

INSTITUTIONAL EFFECTIVENESS REPORT
Academic Year (2012-2013)
Art Education Program

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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 skills. 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 and techniques.
- 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 and critical 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 placed on leaders engaging in community services. The program will annually recognize student excellence in community service through the Donna Goodman Community Service Award.

7) Students will be involved in professional organizations including the National Art Education Association and the South Carolina Art Education Association. They should attend and present at the South Carolina Art Education Association conference at least once before graduation.

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

9) 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.

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

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

12) The art education faculty will support graduates of the Art Education Program to find jobs before and after the graduation.

Art Education Assessment Activities

The Art Education Program works 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 teaching. 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. Art Education faculty and another faculty from other disciplines also evaluate the student teacher twice using TCWS (Teacher Candidate Work Sample) that is the main instructional and assessment instrument (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:

	07-08	08-09	09-10	10-11	11-12	12-13
Art Making	154 (N=3)	156 (N=3)	162 (N=3)	164 (N=2)	160 (N=3)	
Art Content	167 (N=6)	172 (N=3)	152 (N=3)	160 (N=4)	158 (N=3)	159 (N=1)
Principles of Learning/Teaching				172 (N=2)	167 (N=2)	178 (N=2)

Praxis II National Average (2011-12) *provided by the Educational Testing Service (ETS).*

Art Making: 155-169

Art Content: 163-180

Praxis II Passing Scores* as recognized by the State of South Carolina:

Art Making: 155

Content and Analysis Knowledge: 149 **The scores are current as of March 1, 2012.*

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

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
(N=9) 9 acceptable	(N=0) 0 assessments	(N=12) 8 target 2 acceptable 2 not target	(N=9) 9target	(N=2) 6target	(N=8) 8 target

ADEPT-Based Assessments of Student Teachers:

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
(N=6) 5 passed 1 failed	(N=0) 0 assessments	(N=8) 8 passed	(N=4) 4 passed	(N=4) 4 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 courses, students' participation in community service learning 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)

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
(N=2) mean=90	(N=4) mean=94	(N=4) mean=88	(N=3) mean=86	(N=2) mean=94	(N=0)

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:

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
(N=11) mean=87	(N=14) mean=92	(N=16) mean=93	(N=11) mean=93	(N=9) mean=96	(N=12) mean=89

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)'s Francis Marion University Student Chapter, volunteer work for the Arts Alive (now Art's International) Festival, FMU Art Symposium, Florence Downtown Pecan Festival, Richardson Center for the Child, 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).

	07-08	08-09	09-10	10-11	11-12	12-13
Graduating Majors	3	0	4	1	3	2
NAEA Student Chapter Membership (estimated)	8	10	15	13	8	7
Attended SCAEA Conference	6	3	5	5	6	6
Attended NAEA Conference				4	3	3
Arts Alive Festival (Now Art's International)	4	6	9	13	10	5
SCAEA Mini-Conference	6	3	NA	NA	NA	NA
Youth Art Month Show	3	11	0	0	0	0
Presentations at Art Education Conferences	1	2	2	4	6	9
Ceramic Symposium				3	NA	NA
Printmaking Symposium					2	NA
Florence Pecan Festival					7	8
Richardson Center for the Child					6	NA
Spotlight of Pee Dee Art						4
Boys and Girls Club of Pee Dee						12

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). The FMU School of Education gives outstanding student teacher award.

	07-08	08-09	09-10	10-11	11-12	12-13
Jack Baker	0*	1	0*	0*	0*	0
Outstanding Senior in the Visual Arts	1	0	1	0	0	0
Donna H. Goodman	1	1	1	1	1	1
Outstanding Student Teacher					1	0

**Visual Arts majors are not eligible.*

Francis Marion University's Visual Arts Scholarships:

07-08	08-09	09-10	10-11	11-12	12-13
6	6	8	6	5	4

**Information unavailable*

Graduating Senior's Exhibitions and Exit Surveys:

During the 2012-2013 academic year, two students graduated from the FMU Art Education Program. They were asked to rate from 4 to 1 (with 4 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 actual 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?

"I feel that the FMU's art education program has highly prepared me to teach art. I know I have grown significantly over the past four years as I studied art education at FMU."

"I feel that I am highly prepared to teach art. I am willing and able to keep learning and improving in my profession."

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. 3.5
- The art education courses required me to engage in research by doing written reports and/or working on individual projects. 3.5
- The art education program integrated technology within the courses. 3.5
- The art education program encouraged me to participate in art education associations (i.e., NAEA, SCAEA). 4
- The art education program encouraged me to provide community and discipline-based service. 4
- The art education courses helped prepare me for the Praxis II Art Making and Art Content examinations. 4
- The art education courses provided me with a historical overview of major developments in the field of art education. 3.5
- The art education courses encouraged me to develop professionalism by stressing the importance of attendance, promptness, and turning work in on time. 4

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

“I think that I was well prepared for student teaching. Although I think the seriousness and how challenging student teach can be should be emphasized to future students so they can be prepared.”

“Using SMART board technology. Introduce the FMU Lesson Plan format and requirements earlier. More support for assignments like the LRP and TCWS. Objective and different assessment alignment.”

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

“The most important things I have learned during student teaching are classroom management and how to interact with my students. I also learned how to better prepare my lesson planning and manage class time.”

“Everything needs to be aligned. The objectives are your lesson guidelines. Never stop working and implement every suggestion where you can. Ask for help when you need it.”

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

"I did not have any special problems during student teaching."

"Writing lesson plans that followed a logical sequence with no gaps in instruction. I also had a problem with assessment criteria. Using questions and clear language for the students was something I struggled with at first also."

6) Additional Interview with Students

One student said she particularly liked how she was exposed to outside experts in ARTE 501. Another student said that art education majors needed more practical experience and more technology training. She also said, "There was extreme lack of support for art education in School of Education. They tried, but they didn't know what to tell us." She was talking about some classes that focused on early childhood majors; the instructor according to her and other art education majors ignored them. Art education majors felt out of the loop. In addition, she mentioned that art education courses needed more emphasis on teaching lesson plans and different learning styles and asked to inform art education majors about resources (Laura Chapman lesson plan books, DVDs, websites, etc.)

Art Education Faculty Evaluations

	07-08	08-09	09-10	10-11	11-12	12-13
Presentations/Workshops	8	11	8	10	7	8
Juried Art Shows	0	3	2	2	1	4
SCAEA Board	1	1	1	0	0	
Grants	0	2	5	6	8	4
Professional Development						
Workshops/Symposiums	6	3	1	4	6	5
Fieldtrips	4	3	2	4	7	4
University Committees	4	4	5	5	7	6

Art Education Program (2010-15)

ISSUES of Concern

During the 2012-13 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. Need to support student technology- computer, smart board, etc in art education room.
3. Need for students to have greater involvement in real words 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.
4. Need to support students' teachers - more emphasis on teaching lesson plans and more technology trains. Need to communicate often with School of Education for student teachers.
5. Need to look into the possibilities of providing Praxis I, Praxis II, and PLT 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. Revised art education course requirements in Fall 2012. 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. BUT 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. Will write a grant for student computers when it is available.
3. Received REAL grants and participated in 2012 South Carolina Annual Art Education Convention (Myrtle Beach, 2012), Spotlight on Pee Dee Art (SC, 2012), Art and Science Trip (San Francisco, 2013), 2013 Annual National Art Education Association Convention (Texas, 2013).
4. Implemented two artist symposiums in the Spring Semester 2013; and Coordinated youth activities for Florence Downtown Pecan Festival (November, 2012).

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 requirement	Keep GPA and Praxis Requirement for art education courses				
2) Technology	Write it grant proposal, more classroom technology integration				
3) Community Involvement	To write grant proposals (REAL), encourage service learning projects – Pecan festival, art’s international				
4) Student Organization	To support student activities				
5) Praxis Study Group	Support Praxis and PLT study group				
6) Art Education Convention	Support student presenter with grant (REAL)				