

INSTITUTIONAL EFFECTIVENESS REPORT

Name of Program/Department	Art Education /Fine Arts
Year	2016-2017
Name of Preparer	EunJung Chang

Program Mission Statement

The mission of the Art Education Program is to educate individuals who are highly qualified art educators and who will be leaders in the field – artists with competent skills across a range of different media; teachers with a strong knowledge base who are effective organizers, managers, and communicators; and leaders in scholarship and professional service. 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.

The Art Education Program at Francis Marion University (FMU) 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 is fully accredited by the National Association of Schools of Art and Design (NASAD) on the undergraduate level, offers courses with a low teacher-to-student ratio, taught by faculty with terminal degrees in the field. The Art Education Program emphasizes real world learning opportunities, including educational fieldtrips, active participation and presentation in national and state art education organizations, community-based service learning, gallery internships, and exposure to practicing artists through an active visiting artist program.

Program Learning Outcomes (PLOs)

Graduates of the Art Education Program are expected to:

01. have a high degree of content knowledge and skills to a variety of grade levels, as well as to plan, research, and write comprehensive lesson plans for different student populations including gifted/talented and special needs.
02. have 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.
03. demonstrate, orally and in writing, effective communication of art education content, classroom management expectations, and student progress.

04. have the ability to use appropriate technologies to develop instructional strategies and educational resources using different up-to-date software.
05. have the ability to produce artwork of high quality in a variety of media and techniques, as well as respect community service and continuous professional developments.
06. have a high degree of professionalism.
07. exhibit dispositions required in the field, such as promptness, responsibility, confidentiality, respect, reflection, and a commitment to scholarship, community service, and professional development, including active participation in endeavors that promote the profession.

Executive Summary of Report

Three art education majors attempted and succeeded in passing the Praxis Principles of Learning and Teaching exam since the beginning of the 2016-2017 academic year, while two art education majors attempted and succeeded in passing the Praxis Art and Analysis examination. Thus, both SLO 1.0 and SLO 2.0 have been met.

No art education major was placed in student teaching internships during the 2016-2017 academic year, but 80 % of Art Education majors performed at the 80%-level in all of the education courses including early clinical experiences. Moreover, 100% of Art Education majors performed at or above the 90%-level on the required teaching portfolios in ARTE501course. In other words, targets for SLO 3.0 and SLO 4.0 were met.

Furthermore, 100% of senior Art Education majors successfully completed one or two presentations both at the national and state art education conferences, so the target for SLO 5.0 was met during the academic year. 80% of Art Education majors participated in one and more community service learning and non-traditional learning experiences outside FMU campus, so the target for SLO.6.0 was also met during this academic year.

Student Learning Outcomes (SLOs)

SLO.1.0: 100% of Art Education majors will perform at or above the passing threshold for South Carolina on the Praxis Principles of Learning and Teaching examination.

SLO.2.0: 100% of Art Education majors will perform at or above the passing threshold for South Carolina on the Praxis Art and Content Analysis examination.

SLO.3.0: 88% of Art Education majors will perform at or above the 80%-level in all of the education courses including clinical experiences during the academic year.

SLO.4.0: 100% of Art Education majors will perform at or above the 92 % level on the assessments of their lesson plans and teaching portfolio in ARTE416 and ARTE501 courses.

SLO.5.0: 100% of senior Art Education majors will successfully complete presentations at both a national and state art education conference.

SLO.6.0: 80% of Art Education majors will participate in one or more community service learning and non-traditional learning experiences outside the FMU campus.

Assessment Methods

1) Praxis Principles of Learning and Teaching

SLO.1.0: 100% of Art Education majors will perform at or above the passing threshold for South Carolina on the Praxis Principles of Learning and Teaching examination. (Benchmark = 90%)

2) Praxis Art and Content Analysis

SLO.2.0: 100% of Art Education majors will perform at or above the passing threshold for South Carolina on the Praxis Art and Content Analysis examination. (Benchmark = 100%)

3) Assessment of Professional Dispositions in Education Courses

SLO.3.0: 88% of Art Education majors will perform at or above the 80%-level in all of the education courses including clinical experiences during the academic year. (Benchmark = 100%)

4) Lesson Plans and Teacher Portfolios in Art Education Courses

SLO.4.0: 100% of Art Education majors will perform at or above the 92 % level on the assessments of their lesson plans and teaching portfolio in ARTE416 and ARTE501 courses.

5) Professional Participation and Presentation

SLO.5.0: 100% of senior Art Education majors will successfully complete presentations at both a national and state art education conference.

6) Community Service and Non-Traditional Learning Experiences

SLO.6.0: 80% of Art Education majors will participate in one or more community service learning and non-traditional learning experiences outside the FMU campus.

Assessment Results

SLO.1.0: 100% of Art Education majors performed at or above the passing threshold for South Carolina on the Praxis Principles of Learning and Teaching examination.

Evidence: Praxis Principles of Learning and Teaching

Three art education majors applied for the Praxis PLT exam during the academic year. Two students passed the exam at the first attempt and one student passed it at the multiple attempts. As a result, 100% of art education major passed the Praxis PLT exam during the academic year. This target was achieved.

Table 1. Mean Scores for FMU Test Takers on the PLT Examination

Praxis Exam	S.C. required passing score	FMU art ed. mean scores 2015-217	Number of FMU art ed. test takers	FMU art ed. success rate
PLT: Early Childhood (0621/5621)	157			
PLT: K-6 (0622/5622)	160	172.7	3	100%
PLT: 5-9 (0623/5623)	160			
PLT: 7-12 (0624/5624)	157			

SLO.2.0: 100% of Art Education majors performed at or above the passing threshold for South Carolina on the Praxis Art and Content Analysis examination. (Benchmark = 100%)

Evidence: Praxis Art and Analysis Examination

Two art education majors applied for the Praxis Art and Analysis exam and passed it at the first attempt during the academic year. As a result, 100% of art education major passed the Praxis Art and Analysis examination. This target was achieved.

Table 2: Mean Scores for FMU Test Takers on the Praxis Art Content and Analysis

Praxis Exam	S.C. Required Passing Score	FMU art ed. mean scores 2015-217	Number of FMU art ed. test takers	FMU art ed. success rate
Art Content & Analysis (0135)	161	167	2	100%

SLO.3.0: 88% of Art Education majors performed at or above the 80%-level in all of the education courses including clinical experiences during the academic year. (Benchmark = 100%)

Six art education students have taken one or two general education courses during the academic year and completed them at or above the 80% -level. This target was achieved.

Table 3. Passing rates on disposition assessments in education courses for art education majors

2016-17 Academic years	Passing Rate	Number of Evaluations
EDU 190, 191, 305, 490 and 490a	100%	6

SLO.4.0: 100% of Art Education majors performed at or above at the 92 % level on the assessments of their lesson plans and teaching portfolio in ARTE416 and ARTE501 courses.

Evidence: FMU Final Report Card

Three senior students completed both their lesson plans and teaching portfolio in art education courses (ARTE416 & ARTE501) and made A (mean = 92%) successfully. This target was achieved.

Table 4. Lesson Plans and Teaching Portfolio

2016-17 Academic years	Number of Evaluations	Mean
Lesson Plans	5	91.8
Teaching Portfolio	3	91.6

SLO.5.0: 100% of senior Art Education majors successfully completed presentations at both a national and a state art education conference.

Evidence: Self-, Faculty, and Participant Evaluation

Four art education students participated in and presented at the national and state art education conventions (2016 South Carolina Art Education at Greenville, SC; 2016 Southeastern Art Convection at Roanoke, VA; and 2017 National Art Education Convection at NYC). This target was achieved.

Table 5. Art Education Majors Attendance at Professional Development Events

Type of professional development	2016-2017
FMU NAEA student chapter	3
Attendance at state and national conferences	6
Presentations at professional conferences	4
Participation in professional workshops	16

SLO.6.0: 80% of Art Education majors will participate in one or more community service learning and non-traditional learning experiences outside the FMU campus.

Evidence: Self- and Faculty Evaluation

Five art education students participated in the community service learning including Arts International, Pecan Festival, Artist Talk, Research Day, Columbia Museum

Trip, Asheville Gallery Trip, etc., as a part of their community service learning outside FMU campus.

Table 6. Art Education Majors in Community-Based Service Learning

Year	Number of students
2016-2017	5

Action Items

SLO.1.0: 100% of Art Education majors passed above the passing threshold for South Carolina on the Praxis Principles of Learning and Teaching examination.

Changes for the 2017-2018 Academic Year: The art education faculty will focus more attention on teaching content aimed at secondary education. This includes instruction in areas related to lesson plan assignments, classroom management, and appropriate grade-level instruction. Thus, art education students can help to develop their interest in secondary education, while all of the students applied for the K-6 PLT examination.

Planned Changes for the Future: The art education faculty will monitor progress on this student-learning outcome.

SLO.2.0: 100% of Art Education majors passed above the passing threshold for South Carolina on the Praxis Art and Content Analysis examination.

Changes for the 2017-2018 Academic Year: The art education faculty will work with art history faculty to help their content and art analysis examination for Praxis. They will also provide out-of-classroom opportunities for our majors, including visiting artists' workshops and museum/gallery workshops.

Planned Changes for the Future: The art education faculty will collect and offer various resources including books, scholar magazines, and websites, as well as will work with the art history faculty to help art education majors and their preparation of the exam

SLO.3.0: 88% of Art Education majors performed at the 80% level or above in all of their education courses including clinical experiences during the academic year.

Changes for the 2017-2018 Academic Year: The art education faculty will monitor progress on this student learning outcome. .

SLO.4.0: 100% of Art Education majors performed at 92 % level on the assessments of their lesson plans and teaching portfolio in ARTE416 and ARTE501 courses.

Changes for the 2017-2018 Academic Year: The art education faculty will work to develop better ways of improving lesson plan instruction and assessment, specifically by focusing more attention on content related to the field, such as instructing students how to design appropriate assessment rubrics. They will also work with the general education faculty to meet FMU School of Education's expectation and framework.

Planned Changes for the Future: The art education faculty will develop a variety of art education lesson plan rubrics and data as exemplary assessment methods for advanced art education courses, ARTE 415, ARTE 416, and ARTE 501. Art education program need to have better technology for both the faculty and students to meet contemporary

technology requirements in the field of visual arts education, including student access computer, up-to-date smart board, etc., in art education room.

SLO.5.0: 100% of senior Art Education majors successfully completed their own presentations at both the national and state art education conferences.

Changes for the 2017-2018 Academic Year: The art education faculty will collaborate a variety of research with junior and senior art education majors on their research interest and find out opportunities to present and publish them for students.

Planned Changes for the Future: The art education faculty will work hard to support student research based on various grants. The art education faculty will engage in scholarly work, and will be actively involved in professional organizations. This will include giving presentations and workshops at national, state, and regional conferences, publication of scholarly writing, artwork accepted in national, state, and regional juried competitions.

SLO.6.0: 80% of Art Education majors participated in one and more community service learning and non-traditional learning experiences outside FMU campus.

Changes for the 2017-2018 Academic Year: The art education faculty will provide out-of-classroom opportunities for our majors, including fieldtrips and visiting artists' workshops. In addition, the coordinator of the art education program will sponsor an art club for visual arts and art education majors, including various community activities.

Planned Changes for the Future: The art education majors need to have greater involvement in real-world art and art education activities, including great access and collaborations with museums, opportunities to interact and world with practicing artists, the development of community-based art activities. The art education faculty will be actively involved in the University and community service, including committee work, participation in community events, and other related activities. They will continue to seek grant opportunities to provide our majors with out-of-classroom opportunities.

Appendix

Appendix 1.0. Additional information about the South Carolina on the Praxis Principles of Learning and Teaching examination

The Art Education Program works with the FMU's Education Department and the State of South Carolina's Department of Education to ensure graduating majors meet professional teaching standards. Besides assessments in core courses, art education majors must pass a battery of Praxis Core tests (used to evaluate teacher candidates' general knowledge in mathematics, writing, and reading comprehension, as well as pedagogical, studio art, aesthetic, and art history knowledge) before being allowed to student teaching. Student teaching internships 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 consists of the School of Education's Coordinator of Student Teaching, supervising professors, classroom teachers mentoring the teacher candidates, and school administrators. Cooperating teachers assess student teachers on a weekly basis in the areas of planning, writing lesson plans, teaching, and dispositions. Supervising faculty monitor and provide feedback to students on their lesson plans and teaching on a weekly basis. Supervising faculty and the cooperating teacher evaluate the student teacher twice using a more in-depth and wide-ranging instrument, which is based on the South Carolina Assisting, Developing, and Evaluating Professional Teachers (ADEPT) Program. Teacher candidates in student teaching internships must also submit a Teacher Candidate Work Sample (TCWS) and a long-range plan (LRP) to the School of Education's Coordinator of Student Teaching. Since there is no a student teacher during 2016-2017 academic year, student learning outcomes are limited by the following formal and informal assessments: 1) Praxis Principles of Learning and Teaching; 2) Praxis Art and Content Analysis; 3) Assessment of Professional Dispositions in Education Courses; 4) Teacher Portfolios and Lesson Plans in ARTE501 & ARTE416 courses; 5) Professional Organization Participation and Presentation; and 6) Community Service Learning

Appendix 2.0: Assessment Methods Detail

1) Praxis Principles of Learning and Teaching

Effective teachers need to have pedagogical knowledge based on current research and best practices. To assure that teacher candidates have sufficient pedagogical knowledge many states require candidates entering the field to pass the Praxis Principles of Learning and Teaching examination. The State of South Carolina requires teacher candidates to match or surpass specific scores on the Praxis Principles of Learning and Teaching before they can be licensed to teach art in the state. A successful outcome on SLO 1.0 is when our target has been achieved. The target for this outcome is for students to meet or exceed the state's threshold score on 90% of their attempts. It should be noted that a student might need to retake the exam multiple times before passing. Based on an analysis of 2016-2017 data, 100% of Art Education majors passed above the passing threshold for South Carolina on the Praxis Principles of Learning and Teaching examination at the first or multiple attempts, so SLO.1.0 has been met successfully during the academic year

2) Praxis Art and Content Analysis

Just as teachers need to have pedagogical knowledge to teach effectively, they also need to have knowledge of the subjects that they teach. Teacher candidates wishing to gain licensure to teach art in South Carolina must meet or exceed the threshold score established by the state on the Praxis Art and Analysis examination. Based on an analysis of 2016-2017 data, 100% of Art Education majors passed above the passing threshold for South Carolina on the Praxis Art and Content Analysis examination at their first attempt, so SLO.2.0 has been met on their first attempt of the examination (see Table 2)

3) Assessment of Professional Dispositions in Education Courses

David Perkins, professor of teaching and learning at Harvard University, has described dispositions as "habits of mind". 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 internships. 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. Thus, SLO.3.0 has been met successfully.

4) Lesson Plans and Teacher Portfolios in Art Education Courses

The ability to write effective lesson plans is one of the most important skills for art teachers. To do it effectively, the teacher must successfully research, plan, and communicate the content of the lesson. Lesson planning skills are developed in various education and art education courses. In three of the four art education courses majors are required write lesson plans. These assignments are assessed using rubrics developed by art education faculty that are modified from the lesson plan rubric developed by the university's School of Education, which in turn has been built to measure educational standards for effective instruction developed by the State of South Carolina. Collectively those standards are known as the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) model. During the academic year, 100% of art education majors completed the teaching portfolio as well as the lesson plans at 92% so that SLO. 4.0 has met successfully.

5) Professional Participation and Presentation

The art education program requires senior art education majors to participate in and present at the state or national art education convention at least once before graduation. Therefore, students should have a high degree of professionalism. They are expected to exhibit dispositions required in the field, such as promptness, responsibility, confidentiality, respect, reflection, and a commitment to scholarship, community service, and professional development, including active participation in endeavors that promote the profession. Table 5 shows the data on 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, and professional workshops sponsored by the Department of Fine Arts or at the national and state art education conferences.

6) Community Service and Non-Traditional Learning Experiences

An essential part of the art education program's mission is to integrate community participation and service learning within the curriculum and to encourage students to become actively involved in such activities. Thus, 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.