

2018-19 Final IE Report

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| Name of Program/Department | Art Education /Fine Arts |
| Year | 2018-2019 |
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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 styles, as well as respect community service and continuous professional developments.
06. have a high degree of professionalism and 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

One art education major attempted and succeeded in passing both the Praxis Principles of Learning and Teaching (PLT) and the Praxis Art and Analysis exams during 2018-2019 academic years. Thus, both SLO 1.0 and SLO 2.0 have been met.

Two art education major attempted and succeeded in passing the Praxis Art and Analysis exams during 2018-2019 academic years. Thus, SLO 2.0 has been met.

One art education major was placed in student teaching internship during the 2018-2019 academic years. She all completed her clinical experience successfully. Thus, 100 % of Art Education majors have performed at the B-level and above in all of the education courses including early clinical experiences, as well as SLO 3.0 has been met.

Three art education majors completed ARTE501 course at the B+ and higher. Therefore, 100% of Art Education majors performed at the B-level on the required assessment of lesson plans, case studies/presentations, research paper, and teaching portfolios in ARTE501 course, as well as SLO 4.0 has been met.

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

Student Learning Outcomes (SLOs)

SLO.1.0: 100% of junior/senior Art Education majors will perform at or above the passing threshold for South Carolina on the Praxis Principles of Learning and Teaching (PLT) examination. Pre-service teachers (K1-12) should achieve between 157 and 160 above the passing for SC on PLT.

SLO.2.0: 100% of sophomore/junior Art Education majors will perform at or above the passing threshold for South Carolina on the Praxis Art and Content Analysis examination. Pre-service teachers (K1-12) should achieve at 161 or above the passing for SC on the Praxis Art and Content Analysis examination.

SLO.3.0: 100% of Art Education majors will perform at or the B-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 at the B-level on the assessments of their lesson plans, case studies/presentations, research paper, and teaching portfolio in 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: 100% of senior 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. (Baseline = 157 Praxis of SC, Benchmark = 90%, Target =100%)

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. (Baseline = 161 Praxis of SC, Benchmark = 100%, Target = 80%)

3) Assessment of Professional Dispositions in Education Courses

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

4) Lesson Plans and Teacher Portfolios in Art Education Courses

SLO.4.0: 100 % of Art Education majors will perform at or above the B-level on the assessments of their lesson plans, case studies/presentations, research paper, and teaching portfolio in ARTE501 course (Benchmark = 100%, Target = 100%)

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 (All proposals are evaluated using a blind, peer-review process by Proposal Review Committees and rated on a score of 4 (high) to 1 (low) according to *Statement of Purposes and Outcomes, Organization of Content, Relevance of Topic, and Impact on Practice*. For example, according to the NAEA acceptance letter, “NAEA received over 1,700 presentation proposals this year. Selection relied upon scoring criteria for the blind peer review and selection process. The peer review process ensures each proposed presentation receives three separate blind reviews that employ careful thought and consideration in terms of the Statement of Purpose and Outcomes, Organization of Content, Relevance of Topic, and Impact on Practice. The caliber of this year’s presentations was excellent—making the acceptance of 763 sessions (**approximately 35%) highly competitive.**”

6) Community Service and Non-Traditional Learning Experiences

SLO.6.0: 100% of senior 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 passed above the passing threshold for South Carolina on the Praxis Principles of Learning and Teaching examination (Baseline = 157 Praxis of SC, Benchmark = 90%, Target =100%). Pre-service teachers (K1-12) should achieve between 157 and 160 above the passing for SC on PLT.

Evidence: Praxis Principles of Learning and Teaching

Like 2018-19 academic year, one Art Education major applied for the Praxis PLT exam during the academic year. The student passed the exam at the first attempt. As a result, 100% of art education major passed the Praxis PLT exam during the academic year. This target was achieved. Additionally, two students will be expected to take PLT during 2019 summer.

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

| Praxis Exam | S.C. passing score | FMU art ed. mean scores 2018-2019 | Number of FMU art ed. test takers | FMU art ed. success rate |
|----------------------|--------------------|-----------------------------------|-----------------------------------|--------------------------|
| PLT: Early Childhood | 157 | | | |
| PLT: K-6 | 160 | | | |
| PLT: 5-9 | 160 | | | |
| PLT: 7-12 | 157 | 172 | 1 | 100% |

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.

Evidence: Praxis Art and Analysis Examination

Two art education majors applied for the Praxis Art and Analysis exam and passed it at the second attempts 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 & Analysis

| Praxis Exam | S.C. Passing Score | FMU art ed. mean scores 2018-2019 | Number of FMU art ed. test takers | FMU art ed. success rate |
|-------------------------|--------------------|-----------------------------------|-----------------------------------|--------------------------|
| Art Content & Analysis) | 161 | 163 | 2 | 100% |

SLO.3.0: 80 % of Art Education majors (8 out of 10 students) performed at or above the B-level in all of the education courses including clinical experiences during the academic year.

Evidence: FMU Final Report Card

Ten art education students have taken one or two general education courses during the academic year. Eight students completed them with a grade at the B-level or higher, but two students finished them at the C-level. This target was partially achieved.

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

| 2017-18 Academic years | Passing Rate | Number of Evaluations |
|------------------------|--------------|-----------------------|
| EDU 305, 310, & 311 | 80% | 10 |

SLO.4.0: 100% of Art Education majors performed at or above at the B-level on the assessments of their lesson plans, case studies/presentations, research paper, and teaching portfolio in ARTE501 course.

Evidence: FMU Final Report Card

Three students completed her assessments of her lesson plans, case studies, research paper, and teaching portfolio in ARTE501 course. 100 % made B+ and higher successfully. This target was achieved.

Table 4. Lesson Plans and Teaching Portfolio

| 2017-18 Academic years | Number of Evaluations | Mean |
|----------------------------|-----------------------|------|
| Lesson Plans | 3 | 92 |
| Case Studies/Presentations | 3 | 98 |
| Lesson Plans | 3 | 90 |
| Teaching Portfolio | 3 | 95 |

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 (2018 South Carolina Art Education at Greenville, SC; 2018 Southeastern Art Convection at Birmingham, AR; 2018 North Carolina Art Education at Asheville, NC; and/or 2019 National Art Education Convection at Boston, MA). This target was achieved. The selected students for the conference students are all seniors who completed an application form and interviews, and the select was based on the following criteria: 1) 2018 South Carolina Art Education Association (SCAEA)'s convention presentation/assessment; 2) A416: Contemporary Issues in Art Education's completion/course grade; 3) GPA (overall and in their major –3.5 and higher); 4) Students' degree of interest in the subject; 5) Previous experiences (REAL grant trips, convention participations, public presentations, etc.). During the decision's processes, feedback was also sought from their other professors.

Table 5. Art Education Majors Attendance at Professional Development Events

| Type of professional development | 2018-2019 |
|--|-----------|
| FMU NAEA student chapter | 4 |
| Attendance at state and national conferences | 4 |
| Presentations at professional conferences | 13 |
| Participation in professional workshops | 9 |

SLO.6.0: 100 % of senior Art Education majors will participate in one or more community service learning and non-traditional learning experiences outside the FMU campus.

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

| Year | Number of students |
|-----------|--------------------|
| 2018-2019 | 6 |

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.

In 2018-19, art education students have developed their interests in secondary education, while most students expressed their concern applied for the 7-12 PLT examination. Thus, the art education faculty has focused more attention on teaching content aimed at secondary education (7-12 grades). This has included instruction in areas related to lesson plan assignments, classroom management, and appropriate grade-level instruction. Course textbooks are changed for both A416 and A501 to meet students' interests in secondary education.

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

In 2018-19, the art education faculty has worked with art history faculty to help their content and art analysis examination for Praxis. They have also provided out-of-classroom opportunities for our majors, including visiting artists' workshops and museum/gallery fieldtrips. In addition, the art education faculty has collected and offered various resources including books, scholar magazines, and websites. Students also made a study group in order to prepare for the Praxis exam.

SLO.3.0: 100% of Art Education majors have completed B and higher grades in all of the education courses including clinical experiences during the academic year.

In 2018-19, the art education faculty has worked with the student teachers in order to help their clinical experiences to success. They have also worked with their cooperating teachers to monitor progress on their student teaching. Furthermore, with SC visual arts standard change from Fall 2018, the art education faculties and senior students are planning to participate in the district professional one to one workshops. The art education students also need to prepare for various lesson plans including STEAM education using up-to-date technologies. In addition, the art education faculty need to monitor freshman and sophomore students, because 2 students made C levels as their final grades in the education course.

SLO.4.0: 100% of Art Education majors performed at the B-level on the assessments of their lesson plans, case studies/research paper, and teaching portfolio in ARTE501 course.

ARTE501 is the capstone course of the FMU's Art Education Program. The purpose of this course is to prepare preservice art teachers for a successful transition into the teaching profession. With a new course instructor, this course is newly designed and divided with three parts: the lesson planning, the case studies, and the teacher portfolio. The development of the lesson plans realistically prepare for teaching different lessons for K-12 diverse learners. The wealth of the case studies provides opportunities for pre-service teachers to observe and immerse themselves within a variety of educational contexts, thereby identifying a range of diverse teaching issues and practices. The completion of the teacher portfolio prepares not only for writing resume and teaching philosophy but also developing professional dispositions and leadership skills. The teacher portfolio should also include exemplary lesson plans and assessments, classroom management plans, sample letters and references, teacher and program evaluation, exemplary visual teacher examples, budgeting, etc.

In 2018-19, the art education faculty has worked 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 have also worked with the general education faculty to meet FMU School of Education's expectation and framework. In addition, the art education faculty has been developing 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. However, some of art education students in other courses have struggled with the lesson plans because they had no experience writing their lesson plan with the SOE offers before the Art Education courses. Thus, the faculty allowed students to resubmit for continuous improvement.

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

In 2018-19, the art education faculty has actively engaged in scholarly work in professional organizations including giving presentations and workshops at national, state, and regional conferences, publication of scholarly writing, artwork accepted in national, state, and regional juried competitions. The art education faculty has also collaborated a variety of research with junior and senior art education majors on their research interest and has found out opportunities to present them for students. For some examples, the art education students were able to participate in 2018 South Carolina Art Education at Greenville, SC; 2018 Southeastern Art Convection at Birmingham, AR; 2018 North Carolina Art Education at Asheville, NC; and/or 2019 National Art Education Convection at Boston, MA. In 2018-19, the art education faculties have worked hard to support

student research/convention participation/ presentation based on various grants. They will continue supporting outside of school learning experiences for the art education students.

SLO.6.0: 100% of senior Art Education majors participated in one and more community service learning and non-traditional learning experiences outside FMU campus.

In 2018-19, the art education faculty provided out-of-classroom opportunities for our majors, including fieldtrips and visiting artists' workshops. In addition, the coordinator of the art education program sponsored an art club for visual arts and art education majors, including various community activities. As a part of A501 class, the art education faculty was mandatory to participate in three non-traditional learning experiences for each student. Thus, all of the art education majors participated 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. In 2018-19, the art education faculty also actively involved in the University and community service, including committee work, participation in community events, and other related activities (Presbyterian community services for seniors, YMCA after school art activities, Florence School District One's special activities, etc.)