

INSTITUTIONAL EFFECTIVENESS REPORT
2014-2015 Academic Year
Art Education Program
Francis Marion University

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The Art Education Program

The art education program is one of four programs—in addition to music, theater, and the visual arts—that make up the Department of Fine Arts. The program, which has been fully accredited by the National Association of Schools of Art and Design (NASAD) since 2005, offers the Bachelor of Science in Art Education degree. The primary purpose of the art education program is to prepare students to teach art in elementary and secondary settings. Graduates are eligible for licensure in the State of South Carolina and are qualified to pursue licensure to teach art on the PK-12 levels in other states. In addition, a bachelor's degree in art education provides a foundation for graduates to pursue advanced degrees in art education, arts administration, art therapy, museum education, and studio art.

Two full-time, tenured art education faculty members plan, teach and assess art education, introductory art appreciation and education courses, supervise student teachers, and develop and assess the program. The coordinator of art education serves as the chief liaison between the Department of Fine Arts and the School of Education and South Carolina Department of Education, and between the art education program and the visual arts program. Art education faculty also co-teach the Creative Arts for the Elementary Teacher course with music faculty. This course is a requirement for early elementary and elementary education majors.

Mission Statement

It is the mission of the art education program to prepare students to be highly qualified to teach art in elementary and secondary settings, and who have the foundation to be leaders in the field or to pursue careers in related fields.

Overview

This report is divided into three sections: Section I discusses the expected student learning outcomes, the assessments, assessment results, and the areas of concern related to the Bachelor of Science in Art Education degree; section discusses the same areas related to the Creative Arts for the Elementary Teacher course; and section III presents data about art education faculty.

Section I: Bachelor of Science in Art Education

Expected Student Learning Outcomes

1. Graduates will demonstrate a competent understanding of media, techniques, and the principles of design through the creation of artwork and by analyzing, interpreting, and evaluating their artworks and the artworks of others.

2. Graduates will plan and teach effective art lessons and units, which meet the State of South Carolina ADEPT* performance outcomes.
3. Graduates will demonstrate a basic familiarity of major cultures, historical periods, movements, genres, artists, and artworks.
4. Graduates will demonstrate competency in teaching all strands of the South Carolina standards in the visual arts, including teaching students how to create and use art structures in making works of art, to explore content and history and culture, and to interpret works of art and make connections between art and other disciplines.
5. Graduates will demonstrate, both orally and in writing, effective communication of art education content, classroom management expectations and problems, and student progress.
6. Graduates will demonstrate effective presentation of artwork.
7. Graduates will demonstrate professional dispositions, including responsibility, confidentiality, respect, reflection, and a commitment to scholarship, community service, and professional development, including active participation in endeavors that promote the profession.

*ADEPT is the State of South Carolina's system for assessing teachers. ADEPT stands for assisting, developing, and evaluating professional teaching.

Assessments of Expected Student Learning Outcomes

Expected student learning outcomes are assessed by a variety of formal and informal means. The assessments are comprised of the following:

1. Praxis II examinations;
2. Summative ADEPT Formal Evaluations (SAFE-T);
3. Student teacher's lesson plans;
4. Teacher candidate work sample (TCWS) and long range plans (LRP);
5. Assessment of professional dispositions in education courses;
6. Initial teacher candidate work sample in the EDUC 490 course;
7. Lesson unit in the EDUC 393 course;
8. Teacher portfolios in the ARTE 501 course;
9. Lesson plans and teaching (ARTE 312, 415, and 416 courses);
10. Graduating art education major's exhibition;
11. Cumulative GPAs and Major GPAs of 2014-2015 graduates of the program;
12. Informal assessments.

Art Education Assessment Activities

The art education program and the School of Education work closely together to instruct and assist art education majors, as well as assess and monitor their progress in key areas, such as lesson planning, professional dispositions, and collection, analysis and reflection of data related to diverse populations. Before being accepted into the School of Education and art education program, students must pass a battery of Praxis Core tests (used to evaluate teacher candidates' general knowledge in mathematics, writing, and reading comprehension. Once accepted into the art education program, teacher candidates must pass Praxis II exams on pedagogical, studio art, aesthetic, and art history knowledge before being approved to student teach. Student teachers are assessed by a team of professional educators consisting of faculty from the university and the school in which the teacher candidate is placed. This team assesses student teachers on a wide range of areas that are aligned with the expected student learning outcomes of the program and the State of South Carolina expectations for teachers.

The major assessments for expected student learning outcomes for students pursuing the Bachelor of Science in Art Education degree are as follows:

1. PRAXIS II Examinations:

All teacher candidates in art education must meet or exceed the threshold scores for South Carolina on the Praxis II: Art Content and Analysis exam, and either the Praxis: Principles of Learning and Teaching: Early Childhood, K–6, 5-9, or 7-12 exams in order to be certified to teach K-12 art in the state.

The table below shows the mean national scores for the respective exams during the 2013-2014 school year reported by the Educational Testing Service, the mean scores of all FMU education majors taking the exams during the 2014-2015 school year, the current threshold scores set by South Carolina's Department of Education, and the mean scores, number of test takers, and the success rate (percent of students who pass versus all attempts) for FMU art education majors taking the exam from the beginning of the 2011-2012 school year to the end of the 2014-2015 school year. Due to low numbers, these years have been combined to protect student confidentiality; for tests where only one student attempted it (indicated with a *), statistics are not shown again to protect the confidentiality of the student.

Table 1. Mean Scores for Different Groups of Test Takers on the Praxis II: Art Content and Analysis and the Principles of Learning and Teaching Examinations.

Praxis Exam	2013/2014 national mean scores	2014/2015 FMU mean scores	S.C. threshold scores	FMU art ed. mean scores	Number of FMU art ed. test takers	FMU art ed. success rate
Art Content and Analysis (0135)	167.16	N/A	161	166.3	10	80%

PLT: Early Childhood (0621/5621)	Unknown	166.5	157	*	1	*
PLT: K-6 (0622/5622)	174.57	171.1	160	172.7	4	100%
PLT: 5-9 (0623/5623)	173.52	175.1	160	*	1	*
PLT: 7-12 (0624/5624)	173.73	170.6	157	164.2	5	80%

Benchmark: To meet or exceed national mean scores on all Praxis II assessments.

2. Summative ADEPT Formal Evaluations (SAFE-T):

SAFE-T assessments are the most important summative assessments of student teacher's practicum. The assessment which was developed by the School of Education and designed to cover the State of South Carolina's Assisting, Developing, Evaluating Professional Teaching (ADEPT) performance standards for classroom teachers occur twice during student teaching—once at approximately the midway point and one near the end. The supervising professor and the mentoring teacher score the student teacher based on direct observation, as well as other informal and formative assessments. ADEPT standards are displayed below:

ADEPT PERFORMANCE STANDARDS

Classroom-Based Teachers Performance Standards | Approved 2006

Competency Standard

APS 1: Long-Range Planning:

An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

APS 2: Short-Range Planning of Instruction:

An effective teacher facilitates student achievement by planning appropriate learning.

APS 3: Planning Assessments and Using Data:

An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

APS 4: Establishing and Maintaining High Expectations:

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

APS 5: Using Instructional Strategies to Facilitate Student Learning:

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

APS 6: Providing Content for Learners:

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

APS 7: Monitoring, Assessing, and Enhancing Learning:

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

APS 8: Maintaining an Environment that Promotes Learning:

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

APS 9: Managing the Classroom:

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks.

APS 10: Professional Responsibilities:

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

On the SAFE-T assessment, the ten ADEPT standards fall into six sections

Table 2. Mean Scores for SAFE-T Assessments for Art Education Student Teachers During the 2014-2015 Academic Year

Criterion	Number of Student Teachers	Number of Assessments	Total Points Possible	Mean Score of Art Ed. Student Teachers	Benchmarks (Passing Scores)	Percent Meeting Benchmark
Section I: Planning (APS 1-3)	5	10	11	10.7	10	87.5%
Section II: Instruction (APS 4-7)	5	10	12	11.9	11	100%
Section III: Environment (APS 8-9)	5	10	6	6	5	100%
Section IV: Professionalism (APS 10)	5	10	5	4.9	4	100%
Overall	5	10	34	33.5	Meet benchmark	100%

					scores on all sections of the second SAFE-T	
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3. Student Teacher’s Lesson Plans:

Student teachers lesson plans are assessed numerous times by supervising professors and the cooperating teacher (the teacher in whose class the student teacher is placed). During the spring semester, lesson plans by art education student teachers were assessed 25 times. The mean score of the lesson plans is 43.28. A score of 50 on the assessment is considered target level, 35 to 49 is acceptable (partially met), and 34 or below is unacceptable (not met). Consequently, the mean score of lesson plans written by art education student teachers falls well into the acceptable (partially met) range.

4. Teacher Candidate Work Sample (TCWS) and Long Range Plans (LRP):

The TCWS and LRP are major summative assessments of student teachers developed by the FMU School of Education and aimed at assessing the student’s ability to appropriately plan, develop, teach, and assess extended lessons or units integrating knowledge and understanding of current theories and best practices related to classroom management, developing goals and objectives, sequencing instruction and assessing results in relation to student achievement and progress and implications for future instruction while taking into account factors for environment, childhood development, diversity, and student needs. In addition, both the TCWS and LRP place major emphasis on assessing the student teacher’s ability to write clearly. Four art education student teachers completed the assignments during the spring semester. The mean score for that group on the TCWS is 43 out of a total of 57 points and 42.75 on the LRP out of a maximum of 54. Thirty eight is the passing score for the TCWS and 36 is the passing score for the LRP. These scores also serve as the benchmarks in addition to the fact that students must score a minimum of two out of three points on every criterion of the assessments to pass. Every art education student teacher in 2014-2015 met or exceeded the benchmark. The table below shows assessment data for the writing criterion on the LRP and TCWS assessments for art education student teachers during the spring semester. A detailed report of other assessment criteria of the assessments cannot be made due to concerns for student confidentiality.

Table 3. Assessment of Art Education Student Teachers on Writing Involving TCWS and LRP Assessments in the Spring Semester

Writing Criterion	Mean score	Benchmark score	Percentage of students meeting or exceeding the benchmark	Number of times criterion was assessed
“Section is well written and free from	2.28	2.4	28%	39

grammar and spelling errors.”				
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5. Assessment of Professional Dispositions in Education Courses:

Dispositions have been described as “habits of mind” by David Perkins, professor of teaching and learning at Harvard University. All education majors are assessed on dispositions associated with the teaching profession in the EDUC 290, 305, 313, 391, 392, and 393 courses, as well as by SAFE-T assessments and other formative assessments their student teaching practicums. EDUC 391, 392, and 393 courses consist of clinical experiences at different grade levels; art education majors have the option of deciding which one to enroll in to satisfy academic requirements.

Table 4. Passing Rates on Disposition Assessments in Education Courses for Art Education Majors Eligible for Student Teaching in 2014-2015.

Course	Passing Rate	Number of Times Assessed
EDUC 290	100%	5
EDUC 305	100%	5
EDUC 313	100%	6
EDUC 391/392/393	71.4%	7

6. Initial Teacher Candidate Work Sample (EDUC 490 course):

The initial teacher candidates work sample is a formal assessment of the EDUC 490 course aimed at assessing the student’s ability to assess student learning and to develop complete lesson plans and units with aligned components. The student is also assessed on his or her ability to: a) reflect and plan for the needs of P-12 students, b) reflect on and apply skills learned in a clinical setting, and c) reflect on the needs of children of poverty. The results of this assessment is discussed more in the next paragraph.

7. Lesson Unit (EDUC 393 course):

Students in the EDUC 393 course are assigned to write lesson units, which are assessed on several criteria. These include the student’s knowledge and reflection of contextual factors related to the students and school environment, and his or her ability to develop effective objectives and assessment. Because the data from the EDUC 393 and EDUC 490 courses relevant to this report appears to have been drawn from only one student in each class, the information is not being reported here to protect the students’ confidentiality.

8. Teacher Portfolio (ARTE 501 course):

The ARTE 501 course is the capstone course in art education. The major assessment of the course is the teacher portfolio, which includes a lesson unit and other content related to professional development and classroom management and organization. As the ARTE 501 course was not offered during the 2014-2015 academic year, this assessment was not used.

9. Lesson Plans and Presentation (ARTE 312, 415, and 416 courses):

Students for are required to write lesson plan and to teach a lesson or give a presentation based on that lesson plan in all art education courses. Beginning in the 2014-2015 academic year, art education faculty set 80% as the benchmark score for the mean scores of lesson plans written in the respective art education courses, as this number represents the lower range of a B in art education courses. A grade of a B translates to 3 points on academic scales, which is the nearest score above the program’s requirement that majors must achieve at least a 2.75 GPA in their major courses.

ARTE 416 was not offered during the 2014-2015 academic year.

Table 5. Mean Grades of Lesson Plan and Presentation Assignments in Art Education Courses During the 2014-2015 Academic Year.*

2014-2015 Academic Year	Mean Score	Number of Students
ARTE 312 and ARTE 415	88.6%	8
Benchmark Score	80%	n/a
Percentage of Students Reaching the Benchmark	100%	8

*Analysis of lesson plan scores in the ARTE 415 course is not being reported in order to protect student confidentiality.

10. Graduating Art Education Major’s Exhibition:

Graduating art education majors are required to exhibit their artwork during the semester in which they do their student teaching. The exhibits are scored by art education faculty in four categories: 1. responsibility in putting up and taking down the exhibit in a timely manner; 2. artwork of good quality in a variety of media; 3. Good quality of candidates’ reflective statements (artist statement and philosophy of education or art education) in both content and the quality of writing; and 4. effective presentation of artwork. These criteria are scored as either met (3), partially met (2), or not met (1). Six teacher candidates held exhibitions during the 2014-15 school year. The mean scores for the students in each of the categories are:

Table 6. Mean Scores for Graduating Art Education Major’s Exhibition During the 2014-2015 Academic Year.

Section	Mean Score
Responsibility	3
Quality of Artwork in a Variety of Media	2.6
Quality of Content and Clarity of Writing in Student’s Writing and Text	3
Effective Presentation of Artwork	2.6
Benchmark	Student must pass three of four sections
Percent of Students Who Met the Benchmark	100%

11. Cumulative GPAs and GPAs of Major Courses for 2014-2015 Graduates of the Program:

Five students graduated from the art education program during the 2014-2015 academic year. The mean score for the graduates' cumulative grade point average (GPA) is 3.16 out of a 4 point scale. The mean score of the graduates' GPAs in their major is 3.42. The benchmark score established by the program is 2.60 for a student's cumulative GPA is and 2.75 for the GPA in his or her major. One hundred percent of graduates met these benchmarks.

12. Informal Assessments:

The faculty use a number of informal means to assess student progress and the success of the program. These include the graduating art education major exhibit questionnaire and tracking art education majors' participation in professional and community-based organizations and projects.

A. Exit Questionnaire and Interview:

Teacher candidates who have successfully completed their student teaching practicum are required by the art education program to complete a questionnaire. The data from this questionnaire and any follow-up interviews are used to gather informal information regarding the effectiveness of the art education program.

Table 6. Mean Scores by 2014-2015 Graduates of the Program on the Exit Questionnaire.

Statement	Mean Score
1. The art education courses helped prepare me for employment by providing you with skills necessary for finding and maintaining a job.	4
2. The art education courses required me to engage in research by doing written reports and/or working on individual projects.	4.6
3. The art education program integrated technology within the courses.	4
4. The art education program encouraged me to participate in art education associations (i.e., NAEA, SCAEA).	4.6
5. The art education program encouraged me to provide community and discipline-based service.	4.2
6. The art education courses helped prepare me for the Praxis II Art Making and Analysis examination.	3.5

7. The art education courses provided me with a historical overview of major developments in the field of art education	4.2
8. The art education courses encouraged me to develop professionalism by stressing the importance of attendance, promptness, and turning work in on time.	4.6
Benchmark Score	4
Percentage of statements which met the benchmark	88.8%
Number of students	5

Key: 5 = strongly agree; 4 = agree; 3 = disagree; 2 = strongly disagree.

Three of the students said they felt highly prepared to be a teacher after completing student teacher, one said mostly prepared, and one said mostly prepared but only at the elementary level.

When asked to name some things which they feel should be emphasized more in art education courses, students named lesson planning twice, unit planning once and writing assessments three times. Issues related to classroom management were mentioned three times and budgeting twice; and developing art resources, motivation, closure, addressing students with special needs, and help with the LRP and TCWS were all mentioned once. It was interesting that even though the mean score for the statement related to how well the art education program prepared students PRAXIS exams was the lowest for the questionnaire, none of the students mentioned it as an areas that they felt should be emphasized more in art education courses.

B. Professional and Community Participation:

An essential part of the art education program’s mission is to integrate professional and community participation within the curriculum and to encourage students to become actively involved in such activities. The Department of Fine Arts recognizes student service in this area by awarding the Donna H. Goodman Community Service Award in Art Education on an annual basis. Art education faculty make attempts to track art education majors’ professional and community-based service and professional development when possible. The table below includes statistics for attendance at National Art Education Association (NAEA)’s Francis Marion University Student Chapter’s meetings, attendance and presentations at national and state art education conferences, service in community-based programs and events (local after school programs, FMU Center for the Child, and local arts festivals), internships, visits to artists’ studios, and workshops sponsored by the Visual Arts and Art Education programs. Student attendance at artist talks are not tracked due to difficulty in obtaining an accurate

count. Likewise, professional workshops sponsored by the FMU School of Education and Center of Excellence have not been tracked because of difficulty in obtaining the information.

Table 7. Art Education Majors Service in Community-Based Arts Programs and Events.

Year	Number of students
2014-2015	6
2013-2014	13
2012-2013	20

Table 8. Art Education Majors Attendance at Professional Development Events

Type of Professional Development	2012-2013	2013-2014	2014-2015
FMU NAEA Student Chapter*	7	7	7
Attendance at SCAEA Conference**	6	6	2
Attendance at NAEA Conference**	4	3	1
Presentations at professional conferences**	13	3	1
Internships and visits to artists' studios***	0	1	2
Department of Fine Arts workshops*	0	2	3
Total	30	26	17

*Estimated.

**Source of information derived from faculty vitas.

***Source of information derived from faculty's Ready to Experience Applied Learning (REAL) grant reports and annual yearly reports.

C. Success of Art Education Majors and Alumni:

The table below shows the number of art education majors who graduated in each of the following academic years:

Table 9. Graduates from the Program in the Last Six Years

Academic Year	Number of students graduating from the program
2009-2010	4
2010-2011	1
2011-2012	2
2012-2013	2
2013-2014	2
2014-2015	5

Success of Student Teachers Completing Student Teaching on Their First Attempt:

The success rate of art education majors completing student teaching on their first attempt from the start of the 2009-2010 academic year to the end of the 2014-2015 year was 94.1% (17 students).

Success Rate of Graduates in Finding Employment in Their Field:

The success rate of graduates finding initial employment in the field within nine months of graduation from December 2009 until December 2014 was 93.75% (16 students).

Table 10. Awards Received by Art Education Majors.

Award	2011-2012	2012-2013	2013-2014	2014-2015
FMU Dept. of Fine Art	1	1	2	1
FMU School of Education/Center of Excellence	1	0	0	0
Peach Belt Conference	0	1	0	0
SCAEA	0	0	1	0

Art Education Alumni Awards:

In the last three years, four FMU art education alumni have been recognized as “teacher of the year” either at the schools where they work or by the South Carolina Art Education Association (SCAEA). In addition, one alumni won an award for outstanding teaching by the FMU School of Education.

**Analysis of Assessments of Expected Student Learning Outcomes and
Analysis of Assessment Data**

1. Graduates will demonstrate a competent understanding of media, techniques, and the principles of design through the creation of artwork and by analyzing, interpreting, and evaluating their artworks and the artworks of others.

The mean GPA of graduates from the program during 2014-2015 is 67 points higher than the program's benchmark. This indicates that the first learning outcome was met. However, when viewed from a longer period of time, the results are not as rosy. For instance, data from the Praxis II: Art Content and Analysis shows scores for FMU art education majors from 2011-2012 to 2014-2015 was almost equal (less than one point difference) to the national mean for 2013-2014.

Assessment of graduating majors' art exhibitions indicated some concerns with the quality of some of the students' artwork, and perhaps more to the point, their ability to evaluate their artwork in order to make appropriate choices in relation to the purpose of the exhibition.

2. Graduates will plan and teach effective art lessons and units, which meet the State of South Carolina ADEPT performance outcomes.

Analysis of the Praxis II assessments indicate that art education majors are most deficient in areas related to secondary education. Information gathered from the exit questionnaire indicate at least one student was concerned about being completely prepared in this area. Qualitative data from student teaching also indicate problems with assessments and planning and teaching content that had too low of expectations for the grade levels.

Two major problems were noted regarding students' lesson plans in art education courses. The first was correctly aligning different components of the lesson and the other related to students not doing the research needed to present an effective lesson.

Exit questionnaires and interviews indicate that graduates felt art education courses should especially spend more time teaching assessment. Assessment was the number one mentioned area on the questionnaires.

3. Graduates will demonstrate a basic familiarity of major cultures, historical periods, movements, genres, artists, and artworks.

The Praxis II: Art Content and Analysis is the primary summative assessment for this outcome as the examination covers several art disciplines, including art history. The examination shows that the mean scores of FMU art education majors in recent years is slightly below the national mean for 2013-2014. It is difficult to extract precise data relevant to this outcome from the graduates' GPA in their major. However, the mean score (3.42) indicates that there is no major deficiencies in this area at this time. The writer of this report does have concerns regarding the apparent inconsistency between graduates' GPA scores and Praxis II data.

4. Graduates will demonstrate competency in teaching all strands of the South Carolina standards in the visual arts, including teaching students how to create and use art structures in making works of art, to explore content and history and culture, and to interpret works of art and make connections between art and other disciplines.

Lesson plan, teaching, and SAFE-T assessments of student teachers revealed that there was a problem related to curriculum content which over-emphasized art production.

5. Graduates will demonstrate, both orally and in writing, effective communication of art education content, classroom management expectations and behavioral problems, and student progress.

By effective communication, the art education faculty are referring not only to communicating in a professional manner, but writing and speaking in a manner that is clear and mostly free of grammatical mistakes, slang, and spelling errors (in writing), and mispronunciations of terms related to art content when teaching. Assessment results of this outcome indicate that there is some need for improvement in this area. While student teachers scored well on the SAFE-T sections covering ADEPT standards related to communicating professionally and clearly (APS 4) and thorough knowledge and understanding of the discipline (APS 6), the mean score for clear writing on the TCWS and LRP for the spring semester fell below the benchmark of 2.4. This indicates that the main problem lies with student teachers writing clearly. Since all majors must pass Praxis Core examinations of writing skills before being accepted into the art education program, the problem may stem in part from student teachers not thoroughly proofreading and spell-checking written work before submission.

6. Graduates will demonstrate effective presentation of artwork.

SAFE-T assessments indicate that student teachers were actively involved in displaying student work in an appropriate manner. However, assessment of the graduating senior art exhibitions revealed a few problems related to the presentation of students' own artwork in a professionally appropriate manner.

7. Graduates will demonstrate professional dispositions, including responsibility, confidentiality, respect, reflection, and a commitment to scholarship, community service and professional development, including active participation in endeavors that promote the profession.

Assessments of dispositions indicate that there were no problems with art education majors' dispositions in education courses except in their pre-student teaching clinical placements. Student teachers generally scored well on assessments related to dispositions.

Areas of Concerns

During the 2013-14 school year, the art education faculty identified the following areas of concern for the art education program:

1. There is a need for faculty to provide more integration of technology in art education courses and the university to support more technology training for the faculty to meet contemporary technology requirements in the field of art education. This includes more integration and instruction of SMART Board and ELMO technology.
2. There is a need for faculty to provide more support for art education majors, including more emphasis on teaching lesson plans.
3. There is a need for faculty to have better communication with School of Education, and more input in the decision process, especially as it relates to student teaching requirements.
4. There is a need for students to have more exposure to contemporary art and art education practices and theories, including museum education and visual culture activities, art installations, video art, collaborative art projects, and conceptual and process-oriented studio projects.
5. There is a need for faculty to provide support for art education majors struggling with passing Praxis Core and Praxis II requirements.

Actions Taken in 2014-2015 Academic Year

1. Blackboard technology was integrated into the ARTE 415 course. Faculty continue to use PowerPoint and SMART Board in all courses. One faculty member received a grant to develop an online art appreciation course and consulted with the university's director of Blackboard technology to build the course. The faculty member also received a professional development grant for Photoshop software training and also took a 5 week workshop on digital photography. Faculty member attempted to attend a major educational technology fair, but could not secure funding to attend from the department. Faculty also noticed in their visits to area schools that several classrooms are equipped with Promethean Whiteboards instead of SMART Boards.
2. Faculty continued to include lesson plans assignments in all art education courses. The instructor of the ARTE 415 course placed an emphasis on research when writing lesson plans and designed specific assignments related to it.
3. Faculty served on several School of Education committees and wrote reports required for the School of Education's accreditation process. One faculty member served on the School of Education leadership committee. Coordinator of the art education program met

with the dean of the School of Education to address concerns related to student teaching requirements and also voiced concerns in the leadership meetings. Beginning in the spring semester, the art education programs took over control from the School of Education for most of the assessment of their student teachers.

4. Faculty received grants to take art education students on educational fieldtrips to New Orleans, New York (summer 2015), Asheville, N.C., and Greenville, S.C. One faculty member received a grant to organize a symposium, which brought three visiting artists and one gallery director to the university for talks, a panel discussion, and an animation workshop. One faculty member also received a grant, which will enable art education majors to work with the staff of the local museum to organize an art workshop on professional practices related to presentation of artwork. Faculty also continued to integrate contemporary art in art education courses.

5. Faculty plans to maintain the current entry GPA requirements for students entering into the art education program. We also have developed a resource library which include educational resource material and study guides for the relevant Praxis exams.

Areas of Concern for 2014-2015

Based on our analysis of assessments for expected student learning outcomes, we have identified several areas of concern. Some are a continuation with past years, while some areas that we were concerned with in the past, we do not feel are as pressing of a concern based on analysis of this past year's assessments. The current program's areas of concerns are:

1. There is a significant and continued need for faculty to provide instruction in lesson planning in all art education courses, especially related to developing well-researched, comprehensive plans in which major parts are aligned, that require high expectations for students, and that include effective assessments.
2. There is a significant need for faculty to provide instruction related to teaching educational theories and instructional strategies as it relates to art at the secondary level in order for the mean scores of FMU art education majors on the PLT: 7-12 meet or exceed that of the national average.
3. There is a need for faculty to develop more thorough and precise assessments of expected student learning outcomes at different stages of the program.
4. There is a need for the program to promote and track professional dispositions in art education courses. This includes developing professional habits when it comes to academic and professional writing, such as proofreading and spell-checking content before submission.

5. There is a need to maintain high expectations for art education majors, including required GPAs and to expose students to academic resources, such as the university's Writing Center.
6. There is a need for a better exhibition space to hold art education majors' graduating exhibitions, as this is one of the program's major summative assessments of expected student outcomes and the showcase where it is now presents challenges for students related to presenting their artwork.
7. There is a need for the program to provide better support in preparing students for the Praxis II: Art Content and Analysis exam so majors of the program will exceed the national norm in this area. Based on student feedback, this support should cover art forms that the art courses they take may not teach (printmaking, weaving, etc.).

Section II: Creative Arts for the Elementary School Teacher Course (ARTE 217)

ARTE 217 is divided into two sections; half the students in the course spend one half of the semester in either the music or art section and switch for the other half. During the 2014-2015 academic year, faculty taught four sections. This report focuses only on the art section portion of the course.

Expected Student Learning Outcomes

1. Students will demonstrate an ability to research and reflect on theories related to art education, including artistic development and arts integration.
2. Students will demonstrate an ability to work together to research a topic.
3. Students will demonstrate an ability to use theories related to arts integration to plan and teach lessons related to classroom elementary subjects.

Assessments of the Creative Arts for the Elementary School Teacher Course (ARTE 217)

1. Chapter presentations and summaries.
2. Students' individual artworks focusing on language art, math, science and social studies.
3. Group assignment on the question, "Why integrate art education?" in relation to language and performance arts.
4. Final research and experience paper.

Assessment Results for Creative Arts for the Elementary School Teacher Course (ARTE 217)

At the time this report was written, incomplete data was available. Assessment results are therefore limited.

Table 11. Mean Grades for Various Assessments of the Art Section in the Creative Arts for Elementary Teachers Course in the 2014-2015 Academic Year.

Indicator	Fall Art Section	Fall/Spring Art Section
Total Number of Art Sections Taught	2	4
Art Sections Analyzed	1	3
Number of Students	18	53
Mean Grade for Classroom Presentations	87.1%	Not available
Mean Grade for Student's Artwork	94.5%	Not available
Mean Grade for Group Work	76.3%	Not available
Mean Grade for Research and Experience Paper	94%	Not available
Mean Grade for All Art Sections Analyzed	85.6%	86.7%
Benchmark for Overall Grade in the Art Section*	70%	70%
Percentage of Students Meeting or Exceeding the Benchmark	100%	98.1%

*Seventy was established as the benchmark score in the 2014-2015 academic year since this is consistent with the School of Education's requirement that education majors must make a minimum grade of a C in all education courses. In all art education courses, 70 represents the lower range for a grade of C.

Analysis of Assessments of Expected Student Learning Outcomes and Analysis of Assessment Data

Based on an analysis of available data, students are doing well in the course. A very high number of students in both sets of analysis are meeting or exceeding the benchmark for the art section of the course. Students scored the lowest on the group project and highest on individual artworks and research and experience papers.

Areas of Concern for 2014-2015

There is a need to provide more instruction involving group work.

As this is the first year that the art education program has included the art section part of ARTE 218: Creative Arts for Elementary Teachers course, we did not identify areas of concern in previous reports.

Section III: Information about the Art Education Faculty

Art Education Faculty Evaluations

According to art education faculty reports and vitas, one faculty member was awarded the South Carolina Higher Education Art Educator of the Year for 2014 by the South Carolina Art Education Association (SCAEA). Another faculty member held a three-person exhibition at the Francis Marion University Department of Fine Arts' Gallery from February 17, 2015 to March 26, 2015 and was also awarded second place (\$2,500 cash prize) for a drawing in the 2015 Carolina's Got Art exhibition (Elder Gallery, Charlotte, N.C.). Both faculty members participated in the visual arts and art education faculty exhibition at the Morris Gallery in the Drs. Bruce and Lee Foundation Library, Florence S.C. from February 2, 2015 to March 30, 2015. The gallery director for the library reported that the exhibition had 1,400 visits.

The table below displays data regarding the art education faculty's scholarly activities for the last three years derived from faculty reports or vitas.

Table 12. Art Education Faculty's Scholarly Activities

Area	2012-2013	2013-2014	2014-2015
Juried presentations	5	5	5
Juried shows	1	4	2
University grants*	4	4	4
External grants	0	1	0
University and department committees	6	10	9
Organization of conferences and symposia	1	1	1
Organization of exhibitions	0	1	1
Peer-reviewed publications	0	1	1

*The figures do not include grants received for professional development of faculty.