

Institutional Effectiveness Report

Name of Program:	Art Education
Year:	2020-2021
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Program Mission Statement

The Mission of the Art Education Program is to prepare teacher candidates to be effective art educators, who are able to meet the needs of a diverse range of students in the K-12 levels, as well as being ready to pursue advanced degrees in related professions, such as studio art, art therapy and museum and arts administration.

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, artist talks and workshops, attendance at and presentations in national and state art education organizations, and community-based service learning projects.

Program Learning Outcomes (PLOs)

Graduates of the Art Education Program will:

1. Apply basic content knowledge and skills regarding media, organizational and expressive strategies, techniques, processes and presentation related to the visual arts, including the media arts, and design, as well as art history and art criticism.
2. Apply advanced knowledge and skills in at least one art medium.
3. Apply basic knowledge and skills regarding educational theory and pedagogy related to effectively teaching diverse student populations from kindergarten through the twelfth grades.

4. Create standards-based art lesson plans, which are clear, cohesive, and incorporate numerous teaching strategies, including an engaging use of technology, as well as both formal and informal assessments.
5. Exhibit professional dispositions and ethical standards related to teaching and the art disciplines, including accepting responsibility, a commitment to continuous reflection and personal improvement, and exhibiting respect for students, colleagues, administrators, the profession, and the community.

Student Learning Outcomes (SLOs)

1. Students will demonstrate knowledge and skills of basic content regarding visual and media arts, design, art history and criticism through participating in the graduating senior exhibition and scoring a 3 or higher on the 4 point governing rubric. They will also complete the Praxis Art and Content Analysis test and achieve a qualifying score for South Carolina. 100% of art education majors will perform at or above the qualifying score for South Carolina on the Praxis Art and Content Analysis test; 100% of art education majors will score a 3 or higher on a four-point rubric for the graduating senior art exhibition.
2. Students will demonstrate advanced knowledge and skills in at least one art medium by preparing a selection of works for the senior art exhibition. 100% of art education majors will meet the criteria for section B of the graduating senior art exhibition scored rubric. This section of the rubric specifically addresses students' artwork showing advanced knowledge and skill in a particular medium and is scored by education faculty.
3. Students will demonstrate basic knowledge and skills regarding educational theory and pedagogy through participation in ARTE501, a pragmatic and practical course designed to aid in transitioning into the art teaching profession. Students will also demonstrate knowledge and abilities through observed student teaching and the completion of the Praxis Principles of Learning and Teaching: the Praxis PLT k-6, Praxis PLT 5-9, or the Praxis PLT 7-12 test. 100% of art education majors will perform at or above the qualifying scores for South Carolina on the Praxis Principles of Learning and Teaching (PLT): K-6, Praxis PLT 5-9, or Praxis PLT 7-12 test; 100% of teacher candidates will meet or exceed the passing score on the final ADEPT observational assessment during the students' student teaching internship; 100% of art education majors

will score a 77% or higher on the teacher portfolio assessment in the ARTE 501 course.

4. Students will demonstrate the ability to create standards-based art lesson plans during their student teaching internship. They will meet or exceed the minimum passing score for their final COR assessments and the lesson plan rubric by incorporating numerous teaching strategies, including engaging use of technology as well as formal and informal assessment methods. 100% of teacher candidates will meet or exceed the minimum passing score for the final COR assessments during the students' student teaching internship; 100% of teacher candidates will meet or exceed the minimum score for the lesson plan rubric during the students' student teaching internship; 100% of art education majors will score at the 77% level on scored lesson plan assignment in the ARTE 501 course.

5. Students will exhibit professional disposition and ethical standards relating to teaching by demonstrating responsibility to coursework, committing to continuous personal improvement, and showing respect for colleagues and community. Students will focus on these skills specifically during the practical ARTE501 course. 100% of art education majors will score a 2 on a three-point rating scale on professor scored ratings of students' dispositions in education courses; 75% of students will score a two on a two-point scale on the scored rubric for attending two art talks or art workshops during the ARTE 501 course.

Assessment Methods

1. Students will demonstrate knowledge and skills of basic content regarding visual and media arts, design, art history and criticism through participating in the graduating senior exhibition and scoring a 3 or higher on the 4 point governing rubric. They will also complete the Praxis Art and Content Analysis test and achieve a qualifying score for South Carolina. 100% of art education majors will perform at or above the qualifying score for South Carolina on the Praxis Art and Content Analysis test; 100% of art education majors will score a 3 or higher on a four-point rubric for the graduating senior art exhibition.

Baseline- In the 2019-2020 academic year no Art Ed students participated in a graduating senior exhibition, the exhibition was necessarily canceled due to the appearance and spread of the Covid19 virus. Three students took the Praxis Art and Content Analysis test during the 2019-2020 academic year. Due to the low

number of test takers we were unable to obtain and present the scores from that test in order to protect the confidentiality of the students.

Benchmark- In the 2020-2021 academic year all senior Art Ed students participated in the graduating senior art exhibition and scored 3 or higher on the 4 point governing rubric.

-Two students took the Praxis Art and Content Analysis test during the 2020-2021 academic year, once again the results were unavailable to be presented in order to protect the confidentiality of the students.

Target- Moving forward we anticipate that 100% of the graduating senior Art Ed students will again participate in the graduating senior art exhibition and score a 3 or higher on the 4 point rubric. The low number of students in the Art Ed classes make it difficult to present Praxis test results as evidence of success in SLO's. It is clear that another assessment method is needed that does not suffer the same confidentiality concerns.

2. Students will demonstrate advanced knowledge and skills in at least one art medium by preparing a selection of works for the senior art exhibition. 100% of art education majors will meet the criteria for section B of the graduating senior art exhibition scored rubric. This section of the rubric specifically addresses students' artwork showing advanced knowledge and skill in a particular medium and is scored by education faculty.

Baseline- In the 2019-2020 academic year no Art Ed students participated in the graduating senior exhibition, the exhibition was necessarily canceled due to the appearance and spread of the Covid19 virus.

Benchmark- In the 2020-2021 academic year two Art Ed students participated in the graduating senior exhibition. One student with all available assessment points achieved the second student missed a perfect score by one assessment point.

Target- Moving forward we anticipate that all graduating seniors from Art Ed will complete the work for the graduating senior exhibition and achieve all assessment points.

3. Students will demonstrate basic knowledge and skills regarding educational theory and pedagogy through participation in ARTE501, a pragmatic and practical course designed to aid in transitioning into the art teaching profession. Students will also demonstrate knowledge and abilities through observed student teaching and the completion of the Praxis Principles of Learning and

Teaching: the Praxis PLT k-6, Praxis PLT 5-9, or the Praxis PLT 7-12 test. 100% of art education majors will perform at or above the qualifying scores for South Carolina on the Praxis Principles of Learning and Teaching (PLT): K-6, Praxis PLT 5-9, or Praxis PLT 7-12 test; 100% of teacher candidates will meet or exceed the passing score on the final ADEPT observational assessment during the students' student teaching internship; 100% of art education majors will score a 77% or higher on the teacher portfolio assessment in the ARTE 501 course.

Baseline- In the 2019-2020 academic year two students took the Praxis PLT 7-12 test but because of the low numbers specific scores were not provided to protect student confidentiality. Four students were enrolled in ARTE501, the mean score for the teacher portfolio was 79.4%, higher than the desired minimum of 77%.

Benchmark- In the 2020-2021 year student scores for the the Praxis PLT tests were again unavailable due to confidentiality concerns. The students scores on the teacher portfolio assessment were as follows: Student#1 92.60, Student#2 94.05, Student#3 83.30, and Student#4 90.50 for a mean score of 90.11, clearly above the desired minimum score of 77%.

Target- Moving forward Art Ed students will continue to take the Praxis PLT tests. They will continue to exceed the minimum score of 77% on the teacher portfolio.

4. Students will demonstrate the ability to create standards-based art lesson plans during their student teaching internship. They will meet or exceed the minimum passing score for their final COR assessments and the lesson plan rubric by incorporating numerous teaching strategies, including engaging use of technology as well as formal and informal assessment methods. 100% of teacher candidates will meet or exceed the minimum passing score for the final COR assessments during the students' student teaching internship; 100% of teacher candidates will meet or exceed the minimum score for the lesson plan rubric during the students' student teaching internship; 100% of art education majors will score at the 77% level on scored lesson plan assignment in the ARTE 501 course.

Baseline- In the 2019-2020 academic year no Art Ed students were not able to do their student teaching due to the spread of Covid19 and school closures, so COR assessments were not applicable. The mean score for the lesson plan assignment in ARTE501 was 73.5%, lower that the desired 77% or higher.

Benchmark- In the 2020-2021 academic four students participated in the ARTE501 course and completed their student teaching internship, meeting the

minimum passing score for COR assessments. The scores for the four students lesson plan assignments was as follows: Student#1 97.25, Student#2 98.25, Student#3 88.25, and Student#4 91.20 for a mean score of 93.73 clearly exceeding the minimum expectation of 77%.

Target- Moving forward we anticipate 100% of Art Ed students to complete ARTE501 and their student teaching internship achieving the minimum or better in COR assessments and 80% or better on the lesson plan assignment.

5. Students will exhibit professional disposition and ethical standards relating to teaching by demonstrating responsibility to coursework, committing to continuous personal improvement, and showing respect for colleagues and community. Students will focus on these skills specifically during the practical ARTE501 course. 100% of art education majors will score a 2 on a three-point rating scale on professor scored ratings of students' dispositions in education courses; 75% of students will score a two on a two-point scale on the scored rubric for attending two art talks or art workshops during the ARTE 501 course.

Baseline- In the 2019-2020 academic year nine students were assessed for professional disposition with a mean score of 1.33 out of a possibility of 3, 1 meaning not meeting expectations and 3 meaning exceeding expectations. It is desired that students score a 2 or better indicating that they are meeting expectations, the score of 1.33 indicated they did not. Due to regulation regarding Covid19 no students were able to attend art talks or workshops

Benchmark- In the 2020-2021 academic year students were again assessed for professional disposition and met expectations with all scoring a 2 or higher. Students were able to attend some art talks or workshops via ZOOM or similar medium.

Target- Moving forward we anticipate that students will continue to score a 2 or higher on the professional disposition assessment. As Covid19 regulations shift and lift attending art talks and workshops will become much easier.

Assessment Results

1. Students will demonstrate knowledge and skills of basic content regarding visual and media arts, design, art history and criticism through participating in the graduating senior exhibition and scoring a 3 or higher on the 4 point governing rubric. They will also complete the Praxis Art and Content Analysis test and achieve a qualifying score for South Carolina. 100% of art education majors will perform at or above the qualifying score for South Carolina on the

Praxis Art and Content Analysis test; 100% of art education majors will score a 3 or higher on a four-point rubric for the graduating senior art exhibition.

Two students participated in the graduating senior exhibition and scored 3 or higher on the governing rubric indicating that Benchmark was reached. This is a clear improvement over the previous academic year when no exhibition was held due to Covid19 regulations.

The low number of students in the Art Ed classes make it difficult to present Praxis test results as evidence of success in SLO's. Members of the Fine Art and Art Ed faculty are collaborating on a test to be administered to Art Ed students in a to be specified Art Ed course, this will provide useful data on the students factual knowledge without confidentiality concerns. It is intended that the test will be ready for use in the next academic year, 2021-2022.

2. Students will demonstrate advanced knowledge and skills in at least one art medium by preparing a selection of works for the senior art exhibition. 100% of art education majors will meet the criteria for section B of the graduating senior art exhibition scored rubric. This section of the rubric specifically addresses students' artwork showing advanced knowledge and skill in a particular medium and is scored by education faculty.

Two students participated in the graduating senior exhibition and scored 3 or higher on the governing rubric indicating that Benchmark was reached. This is a clear improvement over the previous academic year when no exhibition was held due to Covid19 regulations.

3. Students will demonstrate basic knowledge and skills regarding educational theory and pedagogy through participation in ARTE501, a pragmatic and practical course designed to aid in transitioning into the art teaching profession. Students will also demonstrate knowledge and abilities through observed student teaching and the completion of the Praxis Principles of Learning and Teaching: the Praxis PLT k-6, Praxis PLT 5-9, or the Praxis PLT 7-12 test. 100% of art education majors will perform at or above the qualifying scores for South Carolina on the Praxis Principles of Learning and Teaching (PLT): K-6, Praxis PLT 5-9, or Praxis PLT 7-12 test; 100% of teacher candidates will meet or exceed the passing score on the final ADEPT observational assessment during the students' student teaching internship; 100% of art education majors will score a 77% or higher on the teacher portfolio assessment in the ARTE 501 course.

Four students were enrolled in the ARTE501 course for the 2020-2021 academic year. Though the Praxis PLT results for the students were unavailable due to confidentiality concerns the students all scored higher than the desired minimum of 77% on their teacher portfolio assessment indicating that Benchmark was reached.

4. Students will demonstrate the ability to create standards-based art lesson plans during their student teaching internship. They will meet or exceed the minimum passing score for their final COR assessments and the lesson plan rubric by incorporating numerous teaching strategies, including engaging use of technology as well as formal and informal assessment methods. 100% of teacher candidates will meet or exceed the minimum passing score for the final COR assessments during the students' student teaching internship; 100% of teacher candidates will meet or exceed the minimum score for the lesson plan rubric during the students' student teaching internship; 100% of art education majors will score at the 77% level on scored lesson plan assignment in the ARTE 501 course.

Four students were enrolled in the ARTE501 course for the 2020-2021 academic year. Students were able to participate in the student teaching internship and each scored well above the desired minimum of 77% indicating that this Benchmark was reached.

5. Students will exhibit professional disposition and ethical standards relating to teaching by demonstrating responsibility to coursework, committing to continuous personal improvement, and showing respect for colleagues and community. Students will focus on these skills specifically during the practical ARTE501 course. 100% of art education majors will score a 2 on a three-point rating scale on professor scored ratings of students' dispositions in education courses; 75% of students will score a two on a two-point scale on the scored rubric for attending two art talks or art workshops during the ARTE 501 course.

Four students were assessed for professional disposition and each scored a 2 or higher, indicating that this Benchmark was met. This is decided improvement on last year's mean score of 1.33, it should be noted that the scores in professional disposition for Art Ed students are generally much better than 1.33 so perhaps that number was affected by the events of 2020. It should also be

noted that during the 2020-2021 academic year that dispositions were more emphatically explored and upheld during course sessions and course work.

Additional Assessment Results

Graduating seniors provide input on the effectiveness of the art education program via a written questionnaire and an oral interview with an art education faculty member. Two seniors graduated from the Art Ed program in the 2020-2021 academic year. The completed questionnaire of each graduating student will be included in the appendices.

Action

SLO 1: Because of the low number of our majors, which has resulted in the ineffectiveness of what would be in theory, very good assessments, there is a strong need to develop additional assessments for measuring the effectiveness of this student learning outcome. Therefore, art education faculty will collaborate with visual art faculty to develop a test that can be given in art education courses. A test has been proposed and is currently being developed subject to approval of both the Art Ed and Fine Arts faculty. This test should be ready for administration by the fall of 2021.

SLO 2: One of the goals of the art education program is to develop teachers who have both breadth and depth of content-based knowledge and skills. There is a need to develop an additional assessment of this SLO, probably at the majors' junior or senior level. To pursue this goal, art education will consult with visual art faculty with the goal of developing an additional assessment, perhaps in the form of a formal review. Art education faculty should also provide guidance for students during the advising period so that art education majors specialize in a medium or art form, such as photography, painting, or ceramics whenever possible. Consultation has begun between the Art Ed and Fine Arts faculty in developing a review/written exam that can be used as a measurable SLO for content-based knowledge and skills. Progress has been difficult due to continued restrictions because of Covid19 but we look forward to developing this idea in the coming academic year with the hopes of implementation within the next 3-5.

SLO 3: The teacher portfolio has long been used within the program as the most formal means to assess the abilities of students to apply their knowledge

and skills to develop sound educational strategies. Components of the portfolio evaluate a written lesson plan developed specifically for the class, plans for using technology, the development of a classroom management plan, and content-based analysis and reflection. Art education faculty will continue to refine the teacher portfolio so that it becomes an even better tool for assessing pedagogical knowledge and skills. For example, one component of the teacher portfolio has traditionally focused on job skills, such as writing a resume and cover and thank you letters. In the future, the entire focus will be placed on directly assessing the student learning outcomes.

In addition, based on feedback from past exit questionnaires and interviews, it was determined that there was a need for art education faculty to give more specific instruction to students on discipline-specific strategies that they learn in their education courses and also to provide a more balanced approach to instruction for the elementary, middle and secondary levels. Art education faculty have been committed to doing this over the course of the past few years and we will continue to do so in the future. Finally, art education faculty successfully pursued grants for new technology to improve instruction during the academic year. The coronavirus pandemic has shown how vitally important technology is within society as a whole, and within education in particular. It is essential that art education students stay current with the technological tools and skills that are commonly used in public school settings. It should be mentioned that our faculty and students, by necessity, became more familiar and adept at working with technology in the classroom due to Covid19 restrictions. Moving forward this will be helpful to our students as instructors and us as a program.

Executive Summary Report

The Covid-19 pandemic had a major impact on the art education program's ability to assess student learning. This impact arriving during the transition of the major from a stand-alone program to a specialization within the visual arts bachelor's degree. The transitional period has been tough for both faculty and students and we are proud to say both have risen to the challenge. Though the sudden arrival of the pandemic curtailed assessments in the spring of 2020 the faculty worked hard at finding solutions so that assessments were taken and Benchmarks were met during the 2020-2021 academic year. Progress was made in the creation of new tools to use in measuring SLO's, the declining numbers of graduates had made using the traditional tool of the Praxis non-

viable in this report due to confidentiality violations. Though the conditions were less than ideal it is clear that the students were diligent in their work and were able to acquire the information and experience needed from their coursework as Benchmarks were met.

Faculty will continue to work on new tools for measuring SLO's that protect student confidentiality and provide the program with the information required to make adjustments to serve our students and mission to the best of their ability. Continued dedication to use of new technologies in the classroom will prepare students for the realities of instructing in the 21st century classroom post Covid19.

Appendix

Art Dispositions Rubrics

Lesson Plan Rubric

Art Education Exit Questionnaires