

**Name of Program/Department: Art Education Program**  
**Year: 2015-2016**  
**Name of Preparer: Dr. Howard Frye**

## **Mission Statement**

It is the mission of the art education program to provide art majors with an excellent education by teaching students the pedagogical and artistic knowledge and skills they need to be successful in the field through both classroom and in out-of-classroom experience.

## **Program Learning Outcomes (PLOs)**

PLO 1.0: 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.

PLO 2.0: Graduates will plan and teach effective art lessons and units, which meet the State of South Carolina ADEPT performance outcomes.

PLO 3.0 Graduates will demonstrate a basic familiarity of major cultures, historical periods, movements, genres, artists, and artworks.

PLO 4.P0: 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.

PLO 5.0: Graduates will demonstrate, both orally and in writing, effective communication of art education content, classroom management expectations, and student progress.

PLO 6.0: Graduates will demonstrate effective presentation of artwork.

PLO 7.0: 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.

## **Student Learning Outcomes**

SLO 1.0: Art Education Majors (Baseline = 88%) will score at or above the passing threshold for South Carolina on the Praxis Principles of Learning and Teaching on 90% of their attempts.

SLO 2.0: Art Education Majors (Baseline = 80%) will score at or above the passing threshold for South Carolina on the Praxis Art and Analysis examination on 90% of their attempts.

SLO 3.0: 80% of Art Education Majors will perform at the 80% level on the SAFE-T assessments.

SLO 4.0: 80% of Art Education Majors (Baseline = 74%) will perform at the 80% level on the assessments of their lesson plans in the ARTE 415, 416, and 501 courses.

SLO 5.0: 100% of Art Education Majors (Baseline = 100%) will receive a score of at least a 7 or an 8 point assessment rubric for their senior art exhibition.

## **Assessment Methods**

SLO 1.0: Art Education Majors (Baseline = 88%) will score at or above the passing threshold for South Carolina on the Praxis Principles of Learning and Teaching on 90% of their attempts.

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 benchmark has been achieved. The benchmark 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 may need to retake the exam multiple times before passing. Based on an analysis of 2014-2015 data, students met or exceeded the state's threshold score on 88% of their attempts.

SLO 2.0: Art Education Majors (Baseline = 80%) will score at or above the passing threshold for South Carolina on the Praxis Art and Analysis examination on 90% of their attempts.

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. An analysis of data for the 2014-2015 academic year gives 80% as the baseline (the percentage of students who met or passed the threshold scores) for this assessment. A successful outcome for SLO 2.0 is that students will score or meet or exceed the state's threshold score on the Art and Analysis examination on 90% of their attempts.

Table Showing the Praxis Examinations

Course or Semester	Level	Tool and Implementation
Before clinical experience after taking the majority of studio and art history courses	Junior/Senior	Praxis Art and Analysis
Before clinical experience; Directly after taking EDU 311	Junior/Senior	Praxis Principles or Learning and Teaching

Indirect Evidence for SLO 1.0 and SLO 2.0 is provided by the senior exit questionnaire. A copy of the questionnaire is provided in the appendix.

SLO 3.0: 80% of Art Education Majors will perform at the 80% level on the SAFE-T assessments.

SLO 4.0: 80% of Art Education Majors (Baseline = 74%) will perform at the 80% level on the assessments of their lesson plans in the ARTE 415, 416, and 501 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, Evaluating Professional Teaching (ADEPT) model.

Accordingly we have set the target score for the lesson plan assignment in the art education courses identified in the table below at 80% and the baseline score at 70%. We have established these scores based on an analysis of the past two years of lesson plan assignments in the relevant art education courses. That analysis shows a mean average for all students' lesson plans at 74% (the baseline score). We have established 80% as the target score. The art education faculty believes that this score would represent a successful outcome for this outcome.

In the 2014-2015 report we analyzed SLO 4.0 using the mean percentage for all lesson plan assessments in all art education courses that academic year. Beginning in the 2015-2016 academic year, we have decided to focus on writing lesson plans on only three of the four art education courses (ARTE 415, 416, and 501) and not ARTE 312 course because ARTE 312 is typically taken by majors during their freshman year, and most usually have no experience writing lesson plans. For this reason, we have decided it is better focus on writing subject-based objectives and assessments in the ARTE 312 course.

Course or Semester	Level	Tool and Implementation
ARTE 415	Sophomore/Junior	Rubric
ARTE 416	Sophomore/Junior	Rubric
ARTE 501	Senior	Rubric

SLO 5.0: 100% of Art Education Majors (Baseline = 100%) will receive a score of at least a 7 or an 8 point assessment rubric for their senior art exhibition.

The art education program requires each senior art education major to hold and pass a senior art exhibition during the semester his or her student teaching internship. The exhibition is assessed by art education faculty using a faculty-developed rubric (included in the appendix) that has been designed to assess the student's presentation and artistic skills. There are four sections on the rubric representing the following criteria:

1. disposition of responsibility
2. competence in a breadth of art media
3. written communication skills
4. presentation skills.

For each of the sections, students are rated either as having met the criteria (2 points), partially met the criteria (1 point), or having not met the criteria (0 points). A successful outcome would be a score of at least a seven on the rubric. A student who fails the assessment will not be allowed to graduate that semester. Such a student will be allowed another opportunity to hold an exhibit in the following semester.

## Assessment Results

**SLO 1.0:** Art Education Majors (Baseline = 88%) will score at or above the passing threshold for South Carolina on the Praxis Principles of Learning and Teaching on 90% of their attempts.

Direct Evidence: Praxis Principles of Learning and Teaching

Because there was only one art education major that graduated during the 2015-2016 academic year, the data for this assessment is not being reported because of confidentiality concerns. A successful outcome for the assessment would be for students to score at or above the threshold score for the examination on 90% of their attempts.

**SLO 2.0:** Art Education Majors (Baseline = 80%) will score at or above the passing threshold for South Carolina on the Praxis Art and Analysis examination on 90% of their attempts.

Direct Evidence: Praxis Art and Analysis Examination

The data is not being reported for the 2015-2016 academic year because of confidentiality concerns. A successful outcome for SLO 2.0 is for students to score at or above the threshold score for the examination on 90% of all attempts.

Indirect Evidence for SLO 1.0 and SLO 2.0: Senior Exit Questionnaire

Indirect evidence for the SLO 1.0 and 2.0 is provided by the senior exit questionnaire on questions #1 and #7, which are stated below.

1) How prepared would you say you are to teach art?

Highly Prepared   Mostly Prepared   Neutral   Mostly Unprepared   Highly Unprepared

7) The art education courses helped prepare me for the Praxis II Principles of Learning and Teaching and the Praxis Art and Analysis examinations.

Strongly Agree   Mostly Agree   Neutral   Mostly Disagree   Strongly Disagree

Since only one student graduated during the 2015-2016 academic year, this data is not being reported to protect the confidentiality of the student. A successful outcome for this indirect evaluation would be an average rating of either highly prepared or mostly prepared on question #1 and an average rating of either strongly agree or mostly agree on question #7.

Senior exit questionnaire from 2014-2015 showed that two of the five graduating seniors (40%) felt that art education courses had not adequately addressed art strategies on the secondary level.

**SLO 3.0:** 80% of Art Education Majors will perform at the 80% level on the SAFE-T assessments.

Because there was only one art education major that graduated during the 2015-2016 academic year, the data for this assessment is not being reported because of confidentiality concerns.

**SLO 4.0:** 80% of Art Education Majors (Baseline = 74%) will perform at the 80% level on the assessments of their lesson plans in the ARTE 415, 416, and 501 courses.

Direct Evidence: The table below shows the percentage of lesson plan assignments that matched or exceeded the 80% threshold for the ARTE 415 course during the Spring 2016 semester, which was the only relevant art education course to be offered during the 2015-2016 academic year. This target was achieved.

Percentage of Students' Lesson Plans for the ARTE 415 Course Which Met or Exceeded the 80% Benchmark (Spring 2016)

2015-2016 Academic Year	Mean Score	Number of Students
ARTE 415 Lesson Plans		5
Benchmark Score	80%	
Percentage of Students Reaching the Benchmark	80%	

#### **Indirect Evidence: Focus Group**

The program coordinator gathered a focus group of five art education majors on March 29, 2016. Concerning SLO 4.0, the following concerns were raised in the focus group:

Some of the students wanted art education courses to help them address requirements of education courses, especially in regard to assessment. Two of the students felt that instruction on assessments did not always relate to art education. The students also felt a bit lost in education courses because the examples they were given were more aimed at general education majors. They would like to see art education courses cover more of specific art education strategies that was relevant to the material they were learning in their general education courses.

**SLO 5.0:** 100% of Art Education Majors (Baseline = 100%) will receive a score of at least a 7 or an 8 point assessment rubric for their senior art exhibition.

Direct Evidence: Senior Art Exhibition

SLO 5.0 was assessed by analyzing the rubrics for the art education majors' senior art exhibitions from 2010 to 2016. We used this method because there were not enough graduating majors during the 2015-2016 academic year in order to ensure confidentiality of our students. There were 18 senior art exhibitions held during the six year time frame, of which all passed (72% of the students received a perfect score of 8). The data is summarized in the table below.

Scores Received on the Senior Art Exhibition From 2010 to 2016

Years	Number of Students	Score of 7	Score of 8
2010-2016	18	5	13

Indirect Evidence: Focus Group

No major concerns were raised regarding SLO 5.0 within the focus group. Students were satisfied with their studio professors and their courses.

## Action Items

**SLO 1.0:** Art Education Majors (Baseline = 88%) will score at or above the passing threshold for South Carolina on the Praxis Principles of Learning and Teaching on 90% of their attempts.

Changes for the 2016-2017 Academic Year:

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.

Planned Changes for the Future:

Art education will seek opportunities to bring in master middle school and high school art teachers to hold workshops for our majors.

**SLO 2.0:** Art Education Majors (Baseline = 80%) will score at or above the passing threshold for South Carolina on the Praxis Art and Analysis examination on 90% of their attempts.

Changes for the 2016-2017 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.

Planned Changes for the Future:

There will be more emphasis on teaching students how to write artist's statement in the ARTE 501 course. The art education faculty will continue to seek grant opportunities to provide our majors with out-of-classroom opportunities.

**SLO 3.0:** 80% of Art Education Majors will perform at the 80% level on the SAFE-T assessments.

Because there was only one art education major that graduated during the 2015-2016 academic year, the data for this assessment was not reported because of confidentiality concerns.

SLO 4.0: 80% of Art Education Majors (Baseline = 74%) will perform at the 80% level on the assessments of their lesson plans in the ARTE 415, 416, and 501 courses.

Changes for the 2016-2017 Academic Year:

In the Spring 2016 semester, the art education faculty met to discuss ways to developing 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. These changes will be implemented in fall 2016 and are the result of data gathered from both direct and indirect evidence.

Planned Changes for the Future:

The art education faculty will design a questionnaire for focus group meetings in order to better quantify data, as well as exploring the idea of whether a common lesson plan rubric can be used for art education courses, ARTE 415, ARTE 416, and ARTE 501.

SLO 5.0: 100% of Art Education Majors (Baseline = 100%) will receive a score of at least a 7 or an 8 point assessment rubric for their senior art exhibition.

Changes for the 2016-2017 Academic Year:

Analysis of the assessment data indicates that in two cases, the space currently being used for displaying the senior art exhibition may have contributed to the students' problems meeting the presentation criteria. It is difficult to tack or nail artwork in the wall, which causes problems in displaying and making adjustments to the display. In addition, the space is difficult for students to work in, and the area also has a problem with excessive humidity. The coordinator of the art education program met with the chair of the fine arts department to discuss the issue. The department chair has met with the university's provost to identify a suitable exhibition space. The issue will continue to be addressed during the coming year.

Planned Changes for the Future:

The Department of Fine Arts plans to utilize an alternative space for exhibiting graduating art education majors' exhibitions. In addition, we will have a member of the visual art faculty serve as an evaluator for the senior art exhibition.

## Appendix

### CHECKLIST FOR GRADING GRADUATING ART EDUCATION STUDENT'S ART SHOW:

- A. The student put up and took down the art show during the specified times to do so (The exhibit must be up before the starting date of the exhibit and taken down before the starting date of the next scheduled exhibit.)
- B. The exhibit includes at least 12 artworks by the student of good quality in a variety of media. For the purposes of this exhibit, a teacher's portfolio from the ARTE 501 course will count as one of the required artworks.
- C. The exhibit includes either an artist's statement, philosophy of education or philosophy of art education.
- D. The student's artwork and display signs are presented in a professional manner, including:
1. at least a two-inch border for matted and/or mounted artwork and exhibit sign and a one-inch border for signs with informational text and all mat board is the same color;
  2. word-processed text;
  3. sign must be legible from a distance of at least ten feet;
  4. text must contain no major grammatical or spelling errors;
  5. all background mounts and mats are on thick paper and they have even borders with straight and clean edges.

To pass the show, the student cannot have more than one of the following areas that have been rated as partially met or not met. For section D, students must meet all five parts to have successfully completed the section.

A. Met	Partially Met	Not Met
B. Met	Partially Met	Not Met
C. Met	Partially Met	Not Met
D. Met	Partially Met	Not Met

## ART EDUCATION EXIT QUESTIONNAIRE:

Please rate the following statements:

1) How prepared would you say you are to teach art?

Highly Prepared   Mostly Prepared   Neutral   Mostly Unprepared   Highly Unprepared

2) The art education courses helped prepare me for employment by providing you with skills necessary for finding and maintaining a job.

Strongly Agree   Mostly Agree   Neutral   Mostly Disagree   Strongly Disagree

3) The art education courses required me to engage in research by doing written reports and/or working on individual projects.

Strongly Agree   Mostly Agree   Neutral   Mostly Disagree   Strongly Disagree

4) The art education program integrated technology within the courses.

Strongly Agree   Mostly Agree   Neutral   Mostly Disagree   Strongly Disagree

5) The art education program encouraged me to participate in art education associations (i.e., NAEA, SCAEA).

Strongly Agree   Mostly Agree   Neutral   Mostly Disagree   Strongly Disagree

6) The art education program encouraged me to provide community and discipline-based service.

Strongly Agree   Mostly Agree   Neutral   Mostly Disagree   Strongly Disagree

7) The art education courses helped prepare me for the Praxis II Principles of Learning and Teaching and Art and Analysis examinations.

Strongly Agree   Mostly Agree   Neutral   Mostly Disagree   Strongly Disagree

8) The art education courses provided me with a historical overview of major developments in the field of art education

Strongly Agree   Mostly Agree   Neutral   Mostly Disagree   Strongly Disagree

9) The art education courses encouraged me to develop professionalism by stressing the importance of attendance, promptness, and turning work in on time.

Strongly Agree   Mostly Agree   Neutral   Mostly Disagree   Strongly Disagree

10) Are there things which you feel should be emphasized more in art education courses? If so, what are they?

11) What are some of the most important things you learned during your student teaching?

12) Did you experience any special problems during your student teaching? If so, please explain what the problems were.

HERE ARE THE KEY POINTS THAT MUST BE CLEARLY STATED HERE:

We have implemented more instruction for the secondary level art education and will continue to do so in the future.

We will seek input from the visual art faculty regarding the rubric for assessing art education majors' senior art exhibition.