

**UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE  
UNIT ASSESSMENT REPORT  
2015-16**

<b>UNIT:</b>	<b>Center of Partnerships for Arts-Integrated Teaching (PAInT)</b> (Dr. Pat Wilson, Interim Dean of the COE)
<b>MISSION:</b>	To develop and support partnerships dedicated to preparing effective educators who will learn, lead, inspire, and transform their schools and communities with and through the arts.
<b>2015-20 USFSM STRATEGIC PLAN GOALS:</b>	<p><b>STRATEGIC GOAL #1: Student Success</b> Ensure student retention, timely completion, employment success, and student satisfaction.</p> <p><b>STRATEGIC GOAL #2: Campus Life</b> Foster an intentional culture of campus engagement.</p> <p><b>STRATEGIC GOAL #3: Intentional Enrollment Management</b> Strategically recruit and retain students by growing existing programs and creating new programs of strategic emphasis or demonstrated demand.</p> <p><b>STRATEGIC GOAL #4: Teaching and Learning</b> Explore and implement innovative technologies and pedagogical methods that increase student engagement in the learning process and improve student learning outcomes.</p> <p><b>STRATEGIC GOAL #5: Scholarly Activity</b> Recognize and support diverse faculty and student research activities.</p> <p><b>STRATEGIC GOAL #6: Community Engagement</b> Build and be known for a community engagement identity in partnership with a variety of organizations throughout the service area.</p> <p><b>STRATEGIC GOAL #7: Resources</b> Preserve, grow, and diversify the human, physical, financial, private, and other resources, aligning them to support the strategic goals.</p>
<b>UNIT GOALS:</b>	<ol style="list-style-type: none"> <li>1. Build service and educational partnerships to facilitate arts-integrated teaching at all levels. (Aligns with USFSM Goals 2, 3,4,6; Strategies 2.5, 3.9, 3.10, 4.2, 6.4)</li> <li>2. Assess the educational impact of partnerships to facilitate arts-integrated teaching at all levels. (Aligns with USFSM Goals 6, 7; Strategies 6.3, 6.4, 7.4, 7.8)</li> </ol>

Outcomes	Unit Goal	Means of Assessing Outcomes	Assessment Data	Plan resulting from Analysis of Assessment	Vice-Chancellor's Response (Dr. Terry Osborn)
<p><b>Outcome 1.</b> Increase the number of service and education partnerships to facilitate arts-integrated teaching at the local, national and international levels.</p>	1	<p>Continue to explore opportunities to develop the PCAO network.</p>	<p>New partner: The Circus Arts Conservatory</p>	<p>In becoming a State Center, PAInT will expand its influence and ability to engage educational partnerships nationally and internationally.</p>	<p>Congratulations on state-wide recognition. Quite an accomplishment.</p>
		<p>Quantify the service and educational <b>partnerships</b> at the <b>local, national and international level</b> in the programs of the Center.</p>	<p>1 shift from local to state: Center for PAInT moved from College to University to STATE. Per Florida Statutes 1004.344, the Florida Center for Partnerships for Arts-Integrated Teaching was created during the 15-16 legislative year. Funds will support a position of director and an assistant to meet the goals of the Center in fund raising, technical consultation and continuing education, and research and innovation.</p> <p>3 Grants involving the Center:</p> <ol style="list-style-type: none"> <li>1. Project EAGLE, funded by Manatee Community Foundation, supported a partnership with G. D. Rogers Garden Elementary School, the School District of Manatee County (Early Learning), and COE faculty to provide professional development to Pre-Kindergarten teachers.</li> <li>2. Project SAIL, funded by United Way Suncoast, supported a partnership with United Way Suncoast, Booker Middle School and COE faculty for a tutoring program for children at risk for reading achievement loss over the summer months, provided by COE candidates.</li> <li>3. Project ELEVATE, funded by a federal grant that supports a partnership of Sarasota County Schools, the John F. Kennedy Center for Performing Arts, the Van Wezel Performing Arts Hall, and the Center to use arts-integrated instruction to improve academic performance.</li> </ol>	<p>The Unit Plan should be based upon the goals of State Center going forward (fund-raising, consultation/continuing education, and research/innovation).</p> <p>An infrastructure is needed (e.g., director, assistant, board) to support the goals, quality and management of the Center.</p>	

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			The Center leads development and implementation of an evaluation plan.		
<b>Outcome 2.</b> Increase resources and expenditures in support of arts-integration and related service activities in the local community.	1	Quantify the <b>resources</b> generated through the service and educational activities of the Center to support arts-integration.	<ul style="list-style-type: none"> <li>• <b>2013-14 = \$39,875</b></li> <li>• <b>2014-15 = \$128,090</b></li> <li>• <b>2015-16 = \$71,700</b></li> </ul>	New Resources will be generated as a State Center, with advanced opportunities to support arts-integration across the state of Florida.  Local growth should continue through agencies. Data shows the Center is supporting arts-integrated education, and the community is supporting the Center's mission.	Expenditures – 2013-14 and 2015-16 outpaced resources generated.
		Quantify the <b>expenditures</b> related to service and community arts-integrated education through the Center.	<ul style="list-style-type: none"> <li>• <b>2013-14 = \$55,957</b></li> <li>• <b>2014-15 = \$83,670.05</b></li> <li>• <b>2015-16 = \$126,692</b></li> </ul>		
<b>Outcome 3.</b> Assess the educational impact of partnerships to facilitate arts-integrated teaching at all levels.	2	Establish <b>links</b> among the College communication and assessment systems with the activities of the Center.	An assessment has been established in the Elementary Education Teacher Preparation programs. The next step is to develop learning outcomes and assessments (i.e., an assessment plan) for other programs.	Since the time this outcome was established, the Center became a USFSM center and is now a State Center. These means of assessing outcomes are appropriate for the SOE unit plan, not the Center plan. For the Center, unit this section should be revised to reflect its State status.	Good assessment data. Revise as indicated.
		Quantify <b>impact</b> of arts-integration on College of Education students (candidates) and their pupils.	2013-14 data from critical tasks (scale of 1 to 5, with 5 being exemplary; 3 showing candidate met standard): <ul style="list-style-type: none"> <li>• BA/BS Teacher Preparation Program: mean of 3.41; n=27;</li> <li>• MAT Teacher Preparation Program mean of 5.0, n=4.</li> <li>• Application in the content area of reading: 3.24; n=43.</li> </ul>		

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			<p>2014-15 data from critical tasks (scale of 1 to 5, with 5 being exemplary; 3 showing candidate met standard):</p> <ul style="list-style-type: none"> <li>• BA/BS Teacher Preparation Program: mean of <u>3.41</u>; n= <u>22</u>; and mean of <u>3.13</u>, n=8.</li> </ul> <p>2015-16 data from critical tasks (scale of 1 to 5, with 5 being exemplary; 3 showing candidate met standard):</p> <ul style="list-style-type: none"> <li>• BA/BS Teacher Preparation Program: Arts Integrated Lesson Plan mean of 3.47 n=34;</li> </ul>		Research reach should be expanded.
Quantify <b>presentations and publications</b> of faculty related to the efforts of the Center in arts integration.	<p><b>2013-14</b></p> <ul style="list-style-type: none"> <li>• 1 book and 1 article</li> <li>• 3 presentations</li> </ul> <p><b>2014-15</b></p> <ul style="list-style-type: none"> <li>• 1 book</li> <li>• 2 manuscripts submitted</li> <li>• 3 presentations</li> </ul> <p><b>2015-16 – College of Education</b></p> <ul style="list-style-type: none"> <li>• 1 article in-process co-authored by two faculty members,</li> <li>• 2 presentations,</li> <li>• 2 manuscripts submitted for publication.</li> </ul> <p>Technical Reports: 2 reports (one each: Project SAIL 2015 and Project EAGLE)</p>	<p>With the State Center for Partnerships in Arts Integrated Teaching, there will be an increased emphasis on research and publication.</p> <p>Data presented / collected here is only from the College of Education. It is recommended to</p> <ol style="list-style-type: none"> <li>1. Established a means to acknowledge and report publications from across the University that were supported through the Center</li> <li>2. Establish a means to acknowledge and report publication state-wide that are</li> </ol>			

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**Chancellor's Response** (Dr. Sandra Stone):