DATE: May 7, 2007

TO: Planning and Review Committee

FROM: Mary Hopkins-Best, Interim Dean
School of Education

SUBJECT: Response to Program Review of B.S. in Art Education

This is to respond to the Planning and Review Committee’s consultants’ report for the B.S. in Art Education. Responses for the School of Education program director, chair, and dean are written in blue within the attached document.
Program Review
2006-07 Planning and Review Committee

I. Degree: B.S. Art Education

Program Director: Mr. Joseph Haid

PRC Consultant: Brian Finder

Purpose of the Review: This review is conducted to assess the quality of the program as part of UW-Stout’s systematic seven-year review of all academic degree programs

Committee Findings: The committee recommends that the student, key instructor, and program advisory committee surveys be conducted in the Fall of 2008 with a subsequent status report by the program director addressing the concerns brought forth in this report, particularly as it relates to course overlap, program director communication with key instructors and students, student preparation in the areas of assessment, practicum experience and curriculum-based instruction, and classroom/lab-oriented improvement-based needs. Contingent upon a satisfactory 2008-2009 status report, continuation of this program is approved through academic year 2013-2014.

II. Abstract:

The B.S. Art Education Program at UW-Stout is one of 260 programs nationwide that is certified by the National Association of Schools of Art and Design (NASAD) which permits individuals to receive an Art Education degree and thus become certified to teach art in a K-12 setting. The on-campus program is structured to provide its students with opportunities to develop skills, knowledge and dispositions in art, curriculum and pedagogy that are necessary for public school-related instruction. The focus of the program is to facilitate learning and stimulate the creative and aesthetic process through a background in liberal and professional educational studies, art history, studio art/design and computer imaging coursework. The curriculum provides the student with academic, critical and aesthetic skills to become an effective teaching professional in the elementary and secondary schools. Students are given the opportunity to work directly with teaching professionals throughout the program. As a culminating part of the Art Education Program, students are placed in a variety of exemplary schools where a teaching professional guides them through the teaching process. The current student enrollment in the program is 87 students; a number which is believed to reasonably match the resources that are available.

The PRC consultants found that attempts have been made to address major concerns raised in the 1999-2000 program review, and in light of many changes that the program has experienced since the last review cycle, it appears that some course overlap remains a concern. The new SOE restructuring and requirements may possibly account for the current concerns regarding student advisement, faculty/departmental communications and student retention. With a change in program leadership and strong efforts to support Praxis exam success, among other retention initiatives, these concerns may soon be alleviated.
III. Process Followed for the Current Review:

The PRC Chair met with the dean, program director and chair of the primary department to discuss the review process and offer assistance. Under guidelines developed by the PRC, information regarding the program was gathered from the Placement Office, Institutional Research, the program director, key instructors, the program committee, students, and one-year and three-year graduates. There were 20 students, consisting of juniors and seniors, who provided feedback on the class-administered survey. In addition, 6 key instructors and 7 program committee members responded to a survey, while 7 of 20 graduates surveyed in 2004 and 6 of 24 graduates surveyed in 2002 responded (35% and 25% of those polled). Based on these surveys as well as institutional data, observations made by the consultant were reported to all PRC members. Along with the Interim Dean from the School of Education, the program director presented a summary of his report to the committee and had an opportunity to address concerns by PRC members. The consultant then wrote the recommendation report and upon discussion/approval by the PRC, this report was forwarded to the Interim Dean for her response. The PRC reviewed the dean’s response, approved the recommendation report, and forwarded the report to the Faculty Senate.

IV. Previous Review:

**Recommendation #1 for the Program Director:**
Examine the program requirements in an effort to reduce them to a level commensurate with the university total credit limits, if possible.

**Response:**
The enrollment of the Program is strong and consistent with the available resources in the Program

**Summation of Consultants:**
In an effort to meet DPI, NASAD, Professional Education Council and the University General Education requirements, the program still requires its students to complete 135 credits for degree completion.

**Recommendation #2 for the Program Director:**
Continue to work with the Admissions Office to management enrollment.

**Response:**
This recommendation was not responded to during the AY 1999 – 2000 review process.

**Summation of Consultants:**
While there wasn’t a response to this specific recommendation, it appears that any outstanding issues associated with enrollment management have been addressed through the response provided to Recommendation #3 below.

**Recommendation #3 for the Program Director:**
Investigate student-identified problems with course access and develop a procedure to monitor and manage overcrowding and course access.

**Response:**
With the addition of group advisement, continual accountability of individual advisement and with the installment of a Program Director in the School of Education in Art Education, enrollment, and procedures for course access are in place.
**Summation of Consultants:**
The Program Director worked with the Admissions Office to develop a process which manages enrollment targets that reflect the best program size relative to support levels. Course access/overcrowding no longer appear to be an issue at this time.

**Recommendation #4 for the Program Director:**
Develop a program committee and meet at least once annually

**Response:**
An advisory Committee Board has been in effect for many years to identify program development.

**Summation of Consultants:**
The advisory board has been meeting regularly and associated members are actively involved.

**Recommendation #5 for the Program Director:**
Work with Placement Services to develop a plan to improve the use and services provided by that office.

**Response:**
The additional services for student support in art education has been strengthened with on-line information which includes resume writing, interview strategies, mock interviews and individual counseling of student needs.

**Summation of Consultants:**
Communication-based systems which promote the students to register with Placement Services for teaching positions as well as become involved in practicing job interviewing skills appear to have addressed the above recommendation.

**Recommendation #6 for the Department Chair:**
Investigate course duplication and/or overlap and reduce where possible.

**Response:**
All courses in the Art Education Program have been revised to eliminate course duplication and/or overlapping of instruction

**Summation of Consultants:**
A program-based revision was instituted whereby remove one course as well as merge two other core courses together, although there is evidence that course duplication still exists in the program, especially with the Practice of Art and Senior Seminar courses.

**Recommendation #7 for the School of Education Dean:**
Investigate the viability of a stand-alone Program Director for the B.S. in Art Education.

**Response:**
In a memo from Dean Murphy dated 4/24/00, it was felt that the relationship between the B.S. in Art education and the B.F.A. in Art requires very close coordination and therefore a single Program Director would best serve the student who are enrolled in both programs. It should be noted that Dean Murphy also indicate that the prospect of assigning a Program Director specific to the Art Education Program would be assessed in the future.

**Summation of Consultants:**
Since the last program review, a stand-alone Program Director position has been assigned to administer to the needs of the B.S. in Art Education Program.

V. Program Review:

Program Strengths

1. The Art Education Program emphasizes the creation of teachers who will be leaders in and out of the art classroom.
2. Student enrollments as well as the placement rates of graduates are perceived as being strong.
3. Program advisory committee meetings have been conducted on a regular basis and members appear to be reasonably informed of program-related practices/issues.
4. The studio arts-related courses are highly beneficial.
5. The practicum (i.e., observation and practice teaching) experiences public in schools are worthwhile.
6. Students are provided opportunities to present public art and art education exhibitions on campus.
7. Art education faculty maintain close contact with the public schools.

Source

Self-study & advisory committee survey

Issues of Concern

Communication

1. Conflicting advisement/instructor-based communications regarding program requirements and expectations.
2. Inadequate communication appears to exist between the Art Education and the B.F.A. Program faculty/staff.

Source

Student & advisory committee surveys

Curriculum

1. Course repetition/overlap exists between the Practice of Art and Senior Seminar courses, as well as the Intro to Art Education and the Foundations of Education courses.
2. Students may not be sufficiently prepared in the areas of assessment, teaching strategies and content/curriculum.
3. A need for more practicum experience spread throughout the program.
4. A need to update the curriculum/develop new methods of instruction.
5. Low freshmen retention rates.
Issues of Concern (cont.)

Resources

1. Some classrooms and labs do not provide the necessary cleanup (i.e., water and sink-related) as well as storage-based needs for methods courses

2. There is a perceived need for additional clerical staff for both the Art Education and the B.F.A programs

Source (cont.)

Self-study, student and key instructor surveys

Key instructor survey

Recommendations for the Program Director

1. Identify and institute ongoing practices which will foster an alignment in advisement as well as instructor-based communications regarding program requirements and expectations.

Response:
The Program Director and Art Education faculty have instituted group advisement meetings, once every semester, for student understanding of their advisement needs and to communicate a recommended sequence of courses. These meetings are held to encourage students to become more proactive in planning their program. The PD has sent out consistent, timely, and numerous memos to all art education students about benchmark interview policies, procedures, and expectations. Further, there has been a strong effort to help students navigate more effectively through their program via the UW-Stout Home Page.

2. Continue and modify as needed, current efforts to ensure that planning-based needs/concerns are being addressed among Art Education and B.F.A. Program faculty/staff.

Response:
The Program Director has engaged in continuous information sharing with the faculty and the Chair of the Department of Art and Design. These have included several faculty meetings to plan events and activities, including the Mid-program review, the Senior Show and the Visual Arts Classic Competition activities. Since the Program Director is housed in the Applied Arts Building, the location of the PD has provided a visible and efficient way to communicate about student needs as well as to organize and plan further events and activities with faculty in the Department of Art and Design.

3. Identify and minimize the presence of unnecessary course overlap in the program, especially as it relates to the Practices of Art and the Senior Seminar as well as Intro to Art Education and the Foundation of Education courses.

Response:
- A number of advisement-related topics are included in ARTED 108 Introduction to Art Education, including graduation and certification requirements. The faculty and advisory committee are considering replacing the Practice of Art Seminar course with a pedagogical course that would include more observational experiences.
Student outcomes from EDUC 326 Foundation of Education, particularly the Philosophy of Education assignment, provides a foundation from which students create discipline-specific assignments, including a Teaching Statement in Art Education which is initiated as a freshman and is fully developed as a senior.

4. Analyze, identify and consequently modify specific areas of the curriculum where the subject areas of assessment, teaching strategies and new methods of instruction can be bolstered.

Response:
All courses are aligned with the Wisconsin Teaching Standards, the Four Domains for Learning and the Art and Design Academic Standards. The faculty will review the assessment processes in each core course to assure various methods of inquiry including reflection tools, student dialogue, group development on curriculum, student-centered learning, and research and development through the laptop technology available to all students. All art education courses will be enhanced through use of D2L and other appropriate technologies.

5. Identify and institute measures which will increase the extent of student-based practicum experience throughout the curriculum.

Response:
- Course goals and objectives require students to write about their practicum experiences. Assignments have been modified to increase knowledge-based learning in content and curriculum. The faculty will work closely with cooperating teachers and seek input through the program’s bi-annual Advisory Board Committee meetings.
- Faculty will work closely with placement personnel to match students with appropriate school placements and provide a better environment for learning in the classroom. The Program Director meets annually with the art educators in the Menomonie School District to understand their needs and concerns.

6. Identify and consequently institute measures which are intended to bolster freshman retention rates in the program.

Response:
The Program Director will contact all Art Education freshmen to invite them to meet and discuss any program concerns. The Student Chapter of the National Art Education Association includes freshmen in their email announcements regarding membership, future campus activities and events, and act as a student mentor. Further, the Program Director has increased the number of office hours available to all students in the program.
Recommendations for the SOE Chair

1. Support the efforts of the Program director to address the issues of inter/intra departmental communication.

Response:
Several efforts have been made to improve inter/intra departmental communication since Mr. Joseph Haid was appointed as the Program Director in the spring of 2006. Since that time, the Chair of the School of Education (SOE) and Mr. Haid have met on a regular basis to communicate regarding the needs of the SOE and the Art Education Program. The Chair will continue to meet with the Program Director on a regular basis to provide a means through which SOE information can be disseminated. In addition, the Chair will work with the Program Director to arrange course schedules to allow for the Program Director’s participation in School of Education meetings. Further, efforts are underway to explore new configurations of the School of Education Disciplinary Area Work Group Meetings to allow for interdisciplinary communication between the Art Education faculty members and the other faculty within the School of Education.

2. Support the program director’s efforts to improve student performance in the areas of assessment, teaching strategies and content/curriculum.

Response:
The Chair will work with the PD and the faculty to identify best practice and curricular needs in the areas of assessment, teaching strategies, and content/curriculum. The PD will be encouraged to take courses or attend professional development workshops in the areas of assessment, teaching strategies, and curriculum in the area of Art Education.

3. Work with the program director and other departmental chairs to eliminate course repetition and overlap.

Response:
There is only one Chair in the School of Education. However, the Chair will encourage the Program Director to investigate ways to collaborate with other SOE Program Directors and faculty members to determine where overlap occurs to develop an action plan for the Art Education Program. The Chair will also encourage the PD to meet regularly with faculty from the Department of Art and Design to identifying any overlapping curricula in those content areas.

Recommendations for the SOE Dean

1. Support the efforts of the Program director to address the issues of inter/intra departmental communication.

Response:
- The Dean meets with the Program Director each month to review any concerns including communication.
- The Program Director’s course schedule will be changed in 2007-08 to assure that he can attend the SOE Council meetings (he had a course conflict in spring 2007).
o Any issues related to miscommunication among Art Education faculty will be promptly addressed by the Chair and the Dean.
o While the placement of the Art Education PD in the Applied Arts building facilitates communication with the Art Department, it hinders communication with SOE colleagues. This will be reviewed on a regular basis.

2. Analyze the current classroom/lab needs as well as perceived need for additional clerical support and make efforts to improve these resources.

Response:
  o The School of Education is in need of a model classroom laboratory that could be shared by all programs. This will be taken into consideration in the facility planning process currently in progress.
  o A half-time administrative assistant has been reassigned to provide support to program directors.

Recommendations for the Dean of the College of Arts and Sciences

1. Analyze the current classroom/lab needs as well as perceived need for additional clerical support and make efforts to improve these resources.