

**2011 – 2012 APSU Teacher Unit
Annual Program Review (APR) Report
Art Education**

I. Art (K-12)

II. Jennifer Snyder, Kell Black, Ken Shipley

III. Program Description

The BA Art Education program is intended to prepare students for a career in public education. Students enrolled in the Art Education program will complete a minor in professional education in addition to the major in studio art (art education).

IV. Changes in Program

- The Art Education program will begin using the new lesson plan format to help with the transition to TPA.
- A new key assessment will be used in Art 3160 to take the place of the milestone assessment as a prelude to TPA.
- Students will begin Spring 2013 to take Art 3160 as part of the block schedule one semester prior to student teaching.
- The Art Praxis exam changed as of Fall 2011. The three art exams were be condensed to one exam. A professor led study session will take place in academic year 2012-2013 to help students with the new format of the exam.
- Students continue to be encouraged to take Art 1030 (Art Appreciation) as one of their required appreciation courses. This change is designed to ease student anxiety concerning art Praxis exams.
- The Art Education program has created a student chapter of the National Art Education Association. Students are encouraged to join and participate in their state and local art education associations.

V. Program Strengths

- Students in the Art Education program consistently pass their licensure exams on the first try.
- Art students score consistently high on their ability to establish appropriate learning goals and objectives.
- Evaluation of student learning earns consistently high marks on exit surveys.
- Art students score consistently high on their ability to construct instruction

that encourages thinking, problem solving and decision making.

VI. Program Weaknesses

- Art students sometimes struggle to show a thorough understanding of the content they teach.
- Art students sometimes struggle to organize and prepare for group work that allows for the participation of all individuals.
- Art students sometimes struggle to use assessment strategies, instruments and information appropriate to the learning expectations being evaluated.

VII. Assessment of Candidates

Overall the art education candidates did very well in the 2011-2012 school year. In Fall 2011 four candidates submitted their portfolios for review. Three of the four candidates passed their Milestone II review. One candidate passed their Milestone II review when it was resubmitted. There were no candidates in art education for Spring 2012 for Milestone II. Three students undertook student teaching in the 2010-2011 school year. All three student met or exceeded each standard in the Milestone IV review. Five students were awarded their initial licensure in this academic year.

Praxis scores bear out the excellent portfolio reviews. Pass rates for Art Content Knowledge are still at 100%. Five students attempted the Art Content Knowledge exam for this school year. Four of the five passed on their first attempt. The average passing score for students in the Art Education program in the area of Content Knowledge is 168. The required passing score on the Art Content Knowledge exam is 150. Four students attempted and passed the Art Making exam in this school year on their initial attempt. The required passing score on the Art Making exam is 155. The average passing score for students on the Art Making exam is 160. One student attempted and passed the Art Content and Traditions (Art History) exam this school year. The required passing score on the Art Content and Traditions exam is 140. The average score of Art Education majors is 145.

Exit surveys indicate that students 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 have been overwhelmingly positive.

Short-term actions for 2012-2013

- 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. The Art Department is considering making Art 3140 a true studio course with six contact hours per week.
- Art 324E, a special topics course in the history of art education was offered in Fall 2011. The course was very successful and is being offered as a special topics course again this year. The course will be a required upper division art history for Art Education majors at the end of this academic year.

Long-term action implications for 2012-2013

- 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 learn additional assessment strategies for the art classroom.
- Students will gain additional knowledge of the day-to-day activities of an art educator.
- Students will have more contact hours with the art education professor and their fellow students.
- Students will gain additional knowledge on the history of art education.

VIII. Assessment of Program Operations

- Enrollment in the art education program has been slowly growing over the last eight 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. Currently there are 53 students with a declared major in Art Education.
- 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.
- One student commented that they would like to see more ways for classroom management techniques to be tied to coursework in education classes.

- 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 Art Content Knowledge exam pass rate of 100% bears out this assumption. Changes to the PRAXIS art exam will be evaluated in the coming school year.

IX. Summary of Proposed Changes

- 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.
- Students will be strongly 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 sections of APSU 1000 to discuss the Art Education major.
- 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.

X. Assessment System

The assessment system continues to improve the flow of data to the specialty areas.