

**INSTITUTIONAL EFFECTIVENESS REPORT**  
**Academic Year (2010-2011)**  
**Art Education Program**

EunJung Chang  
Assistant Professor of Art Education

Larry Anderson  
Chair of Fine Arts Department

**Mission and Goals**

The mission of the Art Education Program at Francis Marion University (FMU) is to prepare teacher candidates to be highly qualified K-12 visual art teachers. 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 program's goals are:

1) Graduates of the Art Education Program will have a high degree of content knowledge and skill. They will have the discipline-based knowledge needed to teach to national and state visual arts standards, as well as knowing the historical and contemporary theories and ideas which have shaped the field. In addition, they will have the ability to produce artwork of high quality in a variety of media.

2) Art Education majors will maintain a cumulative 2.50 GPA and a 2.75 GPA in all art education, studio art, and art history courses. They will be able to effectively communicate content-based knowledge and skills to a variety of grade levels. They will be able to plan, research, and write effective and comprehensive lesson plans and lesson units for a variety of grade levels.

3) Students will have a high degree of professionalism. They will be expected to exhibit dispositions required in the field, such as promptness, responsibility, and treating others with respect.

4) Students will develop the ability to use current and appropriate technologies to develop instructional strategies and educational resources. Art education majors will produce educational resources using a variety of software.

5) Students will be reflective thinkers. They will self-assess their work and reflect on theoretical concepts by developing personal philosophies of art education and education.

6) Students will be serve the community and attend the South Carolina Art Education Association conference at least once before graduation. The program will recognize student excellence in community service annually through the Donna Goodman Community Service Award.

7) Students will acquire job search skills and become familiar with the requirements of teacher assessment programs.

8) 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.

9) The art education faculty will be actively involved in University and community service, including committee work, participation in community events, and other related activities.

10) The art education faculty will be committed to continued education by actively participating in workshops, conferences, and seminars.

### **Art Education Assessment Activities**

The Art Education Program works closely with the FMU’s Education Department and the State of South Carolina’s Department of Education to ensure graduating majors meet professional teaching standards. At FMU, art education majors must pass a battery of Praxis 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 teach. Cooperating teachers assess student teachers on a weekly basis in the areas of planning, writing lesson plans, teaching, and dispositions (using a form known as a COR). In addition, supervising faculty assess each student teacher at least three times in the same areas. 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. (All instruments used to assess student teachers were developed by the FMU’s Education Department.)

**PRAXIS II Examinations:** Average scores of FMU Art Education majors:

	04-05	05-06	06-07	07-08	08-09	09-10	10-11
<b>Art Making</b>	133 (n=9)	164 (n=10)	154 (n=3)	154 (n=3)	156 (n=3)	162 (n=3)	164 (n=2)
<b>Art Content</b>	166 (n=6)	161 (n=4)	166 (n=5)	167 (n=6)	172 (n=3)	152 (n=3)	160 (n=4)
<b>Principles of Learning/Teaching</b>							

Praxis II National Average (2009-10) *provided by the Educational Testing Service (ETS).*

Art Making: 154-168

Art Content: 162-180

Praxis II Passing Scores\* as recognized by the State of South Carolina:  
 Art Making: 155  
 Content Knowledge: 149

*\*These scores are current as of March 1, 2011*

**Student Teachers' Lesson Plan Assessment:** (Scale: target, acceptable, not target)

2007-08	2008-09	2009-10	2010-11
(n=9) 9 acceptable	(n=0) 0 assessments	(n = 12) 8 target, 2 acceptable, 2 not target	(n=9) 9 target

**ADEPT-Based Assessments of Student Teachers:**

2007-08	2008-09	2009-10	2010-11
(n=6) 5 passed 1 failed	(n=0) 0 assessments	(n=8) 8 passed	(n=4) 4 passed

The Art Education program also uses several other methods to assess the effectiveness of the program. These include evaluations of digital teaching portfolios (CDs) in the ARTE 501 course and lesson plans in Art Education course, students' participation in service and art education-based activities, awards and scholarships given by the FMU Fine Arts Department, evaluation of graduating senior's exhibitions, an exit survey of graduating seniors, and the faculty's annual reports.

**Digital Teaching Portfolio (CD)**

2006-07	2007-08	2008-09	2009-10	2010-11
(n=2) mean=90	(n=2) mean=90	(n=4) mean=94	(n=4) mean=88	(n=3) mean=86

**Art Education Majors' Lesson Plans (Pre-student teaching)**

Students are required to write lesson plans in most of the art education courses. Mean scores for lesson plans are displayed below:

2006-07	2007-08	2008-09	2009-10	2010-11
(n=14) mean=85	(n=11) mean=87	(n=14) mean=92	(n=16) mean=93	(n=11) mean=93

**Students' Service-Based Participation:**

Service-based participation includes students' extra-curricular participation in events related to art education, including membership in the National Art Education Association (NAEA) Francis Marion University Student Chapter, volunteer work for the Arts Alive (now Art's International) Festival, Eastern Region Mini-Conference, and Youth Art Month Show, as well as participations/presentations at the National Art Education Convention (NAEA) and the South Carolina Art Education (SCAEA).

	05-06	06-07	07-08	08-09	09-10	10-11
Graduating Majors	2	5	3	0	4	1
NAEA Student Chapter Membership (estimated)	12	-	8	10	15	13
Attended SCAEA Conference	10	5	6	3	5	5
Attended NAEA Conference						4
Arts Alive Festival	2	3	4	6	9	13
SCAEA Mini-Conference	0	2	6	3	NA	NA
Youth Art Month Show	0	3	3	11	0	0
Presentations at Art Education Conferences	0	1	1	2	2	4
Ceramic Symposium						3

**Awards:**

The FMU Fine Arts Department gives three awards to visual arts majors: the Jack Baker Award, the Outstanding Senior in the Visual Arts award, and the Donna H. Goodman Community Service Award (the Jack Baker Award is awarded to a FMU Visual Arts Major on a bi-yearly basis; only art education majors are eligible for the Donna H. Goodman award).

	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Jack Baker	0	0*	1	0*	1	0*	0
Outstanding Senior in the Visual Arts	1	0	0	1	0	1	0
Donna H. Goodman	--	--	1	1	1	1	1

*\*Visual Arts majors not eligible.*

<b>Francis Marion University Visual Arts Scholarships:</b>						
04-05	05-06	06-07	07-08	08-09	09-10	10-11
4	5	-*	6	6	8**	6

*\*Information unavailable*

*\*\*Estimated*

## **Graduating Senior's Exhibitions and Exit Surveys:**

During the 2010-2011 academic year, one student graduated from the FMU Art Education Program. She was asked to rate from 5 to 1 (with 5 being STRONGLY AGREE and 1 being DISAGREE) the effectiveness of the art education courses, studio courses, and education courses in a number of different areas. The questions and answers are shown below.

### **1) How prepared would you say you are to teach art—highly prepared, mostly prepared, somewhat prepared, or poorly prepared?**

*Highly Prepared- but I'm always learning*

### **2) Please rate the following statements:**

- The art education courses helped prepare me for employment by providing you with skills necessary for finding and maintaining a job. (5)
- The art education courses required me to engage in research by doing written reports and/or working on individual projects. (5)
- The art education program integrated technology within the courses. (5)
- The art education program encouraged me to participate in art education associations (i.e., NAEA, SCAEA). (5)
- The art education program encouraged me to provide community and discipline-based service. (5)
- The art education courses helped prepare me for the Praxis II Art Making and Art Content examinations. (5)
- The art education courses provided me with a historical overview of major developments in the field of art education. (5)
- The art education courses encouraged me to develop professionalism by stressing the importance of attendance, promptness, and turning work in on time. (5)

### **3) Name something that you feel should be emphasized more in art education courses:**

*Although we did practice lesson planning in the art education courses, lesson planning using the School of Education's format (Form I) may be helpful to learn and practice in the art education courses.*

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

*Each class and grade level are different and unique and each class learns and works at a different pace. I already knew preparation in the classroom is important, but student teaching really instilled that in me.*

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

*I think Livetext gave me some issues. The format was for regular education majors and that confused me because my situation was different.*

## Art Education Faculty Evaluations\*

	05-06	06-07*	07-08	08-09	09-10	10-11
Presentations/Workshops	2	3	8	11	8	10
Juried Art Shows	0	1	0	3	2	2
SCAEA Board	0	1	1	1	1	0
Grants	0	1	0	2	5	6
Professional Development Workshops/Symposiums	2	5	6	3	1	4
Fieldtrips	1	3	4	3	2	4
University Committees	4	3	4	4	5	5

*\*In the 2006-2007 school year, there was only one member of the Art Education faculty; there were two in the other years.*

## **Art Education Program (2010-15)**

### **ISSUES of Concern**

During the 2010-11 school year, the art education faculty has identified the following needs concerning the Art Education Program:

1. Need to develop more rigorous requirements for Art Education majors in order to help ensure students are better able to pass the Praxis II examinations.
2. Need to have better technology for both the faculty and students to meet contemporary technology requirements in the field of visual arts education.
3. Need for students to have greater involvement in real world art and art education activities, including great access and collaborations with museums, opportunities to interact and work with practicing artists, the development of community-based art activities.
4. Need to support student organization (NAEA Student Chapter) with various activities.
5. Need to look into the possibilities of providing Praxis I and Praxis II workshops for majors struggling to pass the exams.

### **ACTIONS TAKEN**

To address the areas of concern, the art education faculty has worked the following:

1. Changed art education course requirements in Fall 2010. For example, students cannot take ARTE 501 without Praxis I pass and previous course works (A312, A415, and A416); Have GPA requirements for Art Education majors (cumulative 2.5 GPA, 2.75 GPA in art education, art studio, and art history courses)
2. Received the technology grant for new LCD project in Spring 2011. Still need to seek out technology grants for art education student computers in the art education rooms to support technology instruction within art education courses.
3. Received QEP grants and participated in South Carolina Art Education (Columbia, 2010), Big Draw Project (London, 2010), National Art Education Convention (Seattle 2011), and Museum Trips (NYC, 2011); Implemented the ceramic symposiums in the Spring Semester 2011; and Coordinated Youth activities for Art's International.
4. Advised eight meetings during 2010-11 academic years for NAEA Student Chapter.
5. Organized both Praxis I and II Study groups.

## Steps to Address Concerns (2010-15)

Areas of Concern	Steps to Address Concerns				
	10-11	11-12	12-13	13-14	14-15
1) Course requirements	Keep GPA and Praxis requirement for art education courses	Continue	Continue	Continue	Continue
2) Technology	Write grant proposal, more classroom technology integration	Continue integration/technology training	Continue integration/technology training	Continue integration/technology training	Continue integration/technology training
3) Real art world Involvement	continues to write grant proposals (QEP); encourage students to convention participations and service learning projects	Continue	Continue	Continue	Continue
4) Student Organization	Continues to support student activities	Continue	Continue	Continue	Continue
5) Praxis Study Group	Support Praxis study group	Continue	Continue	Continue	Continue