

Francis Marion University's Art Education Program

Institutional Effectiveness Report for the 2019-2020 Academic Year

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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.

Executive Summary Report

The Covid-19 pandemic had a major impact on the art education program's ability to assess student learning. Traditional classes were canceled by the mid-way point of the Spring 2020 semester and entirely replaced with online instruction. This created a challenging environment for both faculty and students and meant that some of the instruction and professional development opportunities art education faculty had planned for the semester had to be eliminated, replaced, or postponed.

The art education program is in the process of transitioning from a stand alone major to one that will be a specialization within the visual arts bachelor's degree (although the classification for art education degree will remain a Bachelor of Science). The transition was completed on July 1, 2020. This change is mainly in response to the declining number of graduates from the

program—a trend that is also seen regionally, as a number of universities around the State have shuttered art education programs in recent years.

The low number of graduates that has resulted in problems assessing student learning outcomes within the program. As a professional program, we measure some of the outcomes using Praxis tests, a series of standardized tests, which are among the most widely used and respected high-stakes assessments in the nation for the field of education. While many states require teacher candidates to meet the qualifying scores that a given state has identified to be certified to teach, at Francis Marion University, art education majors must meet or exceed the qualifying score for the State of South Carolina before they are allowed to student teach. Unfortunately we do not have enough test takers to assess learning outcomes. The same problem is present for another major assessment used within the program—the graduating senior art education major exhibition, which is a scored assessment for determining breadth and depth of student knowledge and attainment of skills in a specific art form (SLO 1 and SLO 2).

Given these limitations, it is essential for art education faculty to develop additional assessments to measure student learning. A plan for doing that is discussed within this report. Finally, the pandemic continues to threaten most aspects of American society, including higher education, as of the writing of this report. South Carolina has recently seen the number of new cases per day spiking throughout the state and this trend along with the typical start of the flu season in the fall may have a major impact on the faculty's ability to assess student learning outcomes, as well as our ability to pursue our plans for improvement.

Student Learning Outcomes (SLOs)

1. 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. 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. 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. 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. 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 Results

SLO 1. Three art education majors took the Praxis: Art Content and Analysis test during the 2019-2020 academic year. Because of the low number, the Education Testing Service (ETS), the organization that administers and scores the tests, did not provide data on specific students to protect the confidentiality of the students.

There were no graduating art education majors during the academic year, so no student held a graduating art exhibition. Therefore this assessment could not be used to measure the SLO.

SLO 2. As mentioned above, no student held a graduating art exhibition, so this outcome could not be determined.

SLO 3. Two art education majors took the Praxis PLT 7-12 test, but because of the low numbers ETS did not provide specific scores making it impossible to determine how well the program did on measuring this SLO using this particular assessment.

Four students were enrolled in the ARTE 501 course during the academic year. For the teacher portfolio, the mean score was 79.4% (because of the low number of students, I am not presenting individual scores to protect students' confidentiality). The mean score indicates that SLO 3 was met based on this assessment.

SLO 4: No art education major did their student teaching during the academic year, so the first two measurements could not be used to measure the SLO. The mean score for the lesson plan assignment is 73.5, which is lower than the 77 threshold score and it indicates that SLO 4 was not met. A possible mitigating factor is that the ARTE 501 course was held during the Spring 2020 semester, which was impacted by the University shutdown because of the coronavirus pandemic.

SLO 5: In regard to the disposition assessment, nine art education majors were assessed during the academic year with a mean score of 1.33. The three-point scale equates to 1 for in the process of developing professional dispositions for educators, 2 for meeting expectations, and 3 for exceeding expectations. Since the goal of the program is for students to meet the expectations for professional dispositions, the students did not meet this learning outcome.

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. Since there were no graduating seniors this academic year, this assessment was not given.

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.

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.

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.

SLO 4: In the experience of this writer, lesson plan writing is one of the more challenging things for art education majors to master. Since students did not meet this learning objective, art education faculty will pursue opportunities to bring in master art teachers in future art education classes to talk about lesson writing and to share their lesson plans. Additionally, the program will investigate purchasing instructional material on lesson plan writing.

SLO 5: The coordinator of the art education program has reached out to School of Education faculty to seek clarification on the results of the dispositions assessment and on what criteria students need to improve upon. Upon determining this information, art education faculty will amend course content to address the deficiencies in this area. In addition, the coordinator of the program will meet with visual art faculty to determine their willingness to use a disposition assessment of professional expectations in the visual arts and to help identify what those expectations would be. If progress can be made in this area, the coordinator of the art education program will develop a disposition assessment for the visual arts with the expectation that it would be implemented in the Spring 2021 semester.

Art education faculty received five educational grants during the year that have directly benefitted art education majors by providing professional development and research opportunities to attend both national and state professional conferences and by bringing in visiting artists and teachers to the department. In addition, the coordinator of the program has added books and other resource materials to his library, which majors can check out for their use. Unfortunately the University shutdown because of Covid-19 impacted the faculty's ability to provide all the opportunities made possible by the grants, but the University has carried over much of the money for the 2020-2021 academic year so we plan to provide the opportunities in the coming year, as well as pursuing new grants.