



**PREPARING
EXEMPLARY
PRACTITIONERS** | FIELD-BASED
INQUIRY
PROFESSIONAL
EXCELLENCE
BETTERMENT
OF SOCIETY
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

PROGRAM DATA REPORT

ART EDUCATION

THE UNIVERSITY OF WEST GEORGIA

2012-13

PREPARED BY

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Program Admissions/Production Information

Table 1*
AY13 Admissions by Degree Type (N=6)

| B.F.A. | Non-Degree | M.Ed. |
|---------------|-------------------|--------------|
| 4 | 1 | 1 |

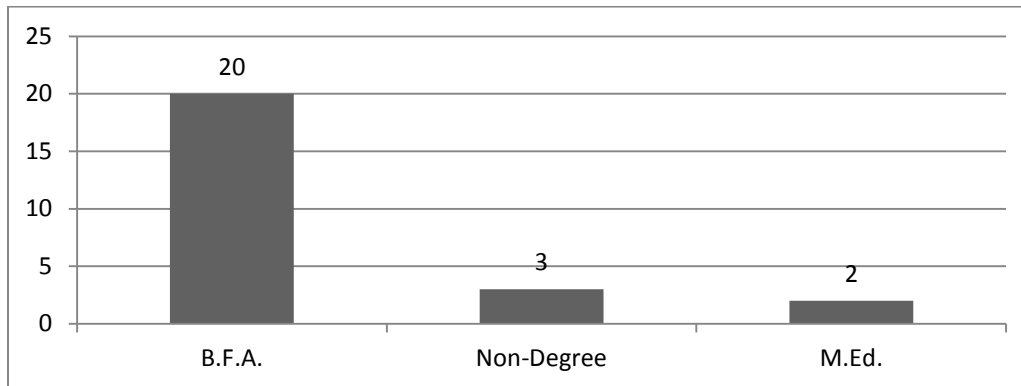
*Banner Report ED2740 & ED2465 (for Bachelor's admissions)

Table 2*
AY13 Completers by Degree Type (N=10)

| B.F.A. | Non-Degree | M.Ed. |
|---------------|-------------------|--------------|
| 5 | 2 | 3 |

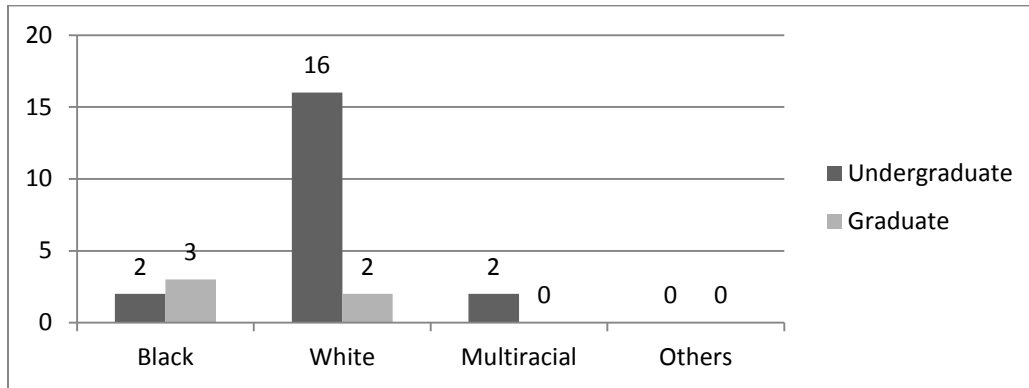
* Program Vitality Report

Figure 1*
Active Majors by Degree (N=25)



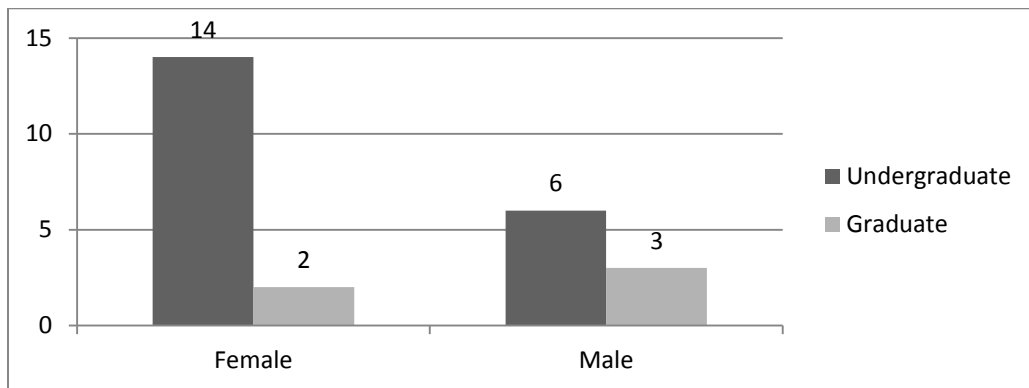
* Banner Report ED2505

Figure 2*
Race (N=25)



* Banner Report ED2505

Figure 3*
Gender (N=25)



*Banner Report 2505

Table 3*

Average SAT Scores- Undergraduate Active Majors (N=15)

| Test | Score |
|--------------------------|--------------|
| SAT-Verbal | 481 |
| SAT-Mathematics | 467 |
| Both Tests Average Total | 948 |

* Banner Report ED2505

Table 4*

Average ACT Scores- Undergraduate Active Majors (N=7)

| Test | Score |
|--------------------------|--------------|
| ACT-Verbal | 20 |
| ACT-Mathematics | 19 |
| Both Tests Average Total | 39 |

* Banner Report ED2505

Table 5*

Average GRE Scores- Graduate Active Majors (N=2)

| Test | Score |
|--------------------------|--------------|
| GRE-Verbal | 500 |
| GRE-Mathematics | 415 |
| Both Tests Average Total | 915 |

* Banner Report ED2505

Assessment Results for: ART B.F.A. and Non-Degree

Learning Outcomes Report

No data collected. No class assignments sent.

Dispositions, Impact on Student Learning, and Intern Keys Instruments**

Table 6*:
COE Intern Keys Final Rubric (N=6)

| Performance Standard 1: Professional Knowledge | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
|---|-----------------------|---------------------|---------------------|--------------------|----------------------|-----------------------|-------------|
| 1.1 Addresses appropriate curriculum standards and integrates key content elements | 0% | 0% | 66.67% | 33.33% | 0% | 6 | 3.33 |
| 1.2 Facilitates students' use of higher level thinking skills in instruction | 0% | 0% | 66.67% | 33.33% | 0% | 6 | 3.33 |
| 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. | 0% | 0% | 66.67% | 33.33% | 0% | 6 | 3.33 |
| 1.4 Demonstrates accurate, deep, and current knowledge of subject matter. | 0% | 0% | 66.67% | 33.33% | 0% | 6 | 3.33 |
| 1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research. | 0% | 16.67% | 33.33% | 50% | 0% | 6 | 3.33 |
| 1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum. | 0% | 16.67% | 33.33% | 50% | 0% | 6 | 3.33 |
| 1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group. | 0% | 16.67% | 33.33% | 50% | 0% | 6 | 3.33 |
| Total/Percentage | 0% | 7.14% | 52.38% | 40.48% | 0% | 42 | |
| Performance Standard 2: Instructional Planning | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
| 2.1 Analyzes and uses student learning data to inform planning. | 0% | 33.33% | 50% | 16.67% | 0% | 6 | 2.83 |
| 2.2 Plans instruction effectively for content mastery, | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |

| | | | | | | | |
|--|-----------------------|---------------------|---------------------|--------------------|----------------------|-----------------------|-------------|
| 2.3 Plans for differentiated instruction. | 0% | 16.67% | 50% | 33.33% | 0% | 6 | 3.17 |
| 2.4 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs. | 0% | 16.67% | 50% | 33.33% | 0% | 6 | 3.17 |
| Total/Percentage | 0% | 16.67% | 50% | 33.33% | 0% | 24 | |
| Performance Standard 3: Instructional Strategies | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
| 3.1 Engages students in active learning and maintains interests. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 3.2 Builds upon students' existing knowledge and skills. | 0% | 16.67% | 50% | 33.33% | 0% | 6 | 3.17 |
| 3.3 Reinforces learning goals consistently throughout the lesson. | 0% | 16.67% | 50% | 33.33% | 0% | 6 | 3.17 |
| 3.4 Effectively uses appropriate instructional technology to enhance student learning. | 0% | 16.67% | 33.33% | 50% | 0% | 6 | 3.33 |
| 3.5 Communicates and presents material clearly, and checks for understanding. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| Total/Percentage | 0% | 10% | 46.67% | 43.33% | 0% | 30 | |
| Performance Standard 4: Differentiated Instruction | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
| 4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 4.2 Provides remediation, enrichment, and acceleration to further student understanding of material. | 0% | 16.67% | 50% | 33.33% | 0% | 6 | 3.17 |
| 4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals. | 0% | 16.67% | 50% | 33.33% | 0% | 6 | 3.17 |
| Total/Percentage | 0% | 11.11% | 50% | 38.89% | 0% | 18 | |
| Performance Standards 5 and 6: Assessment Strategies and Uses | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
| 5.1 Uses assessment techniques that are appropriate for the developmental level of students. | 0% | 16.67% | 33.33% | 50% | 0% | 6 | 3.33 |
| 6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning. | 0% | 33.33% | 33.33% | 33.33% | 0% | 6 | 3 |
| 6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives. | 0% | 33.33% | 16.67% | 50% | 0% | 6 | 3.17 |
| 6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust | 0% | 50% | 33.33% | 16.67% | 0% | 6 | 2.67 |

| | | | | | | | |
|--|-----------------------|---------------------|---------------------|--------------------|----------------------|-----------------------|-------------|
| instruction. | | | | | | | |
| 6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short- term instructional decisions. | 0% | 16.67% | 50% | 33.33% | 0% | 6 | 3.17 |
| 6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 6.6 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning. | 0% | 16.67% | 50% | 33.33% | 0% | 6 | 3.17 |
| Total/Percentage | 0% | 23.81% | 38.1% | 38.1% | 0% | 42 | |
| Performance Standard 7: Positive Learning Environment | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
| 7.1 Responds to disruptions in a timely, appropriate manner. | 0% | 16.67% | 50% | 33.33% | 0% | 6 | 3.17 |
| 7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately. | 0% | 0% | 66.67% | 33.33% | 0% | 6 | 3.33 |
| 7.3 Models caring, fairness, respect, and enthusiasm for learning. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 7.4 Promotes a climate of trust and teamwork within the classroom. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 7.6 Actively listens and pays attention to students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 7.7 Actively listens and pays attention to students' needs and responses. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 7.8 Arranges the classroom materials and resources to facilitate group and individual activities. | 0% | 16.67% | 33.33% | 50% | 0% | 6 | 3.33 |
| Total/Percentage | 0% | 4.17% | 50% | 45.83% | 0% | 48 | |
| Performance Standard 8: Academically Challenging Environment | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
| 8.1 Maximizes instructional time. | 0% | 0% | 83.33% | 16.67% | 0% | 6 | 3.17 |
| 8.2 Conveys the message that mistakes should be embraced as a valuable part of learning. | 0% | 0% | 66.67% | 33.33% | 0% | 6 | 3.33 |
| 8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 8.4 Provides transitions that minimize loss of | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |

| | | | | | | | |
|--|-----------------------|---------------------|---------------------|--------------------|----------------------|-----------------------|-------------|
| instructional time. | | | | | | | |
| 8.5 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals. | 0% | 16.67% | 33.33% | 50% | 0% | 6 | 3.33 |
| 8.6 Encourages students to explore new ideas and take academic risks. | 0% | 0% | 66.67% | 33.33% | 0% | 6 | 3.33 |
| Total/Percentage | 0% | 2.78% | 58.33% | 38.89% | 0% | 36 | |
| Performance Standard 9: Professionalism | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
| 9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices. | 0% | 0% | 33.33% | 66.67% | 0% | 6 | 3.67 |
| 9.2 Maintains professional demeanor and behavior. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 9.3 Respects and maintains confidentiality. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 9.5 Participates in ongoing professional growth activities based on identified areas for improvement. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 9.6 Demonstrates flexibility in adapting to school change. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| Total/Percentage | 0% | 0% | 47.22% | 52.78% | 0% | 36 | |
| Performance Standard 10: Communication | % Unacceptable | % Developing | % Proficient | % Exemplary | % No Response | Total Response | Mean |
| 10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment. | 0% | 16.67% | 33.33% | 50% | 0% | 6 | 3.33 |
| 10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 10.4 Adheres to school and district policies regarding communication of student information. | 0% | 0% | 50% | 50% | 0% | 6 | 3.5 |
| 10.5 In partnership with the classroom teacher, creates a climate of openness for parents, students, and other school professionals by demonstrating a collaborative and approachable style. | 0% | 20% | 40% | 40% | 16.67% | 5 | 3.2 |
| 10.6 Listens and responds with cultural awareness, | 0% | 16.67% | 33.33% | 50% | 0% | 6 | 3.33 |

| | | | | | | | |
|--|----|-----|-------|-------|--------|----|-----|
| empathy, and understanding to the voice of students. | | | | | | | |
| 10.7 Uses modes of communication that are appropriate for a given situation. | 0% | 20% | 40% | 40% | 16.67% | 5 | 3.2 |
| Total/Percentage | 0% | 10% | 42.5% | 47.5% | 4.76% | 40 | |

* Tk20 Report: FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

** No data collected for Dispositions or Impact on Student Learning.

GACE Content Test Results

Table 7*

GACE Pass Rates

| Test | Number Tested | Number Passed | Percent Passed |
|--------|---------------|---------------|----------------|
| Art-I | 10 | 10 | 100 |
| Art-II | 10 | 9 | 90 |

* GACE Annual Program Provider Summary Report, 2011-2012

Table 8*

Art Test I Results

| Average Percent Correct-Institution | Average Percent Correct-Statewide | Subarea and Objective |
|-------------------------------------|-----------------------------------|---|
| 77 | 80 | SUBAREA 1: ARTISTIC SKILLS AND KNOWLEDGE |
| 70 | 77 | 0001 Understand the materials, tools, methods, processes, techniques, and technologies employed in creating drawings and paintings. |
| 68 | 78 | 0002 Understand the materials, tools, methods, processes, techniques, and technologies employed in creating prints and photographs. |
| 78 | 77 | 0003 Understand the materials, tools, methods, processes, techniques, and technologies employed in creating sculptures. |
| 72 | 77 | 0004 Understand the materials, tools, methods, processes, techniques, and technologies employed in creating works in ceramics, pottery, fiber arts, and other crafts. |
| 91 | 89 | 0005 Understand the materials, tools, methods, |

| Average Percent Correct-Institution | Average Percent Correct-Statewide | Subarea and Objective |
|-------------------------------------|-----------------------------------|--|
| | | processes, techniques, and technologies employed in creating works in graphic design, video/film art, computer art, and mixed media art. |
| 83 | 84 | 0006 Understand artistic processes involved in creating works of visual art. |
| 74 | 79 | SUBAREA 2: CONNECTIONS |
| 78 | 82 | 0007 Understand how the visual arts relate to other arts disciplines. |
| 71 | 71 | 0008 Understand how the visual arts relate to other disciplines. |
| 70 | 80 | 0009 Understand the life skills employed in and developed through the practice and appreciation of visual art. |
| 78 | 84 | 0010 Understand career and avocation opportunities available in the visual arts. |

* GACE Annual Program Provider Summary Report, 2011-2012

Table 9*
Art Test II Results

| Average Percent Correct-Institution | Average Percent Correct-Statewide | Subarea and Objective |
|-------------------------------------|-----------------------------------|--|
| 80 | 84 | SUBAREA 1: AESTHETIC UNDERSTANDING & CRIT. ANALYSIS |
| 72 | 81 | 0011 Understand the elements of art and principles of design and their use in works of visual art. |
| 84 | 83 | 0012 Understand how the elements of art and principles of design are used to achieve effects and communicate ideas in works of visual art. |
| 90 | 93 | 0013 Understand the visual arts as a form of communication. |
| 86 | 86 | 0014 Understand the commonalities, distinctions, and connections among works of visual art. |
| 74 | 76 | 0015 Understand the relationship between art and society. |
| 78 | 87 | 0016 Understand the basic principles of analysis, interpretation, and evaluation in works of visual art. |

| Average Percent Correct-Institution | Average Percent Correct-Statewide | Subarea and Objective |
|-------------------------------------|-----------------------------------|--|
| 62 | 69 | SUBAREA 2: HISTORICAL AND CULTURAL CONTEXT |
| 66 | 71 | 0017 Understand works of art from Central America, North America, and South America from ancient times to the present. |
| 53 | 66 | 0018 Understand works of art from Europe and the Middle East from ancient times to the present. |
| 47 | 57 | 0019 Understand works of art from Africa and Oceania from ancient times to the present. |
| 68 | 69 | 0020 Understand works of art from Asia from ancient times to the present. |
| 76 | 83 | 0021 Understand major periods, movements, traditions, and styles in the visual arts from world cultures from ancient times to the present. |

* GACE Annual Program Provider Summary Report, 2011-2012

Assessment Results for: ART M.Ed.

No data collected. Program has been deactivated.