

Academic Program Name:	Master of Arts in Teaching, Art Education
Academic Program Assessment Coordinator:	Rasim Basak
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Program Goal	Student Learning Outcome	Assessment Instruments and Frequency of Assessment	Expected Outcome	Summary of Data Collected	Review of Results and Actions Taken
1. Graduates of the Master of Arts in Teaching, Art Education (MAT) will demonstrate specific knowledge, skills, and dispositions to be effective art teachers as outlined by the South Carolina Department of Education system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) and the Department of Teacher Education (DTE)	MAT candidates will reach “at standard” (for consistent performance) on each of the five components of teacher performance (planning, lesson implementation, assessment, learning environment development, and professional responsibilities and teaching dispositions) on the Lesson Observation Conference Form .	Lesson Observation Conference Form during EDUC 666 Student Teaching (and at multiple points in early program) is used to score MAT candidates’ performance as a teacher. Data collection by semester.	During EDUC 666, 90% of MAT candidates will attain “at standard” or higher on each of the five components of the Lesson Observation Conference Form required for a grade of “Pass.”	100% of MAT candidates entering EDUC 666 during fall/spring 2007-2008 (N = 9) attained “at standard” or higher on the LOCF as evidenced by passing EDUC 666, a requirement for degree completion.	This is an area of program strength as evidenced by a consistently high pass rate for EDUC 666. Program success reflects significant commitment to university supervision through six or more on site visits and development of an electronic support community during student teaching.
	MAT graduates will evidence the knowledge, skills, and dispositions to be effective teachers through a portfolio of artifacts and reflection	Portfolio Rating Form at program completion is used to score evidence of knowledge, skills, and dispositions (Conceptual	90% of MAT graduates will attain “at standard” or higher on a summative portfolio of artifacts scored by the Portfolio Rating Form .	100% of MAT candidates (N = 9) attained “at standard” or higher by the Portfolio Rating Form and were recommended for certification.	A revised Portfolio Rating Form will be implemented in fall 2009. Revisions improve clarity on points that have received

<p>Conceptual Framework.</p>	<p>statements scored “at standard” or higher on each of five components of the DTE Conceptual Framework</p> <ul style="list-style-type: none"> • Content knowledge • Teaching skills • Collaboration • Reflection • Professionalism including ADEPT standards 	<p>Framework and ADEPT) Data collection by semester.</p>	<p>required for recommendation for certification.</p>	<p>.</p>	<p>frequent questions. New ADEPT and National Council for Accreditation of Teacher Education (NCATE) content is included.</p>
<p>2. Graduates of the Master of Arts in Teaching, Art Education (MAT) will demonstrate the both breadth and depth of knowledge and skills in the content areas required for art teacher certification by the South Carolina Department of Education.</p>	<p>Graduates in MAT will demonstrate knowledge of the principles and processes for teaching across a breadth of commonly taught subject matter – before advancing to student teaching</p>	<p>Praxis II Content area test: 10011 – Art Content Knowledge Annual data report.</p>	<p>100% of graduates will attain scores required for SC teacher certification in Art Education.</p>	<p>2006-07 Praxis II report for MAT graduates: 100% pass rate for test 10011</p>	<p>Lander University Jackson library has purchased resources for review of art content knowledge related to Praxis II test preparation for 10011 – specifically in the areas of global arts, women in the arts, Native American artists, and contemporary art forms.</p>
	<p>Graduates in MAT will demonstrate ability to respond to complex problems thoughtfully and in depth before</p>	<p>Praxis II Content area test: 20012 – Art Making. Annual data report</p>	<p>100% of graduates will attain scores required for SC teacher certification in Art Education.</p>	<p>Praxis II report for MAT graduates: 100% pass rate for test 20012 for continuing students in 2006-07 and</p>	<p>Because some students take this test twice or are removed from program based on this test, additional</p>

	advancing to student teaching.			<p>2007-2008.</p> <p>In 2007-2008, four candidates (40%) <u>did not pass</u> this test before the expected program transition point to student teaching in spring.</p> <ul style="list-style-type: none"> • Three of these candidates re-tested, passed and were re-admitted to program in fall 2008. • One candidate did not continue in the program as the result of failure to meet test score requirement. <p>All four of these candidates graduated from baccalaureate degree programs (B.S.) which did not require a course in writing about art (art criticism or art philosophy.)</p>	<p>screening for critical writing ability will be included during admissions procedures.</p> <p>Required reflective writing in the initial program phase (initial summer in ART 611) provides practice in responding to complex problems thoughtfully and in depth -- skills which are supportive of the open-ended response format of the Praxis II 20012.</p>
	Graduates in the MAT will articulate	MAT Defense Rubric used by a	100% of graduates meet "at standard."	In 2003 and 2004 , 100% of candidates	MAT Exit Interview data was presented

	<p>personal achievements and program goals</p> <ul style="list-style-type: none"> • Content knowledge • Teaching • Collaboration • Reflection and • Professionalism <p>confidently during Program Defense.</p>	<p>panel (educator, studio art professor and art educator) annually.</p> <p>Reported as program completion for graduation.</p>		<p>standing for Defense met “at standard” and were recommended for program completion.</p> <p>MAT graduates reported that expectations for performance during MAT Defense was not clearly communicated.</p>	<p>to all MAT faculty members during a program review meeting. As the result, issues targeted for improvement have been aligned with specific courses. Preparation for MAT Defense is provided during ART 630 Computer Technology. Refinements in communicating expectations are occurring in this course.</p> <p>Entering MAT cohort members attended the exiting MAT Defense as a course activity. This experience supports establishing expectations for performance during Defense.</p>
3. Graduates of the Master of Arts in Teaching, Art Education	MAT candidates will have access to high quality and diverse monitored field experiences in	Evaluation of Directed Teaching by the Teacher Candidate,	90% or more of Teacher Candidates responded positively to	100% of candidates responded positively, affirming that their directed teaching experience	Each placement site is evaluated annually for continued use. As a result, weaker

(MAT) will exercise the ability to teach diverse learners effectively.	which to exercise the ability to teach diverse learners effectively.	Each fall and spring semester.	Question 1 (“My directed teaching experience was sufficient to prepare me for teaching in the classroom.”)	was sufficient. Table of data from Evaluation of Directed Teaching by the Teacher Candidate.	placement sites have been stricken from use. Program averages are improved by selective inclusion of specific highly-rated field placement sites.
	MAT Advisor checklist for candidate placement in diverse field experiences over the duration of the program of studies (initial summer ART 621 and EDUC 604; fall term before student teaching ART 600). Included in annual NCATE report for DTE graduates	90% of MAT graduates will have at least one field placement in a school with a diversity rating of 2 or more.	100% of candidates exercise the ability to teach in at least one field placement school with a diversity rating of 2 or more. NCATE Standard 4 Report.	The two NCATE-defined teacher dispositions positively describe the ability to teach diverse learners effectively: “fairness” and “belief that all children can learn.” Assessment of these dispositions will be examined during the DTE Conceptual Framework review in August 2008 for inclusion in candidate evaluation measures for all DTE programs.	MAT Advisor checklist for candidate placement in diverse field experiences over the duration of the program of studies (initial summer ART 621 and EDUC 604; fall term before student teaching ART 600). Included in annual NCATE report for DTE graduates
4. Graduates of the Master of Arts in Teaching, Art	MAT graduates will complete a teacher preparation program that	MAT Exit Interviews. Immediately after	The open-ended interview will identify program strengths and	Exit Interview Summaries are useful in developing a list of issues to be	MAT Faculty review Exit Interview summaries (MAT Faculty Meeting)

<p>Education (MAT) will complete a teacher preparation program reflecting current theory and practice in the profession.</p>	<p>reflecting current theory and practice in the field of Art Education as evidenced by</p> <ul style="list-style-type: none"> • Interview of graduates who have experienced current practice in the classroom (student teaching) • program accreditation by National Council for Accreditation of Teacher Education (NCATE) and National Association of Schools of Art and Design (NASAD). 	<p>program completion.</p> <p>Annual – in July following program completion by MAT graduates.</p> <p>Interviews have been conducted since 2003.</p>	<p>weaknesses.</p>	<p>considered by MAT faculty (MAT Faculty Meeting Agenda 4.03.08). Strategies to address the issues are discussed and implemented by faculty who teach in this program.</p> <p>Examples: Earlier MAT Exit Interviews identified a need for more instruction in classroom management. Two courses (EDUC 664 and ART 600) enhanced this instruction and the issue was not cited in the following MAT Exit Interview.</p> <p>In the 2005 Exit Interview, graduates suggested a modification of ART 630 (less art history emphasis and more emphasis on use of museum resources) resulting in a change to the</p>	<p>Agenda).</p> <p>The most recent Exit Interview to be fully processed (2007) identified several issues including “more experience with students with special needs.” In summer 2008, faculty for ART 621 and EDUC 604 included specific field experience involving students with special needs. Evidence of effectiveness of this experience will be confirmed through the Student Teacher Confidence Scale administered during Student Teaching, EDUC 666. Confidence in “working effectively with students with special needs” is one item on this scale.</p> <p>Distinguishing</p>
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				<p>course title, scheduling, and course content. ART 630 modification. This change is consistent with current theory and practice in the profession.</p>	<p>undergraduate and graduate studio courses has been identified as an issue. Because some MAT candidates have been Lander University undergraduates who may have taken a similar course on the undergraduate level, a different instructor has been assigned to teach the studio class ART 660 for graduate students. Evidence of effectiveness will be gathered through the IDEA course evaluation for ART 660 in fall 2008 and through the next MAT Exit Interview in July, 2009.</p>
		<p>NCATE and NASAD program review accreditation web listing and Program Event Map.</p>	<p>National recognition and accreditation based on professional standards and aggregated data.</p>	<p>The MAT Art Education program is NCATE/NASAD accredited.</p> <p>Revision of NCATE Standards has</p>	<p>Two NCATE-defined teacher dispositions, “fairness” and “belief that all children can learn,” will be examined</p>

		The next scheduled NASAD review is 2010. The next scheduled NCATE review is October 2011.		occurred since the last accreditation visit.	during the DTE Conceptual Framework review in August 2008 for inclusion in program assessment through additional means.
	<p>MAT candidates prepare for professional roles through South Carolina Art Education (SCAEA) conference presentation. Each will contribute to advancement the field of Art Education through contribution to a group project evaluated.</p> <p>Example: RUBRIC: Contribution to Creativity Collage.</p>	<p>Accepted presentation at state-level conference, scored by rubric OR gallery installation of group work scored by rubric.</p> <p>Annual.</p>	Averaged individual contribution scores of the group are "satisfactory" or above	<p>Met for the past five years by one or the other event.</p> <p>Met by both events (SCAEA conference presentations in 2004, 2005, 2006, 2007) and Graduate Exhibition (2001-2007) for four of the past five years.</p>	<p>Presenting at the SCAEA state conference has been cited by Graduates as "strength of the program."</p> <p>Continuation of this activity is planned.</p>