer survey to better capture completer reflections on how their work prepares them to be strong visual arts teachers. This is a good time to make this change, as we have spent the last year transitioning to the new standards, ensuring that our current assessment battery can provide evidence of meeting these standards.

The third and final innovation is that we will begin incorporating a data measure on the mentorship group that was discussed in our 2023 QAR as a future innovation for the program. This was piloted last academic year and was a success, and moving into the next year, it is a good time to set up a survey that captures what works for this group, how it is supporting completers, and how it is helping the MA/MAT in Art Education completers become fully realized, competent educators in the field.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

n/a

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
(same as lead administrator)	Catherine Rosamond, Ed.D., Chair, Art Education

Date sent to AAQEP:	12/23/25