

Art Education
Institutional Effectiveness Report
Academic Year 2007-2008

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Art Education Program Mission and Goals

Art Education is one of three majors offered by the Francis Marion University Fine Arts Department. Students majoring in art education take 51 hours of general education, 30 hours of professional education, and 51 hours of art studio (27 hours), art history (12 hours), and art education (12 hours) courses. The four art education courses required for art education majors are:

ARTE 312: Curriculum Methods and Materials in Art Education

ARTE 415: Teaching Art Criticism and Aesthetics

ARTE 416: Teaching Art History

ARTE 501: The School Art Program

In addition to these courses, ARTE 217: Creative Arts for Elementary School Teachers is listed as an art education course, which is a requirement for elementary education majors. It is co-taught by art education and music faculty, who work closely with the Education Department to make sure specific requirements are being met. During the 2006-2007 academic school year, the Art Education Program had one faculty member, who taught the four art education courses required for art education majors and co-taught the Fall 2006 and Spring 2007 sections of the ARTE 217 course. The faculty member also served as the coordinator of the program. Currently, there are approximately 20 art education majors, with a student-teacher ratio of 20:1.

The mission of the Art Education Program at Francis Marion University is to develop visual arts teachers who meet certification requirements to teach art in the elementary and secondary grade levels in the United States. An integral part of our mission is to train Art Education and Education majors in the theories, concepts, and educational strategies common to the field. The program's goals are:

- 1) Graduates of the Art Education Program will have a high degree of content knowledge and skill. They will know the four disciplines of art and the historical and contemporary theories which have influenced the field. They will have skills to make artwork of high quality in a variety of media, which solves problems and expresses personal ideas and feelings. Elementary education

majors will know the major historical and contemporary theories affecting the field. They will be taught to critically analyze artworks and to develop basic proficiency in using appropriate media by engaging in a variety of instructional exercises and art projects.

2) Art education majors will be able to effectively communicate content-based knowledge and skills to a variety of grade levels. They will be able to plan, research, and write effective short-range and long-term lesson plans which integrates art with other subjects for a variety of grade levels, and they will use a variety of sound educational strategies in their teaching. Elementary education majors will know how to effectively integrate art with other subjects by participating in arts integration art projects.

3) Students will be trained to have a high degree of professionalism. They will be encouraged to exhibit behaviors expected in the field, such as promptness, responsibility, and respectfulness toward others.

4) Students will develop the ability to use current and appropriate technologies to develop instructional strategies and educational resources. Students will give presentations in which they use Smart Board technologies. Art education majors will produce educational resources using a variety of software, such as PowerPoint, Photoshop, and Flash.

5) Students will be trained to become reflective thinkers. They will self-assess their work and reflect on theoretical concepts by developing personal philosophies of art education and education.

6) Students will be encouraged to use campus and program-based resources and facilities, including the Francis Marion University, Writing Center, the Rogers Library, the Cauthen Media Center, the Teaching Materials Center, the Career Development Center, as well as to use the program's resources.

7) Students will be encouraged to serve the community and to actively participate in state and national art education associations. All art education major are expected to join the National Art Education Association and South Carolina Art Education Association, and to attend the state art education conference at least one time during their time in the program. The program will encourage students to take part in professional and community service by publicly recognizing students who make outstanding contributions to community or professional service.

8) Art education majors will be advised in the ARTE 501 course and on an individual basis about career options, including graduate studies and improving

job skills.

9) The Art Education Program faculty will provide quality instruction, reflected by the integration of technology within the courses, the use of outside resources, availability to students, and by the successful completion of Praxis II tests and student teaching by senior art education majors.

10) The Art Education Program faculty will engage in scholarly projects, and will be actively involved with professional associations. This includes providing presentations and workshops at conferences, publication of scholarly works, and other service to these associations.

11) Faculty will be actively involved in University and community service, including committee work, participation in community events, and other related activities.

12) The faculty will continue to broaden their knowledge and skills by participation in workshops and with an Internet-based network of educators.

13) Faculty will stay current with the major developments in art education by attending conferences, networking with art education colleagues, and reading major journals. Courses will be revised when necessary.

Art Education Assessment Activities

The Art Education program uses a variety of means to assess the effectiveness of the program. These tools include:

1) Praxis I and II examinations

Art Education majors must pass a battery of state mandated assessments before they can student teach. These assessments include the Praxis I tests in reading, writing, and mathematics, which test students' general knowledge, the Praxis II: principles of learning and teaching, which tests students' knowledge of pedagogy and contemporary learning theories, and the Praxis II: art making and content knowledge tests, which test for discipline-based knowledge and communication skills.

2) Class Assignments and Examinations

During the course of the year, students were required to write lesson plans or units in all art education classes and to teach or present in two of the four art

education classes offered this year. In addition, students in art education classes were scored on professional dispositions, and a diagnostic/discipline-based examination was given to ARTE 501 students in the Spring 2008 semester to check for students' core knowledge of art education content. Data has been tabulated for these and other assessments and will be reported on in the next section.

3) Annual Faculty Reports.

The Art Education faculty completed and submitted annual faculty reports to the Chair of the Fine Arts Department for the 2007-2008 academic year.

4) Assessment Folders of Art Education Student Teachers

As part of art education majors' student teaching, the supervising professor, a cooperating public school teacher, and district and school-based staff assess student teachers using a variety of instruments. These instruments have been developed by the Francis Marion University Education Department and are aligned with South Carolina's Department of Education's accountability standards for professional teachers.

5) Students' Community and Professional Service:

To help encourage student's professional service, students are required to attend and join the state and national art education associations and to attend at least one state conference during their academic career. In 2007, the Art Education Program also initiated the Donna H. Goodman Community Service Award to underscore the importance of community service to the teaching profession and to recognize art education majors who have made significant contributions to community service.

6) Use of Resources by Students:

Information from the use of resources is derived from students' progress reports from the Writing Center, Student and faculty check-outs from the Education Department's Teaching Material Center and the Art Education Program's educational resource library.

7) Senior Exhibition

Art education majors are required to put on a senior exhibition during their final semester. Senior exhibitions are scored as either passing or failing by Art Education faculty based on five criteria—presentation, variety of media, art education materials, philosophy of education, and artistic quality.

8) Teaching Portfolios

Graduating art education seniors must submit a teaching portfolio in folder and CD form. The portfolio is comprised of art, educational resource material, written reflection, and professional information (resume, sample cover and thank you letters).

The portfolios are evaluated by both art education faculty and the Chair of the Fine Arts Department.

9) Exit Questionnaires and Interviews of Graduating Art Education Majors

The art education coordinator conducts exit interviews with graduating art education majors and art education majors complete questionnaires during their semester of student teaching just prior to graduation to help determine the effectiveness of the art education program. The instruments are particularly effective in determining the strengths and weaknesses of the program.

10) External Evaluation of the Program

The Fine Arts Department offers majors in art education, theatre arts, and visual arts. The art education and visual arts programs are fully accredited by the National Association of Schools of Art and Design (NASAD). The current period of accreditation lasts until 2010. NASAD last visited the campus in 2005 and in June of that year wrote a report which stated that the art education "curriculum is well designed and meets NASAD standards" (NASAD 2005 team report, p. 11). The NASAD report did note that there was a significant problem at the time with art education majors passing the Praxis II: Art Making test. The program has made progress in addressing this problem through the integration of mock tests and similar strategies aimed at helping students prepare for the test in art education courses.

The Art Education Program also works to meet the accreditation requirements for the FMU Education Department, specifically in regards to the ARTE 217 course and the elementary education major. The Education Department is accredited at the initial and advanced level for elementary education until fall 2011.

Results and Evaluation

Goal 1: Students' Mastery of Content and Pedagogical Knowledge

Benchmark: Graduates will have met or exceeded the minimum testing requirements needed for teacher certification in the State of South Carolina, with a minimum of two attempts for each test. South Carolina currently relies on a battery of Praxis I and II tests to assess teacher candidate's basic, content, and pedagogical knowledge and skills.

In addition, every graduating art education student will plan an install an exhibition of his or her coursework in art education and studio art. The exhibit will include a range of their artwork in different media and art education materials, and will be assessed holistically by art education faculty. All students will receive a passing score on the exhibitions.

Results: In the 2007-2008 academic year, all three students who graduated from the Art Education program passed the battery of Praxis tests.* At Francis Marion University, students must pass all Praxis I tests before taking an education course above the 300 level. Similarly, art education majors must pass all required Praxis II tests before they are eligible to student teach.

*To clarify, the passing scores are set by the State of South Carolina. Each state which utilizes the Praxis tests for teacher certification sets their own minimum scores needed for passing each test. Therefore it is possible that after taking the Praxis tests, a student could be certified to teach in South Carolina but fail to meet the threshold needed in another state or visa versa.

Graduating Exhibitions:

All graduating majors received a passing score on their graduating exhibitions.

Goal 2: Ability to Communicate Effectively

Benchmark: Every art education course for art education majors will have at least one lesson plan or unit graded assignment. To ensure academic rigor, the assessments of these assignments, as well as formal assessments of students' teaching presentations will be aligned to South Carolina's teacher accountability program (ADEPT). The average scores for written lesson plans or units and teaching presentations will be at least 80 on a 100 point scale. Student teachers will receive an average score of 10 (representing the target score) on of a 12 point scale on the assessments of their written lesson plans. Student teachers will pass all components of their ADEPT-based, formal evaluations of their teaching.

Lesson Plan Assignments:

The following table shows the number of students and mean scores for the lesson plan/unit assignments for the following art education courses during the 2007-2008 academic school year..

ARTE 415 (Fall 2007)	ARTE 312 (Spring 2008)	ARTE 416 (Spring 2008)	ARTE 501 (Spring 2008)
n = 4 mean score = 84.7	n = 2 mean score = 86	n = 3 mean score = 92	n = 2 mean score = 90

The mean score for all courses is 87.8

Four students in the ARTE 416 taught a lesson from their written lesson units to the class. The mean score for this assignment is 88.5. Two students taught lessons based on their written lesson plans to the ARTE 217 course during the year. The mean score of this assignment is 92.

In addition to the art education courses, student teachers must produce lesson plans and three of these are formally scored by the supervising professor using a form developed by the Francis Marion University's School of Education. The scores fall into three basic categories—target, acceptable, not acceptable. During the school year, the three student teachers received scores on their lesson plans which were scored at least in the acceptable range.

There are two formal ADEPT-based assessments given during a student teacher's internship by a team of evaluators. Two student teachers passed both of their ADEPT-based assessments, while one student teacher failed his initial ADEPT-based assessment but passed his final ADEPT-based assessment. The final assessment is the more important of the two assessments as passing it is required for successful completion of student teaching.

Goal 3: Professionalism

Benchmark: Art education courses will allow for a fair, but stringent absence policy aligned with professional teaching standards. The roll will be taken in every class and there will be strict application of the absence policy. There will be less than a 5 percent rate of students dropped due to excessive absences and tardies in all art education courses. Student teachers will receive an average score of 3 on a 4 point scale on their professional disposition assessments. The mean score for art education majors in each art education class will be at least 3 on a 4 point scale on their professional disposition assessments. Note that a score of 3 means that expectations are met on a consistent basis.

Results: The average drop rate of students for excessive absences was 0%. Data for student teacher professional disposition assessments was unavailable at the time this report was written, but it was believed to be over the 3 point

average. Art education majors received a mean score of 3 out of 4 on their professional disposition assessments. The mean score of students enrolled in art education classes are reported below:

ARTE 312	ARTE 415	ARTE 416	ARTE 501
n = 2	n = 4	n = 3	n = 2
mean score = 3.5	mean score = 3.1	mean score = 3.3	mean score = 3.1

Goal 4: Integration of Technology

Benchmark: Students will receive an average score of 80 on a 100 point scale on their Smart Board presentations in ARTE 217 . Students will receive an average score of at least 80 on a 100 point scale on their CD of their teacher’s portfolio in ARTE 501.

Results: The average score for educational resource course assignment was 87. The average score for students’ teaching portfolio on CD was 90.

Goal 5: Reflective Thinking

Benchmark: Student self-assessment and reflection will be integrated in art education courses and be a component of the students’ grades in each course (either as assignments or as reflective essay questions on tests—the essay questions are scored using the identical rubric for the Praxis II: Art Making test). The mean score for reflective essay questions based on the Praxis II: Art Making test will be 80 or higher on a 100 point scale. ARTE 501 students will receive a mean score of 90 on a 100 point scale on the reflective component of their teaching portfolio.

Results: Part of the ARTE 415 class’ final examination consisted of an essay test based on the Praxis II: Art Making test. The mean score for the essays was 82%. In addition, ARTE 501 students took a mock Praxis II tests and the mean score was an 86. The mean score for ARTE 501 students on the reflective component of their teaching portfolio was 100%.

Goal 6: Resources

Benchmark: The program will make a wide-range of educational resources available to students through the development of a program-based educational resource center. 20% of the active enrollment of art education majors will use the center. The faculty will inform the students of resources available on the campus and encourage students to use these resources.

Results: During the 2007-2008 school year, students in the ARTE 501 class were able to visit the Career Development Center to participate in mock job interviews with staff members, and ARTE 416 students were able to consult with the director of the Florence Museum of Art, Science, and History. Seven students (more than 50% of active art education majors) have checked out materials from the program's educational resource library during the year. ARTE 501 students utilized the resources of the Francis Marion University Career Development Center. ARTE 501 students also used the Francis Marion University library to research a topic of special interest.

Goal 7: Community and Professional Service

Benchmark: The student attendance rate at SCAEA conferences will equal 25% of the active enrollment of art education majors for the year. At least 50% of graduating art education majors will have done significant community or professional service during their time at Francis Marion University, and there will be at least one art education student who makes an outstanding contribution in the area of community and professional service.

Results:

After an approximate two-year absence, the Francis Marion University Art Education Program renewed its National Art Education Association Student Chapter. Officers were elected and goals for the year were set. One of these was to design and run an arts booth at the annual Arts Alive Festival. In addition, six art education majors attended the 2007 South Carolina Art Education Conference in Charleston, South Carolina and four art education majors attended the SCAEA Eastern Regional Mini-Conference, with one major presenting at the mini-conference. The combined attendance of the two conferences equals approximately 75% of active art education majors. In the area of community service, ARTE 501 students volunteered at least six hours of their time to community-based organizations.

Devon Coward, an art education major, was awarded the Donna H. Goodman Community Service Award for her volunteer work to teach and assist people both in this country and abroad. Included in her volunteer work, Devon worked construction in New Orleans to assist victims of the Katrina hurricane disaster and taught art and English to students in Bangladesh during the summer of 2007.

An art education major, Tiffany Moore was named the outstanding graduating visual arts senior by the fine arts faculty for the 2007-2008 school year. Another

art education major, Derek Lutz was the runner-up for the award. In addition, six of the top eight visual arts scholarships awarded by the fine arts faculty for the 2007-2008 school year were given to arts education majors.

Goal 8: Careers

Benchmark: Every graduating art education major will successfully complete a teaching portfolio in written and CD form. The teaching portfolio is the primary tool used to document and showcase a teacher candidate's accomplishments and qualifications to prospective employers. All of the art education courses will address the expected dispositions in the teaching field through stated course requirements.

Students will receive an average score of at least 80 on a 100 point scale on their portfolios. In addition, 75% of art education graduates will find employment in their profession within six months of graduation.

Results: Students scored an average score of 93 on their teaching portfolios. Two of the three graduates of the art education program were hired as art teachers during their student teaching. The other graduate, who graduated at mid-year when there is typically a shortage of full-time teaching jobs is currently seeking employment.

Goal 9: Faculty Instruction

Benchmark: Each faculty member will maintain office hours of an average of at least six hours per week for the 2007-2008 school year. There will be at least two field trips in the art education courses a year and art education courses will utilize the resources of at least two outside experts during the year. The faculty will receive a score of three on a score of four on art education majors' exit questionnaires.

Results: There were two art education faculty members during the 2007-2008 academic school year. The senior faculty member had 7 hours and 20 minutes of office hours per week in the Spring 2008 semester, and 5 hours and 20 minutes per week during the Fall 2007 semester, for an average of 6 hours and 20 minutes per week. The reduced hours in the fall was due to his supervising responsibilities for student teachers. The second art education faculty member had office hours of 7 hours and 30 minutes for both the Fall 2007 and Spring 2008 semesters.

Three off-campus, field trips were integrated in art education courses during the year, two of which were to the local art museum. The field trips were part of the

ARTE 416 class were essential so students could gather research and consult with the museum's director before designing a museum-based art education activity center related to Pueblo pottery.

Finally, art education faculty integrated technology into art education courses. Computer and web-based technology, such as PowerPoint, Smartboard technologies to facilitate the presentation of information in all courses and Blackboard technology and multimedia presentations were used to support ART 101 courses.

Three individuals graduated from the art education program during the 2007-2008 school years. They were given exit questionnaires and interviews shortly before their graduation. Exit questionnaires request that graduating art education majors rate the art education program on the degree it prepared students on eight different criteria. Following are the mean scores on the following criteria:

Preparation for employment
3.66

Scholarship
4

Use of technology
4

Professional involvement
4

Community and professional service
3.66

Preparation for Praxis II tests
4

Historical overview of major developments in art education
3.66

Professional dispositions
4

Students identified classroom management, including procedures, and organization, and relating Bloom's taxonomy to art education as areas in need of

improvement.

Goal 10: Scholarship and Professional Service

Benchmark: Each faculty member will give a presentation or lead a workshop at a professional conference per year. Whenever possible, faculty members should publish research in scholarly journals or similar publications and display in juried competitions. In addition, each faculty member will be active member of professional art education associations.

Results: One faculty member gave a presentation on urban design at the South Carolina Art Education Association Conference in Charleston, SC in November 2007 and a presentation on technologically-based resources at the South Carolina Art Education Mini-Conference at Francis Marion University in February 2008. The faculty member is a member of both the National Art Education Association and the South Carolina Art Education Association. He is a board member of the SCAEA and the association's eastern regional coordinator. Among his primary responsibilities are to coordinate the SCAEA Eastern Regional Youth Art Celebration and organizes the SCAEA Mini-Conference.

The other faculty member is also a member of the SCAEA and NAEA. She gave six presentations during the 2007-2008 school year. They are listed below:

"Personal Reflections on the Status and Future of Visual Culture Art Education", presented at the International Society of Education through Art at Seoul National University, Seoul, Korea, August 2007

"Museum Experience and the Making of Personal Meaning", presented at the International Society of Education through Art at Hongik University, Seoul, Korea, August 2007

"Looking and Talking about Art", presented at the South Carolina Art Education Conference, Charleston, SC, November 2007

"Multimedia Excursion to Korea", presented at the South Carolina Art Education Conference, Charleston, SC, November 2007

"Interdisciplinary Art Education", presented at the South Carolina Art Education Eastern Regional Mini-Conference, Francis Marion University, February 2008

"Teaching Visual Culture through Looking and Talking Strategies, presented at the National Art Education Association, New Orleans, LA, March 2008

In addition, the faculty member published her dissertation, "Making Personal Meaning from a Museum Experience: Undergraduate Students' Art Learning Experiences" in 2007 and published a chapter, "Personal Reflections on the Status and Future of Visual Art Education" in *Crossing Borders: Understanding Cultures through the Arts*, Seoul National University Press.

Goal 11: Community and University Service:

Benchmark: Each faculty member should serve on at least two university committees, and make positive contributions to the community.

Results: One faculty member serves on three committees--the College of Liberal Arts Nomination Committee, the Fine Arts' Arts and Lecture Committee, and the Arts Alive Committee. He has also loaned his artwork to the FMU President's House and has volunteered time to assist the Florence Museum of Art. The other faculty member currently serves on the Arts Alive Committee.

Goal 12: Continuing Education

Benchmark: Each faculty member will participate in at least one workshop, enroll in coursework, or engage in similar educational experiences at least once per year.

Results: Both faculty members have attended numerous university-based and professional workshops throughout the year, including workshops on Live Text and the Francis Marion University's Quality Enhancement Plan, as well as numerous professional workshops at the art education conferences they have attended. In addition, one faculty member currently maintains his Florida PK-12 teacher certification in art.

Goal 13: Course Revision

Benchmark: Courses will be revised as a result of new developments in the field when appropriate.

Results: The art education faculty is currently in the process of revising course offerings to bring the Francis Marion University Art Education Program more inline with contemporary thinking. The Francis Marion University Art Education Program largely currently reflects a discipline-based approach to art education (DBAE). Yet the field has gradually moved away from this approach over the last few years and has embraced emerging ideas, such as visual culture, arts integration, and community-based art education. Major aspects of DBAE are still reflected in state and national standards in the arts which means that the

approach is still relevant. However, the art education faculty believes that the program's courses need to be reconceptualized to better reflect the newer directions which the field is moving.

PLANNED IMPROVEMENTS

In addition to a major revision of art education courses discussed above, the art education faculty are considering adding a practicum requirement to at least one of its courses. This will allow students to test the knowledge they have gained in their coursework in a classroom setting.

The art education faculty believes that one of the biggest needs for the Francis Marion University art education program (and for the university's visual arts programs in general) is to bring in more visiting artists and art educators to the university. Both art education faculty and art education majors believes there is a need to bring in more practicing artists to art education classes. This is an area which we have identified as in need of improvement.

The art education faculty also want to upgrade the technology available to our students. We would like to upgrade the software on the computer in FA Room 212, the room used to teach ARTE 416, ARTE 501, and ART 101 classes. Programs such as PowerPoint especially need to be upgraded. We are also considering the possibility of integrating Live Text technology and podcasting into art education courses. Finally, adding more up-to-date computers and computer software in FA Room 202 remains a goal for the program.

Finally, the art education program plan on working more closely with area schools. One faculty member received a grant to introduce safer printmaking technology in local schools. He plans to offer his services as a guest artist to selected area public schools in the 2008-2009 school year.

CHANGES IN PLACE

The faculty continues to add holdings to its educational resource center consisting of books, educational resources, and an archive of student work. Over the past year, approximately a dozen items were added to the center. The center has been developed to supplement course assignments and to help students meet certification requirements.

The faculty continues to use the Florence Museum of Art, Science, and History as a major resource. Unfortunately, the planned internship of ARTE 416 students at

the museum has not taken place at this time. The ARTE 416 students did assist the museum by making an educational-based project. The faculty is still seeking to make the internship a reality and they hope to integrate the internship in the near future.

The faculty introduced an exit questionnaire and interview for graduating art education majors within the this year. These instruments have provided the faculty with valuable information from graduating seniors about the program. We plan to continue to use these in the future. As mentioned elsewhere in this report, the program was also able to re-start the National Art Education Association Student Chapter this year.

Finally, plans are underway to advertise the university's fine arts programs by way of brochures. The art education faculty believes this is an important need because of the decline in the number of art education majors in recent years. The decline is due to several factors. Among these include increases in student tuition and related expenses, more stringent academic requirements on the part of the art education program, the increase in required tests needed for teacher certification in the State of South Carolina, and the increase the numbers of individuals seeking alternative means of teacher certification. A number of teacher vacancies in our area have been filled by teachers who have pursued alternative means to teacher certification. Nationally, this trend is expected to grow in the coming years. Individuals who pursue alternative means of certification in art education in South Carolina must hold a valid university visual arts degree and still must pass the required Praxis II tests, but do not have to take a significant amount of the coursework nor the Praxis I tests which art education majors must pass.

