

2007-2008 Annual Program Review

Art - K-12

I. Assessment of Candidate

Overall the art education candidates did very well in the 2007-2008 school year. In Fall 2007 four candidates submitted their portfolios for review. All four passed their Milestone II review. No art education majors submitted their portfolios for review in Spring 2008. In Spring 2008 three students submitted their portfolios for review following student teaching. All three students passed their reviews. In Standards 1, 3, 4, 5, 6, 7, 8, 9 and 10 33% exceeded the minimum expectation for passing their review.

Praxis scores bear out the excellent portfolio reviews. Pass rates for Art Content Knowledge and Art Content Traditions are at 100%; the Artmaking exam pass rate is 83.30%

Exit surveys indicate that student's throughout the education program wanted more observation hours and student teaching opportunities. Employer surveys indicate that graduates throughout the program continue to struggle with classroom management but the comments from the supervising teachers has been overwhelming positive.

Short-term actions for 2008-2009

- More focus on classroom management activities as they relate to the specific challenges of the art classroom in the form of additional readings and role-playing activities.
- More emphasis on writing about the student's own artwork in the form of journal entries.
- Additional observation hours are possible, perhaps an observation could be added the Art 3140 class.

Long-term action implication

- Students will gain additional knowledge about classroom management practices.
- Students will become more comfortable writing about their own artwork, which will benefit them on the PRAXIS exam.
- Students will gain additional knowledge of the day-to-day activities of an art educator.

II. Assessment of Program Operations

Enrollment in the art education program has been slowly growing over the last four academic years. The numbers tend to change semester to semester due to

students changing majors within the art department. One area that has been steadily growing is in the area of graduate students or students who already have an art degree and wish to add art certification.

There are very few minority students in the art department as a whole and the art education program is no different in that regard. Efforts are being made within the art department as a whole to increase our recruiting and consequently increase our minority population within the department.

Interviews conducted with recent graduates indicate that they felt the art education program was very practically based, with an emphasis on lesson planning and preparation. Additional time spent working in art classrooms and observing is something all three students mentioned when asked what area needed to be more emphasized.

Principals in the employer surveys noted that classroom management issues continue to be a struggle for new teachers regardless of subject area taught.

PRAXIS scores indicate that the curriculum in both the art department and the education department is successful in helping prepare students to pass the licensure exams. The Artmaking exam seems to be the only area in which art education major's struggle, but the overwhelming majority of students opt to take the Art Content and Traditions exam rather than discuss their own work.

Short-term actions for 2008-2009

- More focus on classroom management activities as they relate to the specific challenges of the art classroom in the form of additional readings and role-playing activities.
- More emphasis on writing about the student's own artwork in the form of journal entries.
- Additional observation hours are possible, perhaps an observation could be added the Art 3140 class and the number of hours required in Art 3150 and Art 3160 could be expanded.
- Students will be encouraged to volunteer at local schools and will have an opportunity to meet and talk to area art teachers.
- Students will be encouraged to attend state and national art education conferences to expand their knowledge of the field of art education and meet other art educators from around the state.
- The art education professor will talk to the art specific section of APSU 1000 to discuss the art education major
- A student chapter of NAEA (National Art Education Association) will be formed at APSU.

Long-term action implication

- Students will gain additional knowledge about classroom management practices.

- Students will become more comfortable writing about their own artwork, which will benefit them on the PRAXIS exam.
- Students will gain additional knowledge of the day-to-day activities of an art educator.
- Students will meet other art educators and have the opportunities to learn more about their chosen profession
- Students will have the opportunity to interact with the other art education majors outside of the traditional classroom setting.

III. Assessment System

Easier access to the summative clinical teaching evaluation would be helpful to be able to tailor the art education program to student needs. More interaction between the Art education methods teacher and the university supervisor would also be helpful.

If content on the surveys could be sorted by student's majors that would also be beneficial. The needs of an elementary practitioner are much different than an art educator.