

College of Education

Dean's Office Memorandum

DATE: August 26, 2016

TO: Dr. Kate Miller, Provost

Cc Dr. Anne Alexander, Associate Provost

FROM: D. Ray Reutzler, Dean

RE: Art Education Program Review

After reviewing the data presented in the Program Review Report as per University regulation, I am providing you a memorandum of recommendation related to the Art Education program. The program housed on the Laramie campus has had a history of low productivity in terms of the number of degrees awarded annually and over that period of the past five years.

The Art Education (Art Ed) program has no national specialized program accreditation (SPA) body, but is approved by the *Wyoming Professional Standards Teaching Board* (PTSB) making the degrees awarded eligible for professional licensure, certification or endorsement in Wyoming. Consequently, the Art Education program meets state standards as a program recognized with conditions. Conditions of the program will be addressed in future PTSB accreditation cycles as part of the College's regular review process every seven years.

The Art Ed program at UW is currently offered as a concurrent major with the Visual Art Department in the College of Arts and Sciences. The degree offering has a well-established reputation for quality in the state of Wyoming. It has also suffered low program enrollments over a period of many years with enrollments in recent years trending even lower. Of the total number of UW graduates in Art Education, 80% are teaching in Wyoming schools. As with other UW degree programs, the Art Education degree is the only four-year art education degree available in the state of Wyoming. The direct instructional expenditure per FTE student is about 50% higher in Art

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Education than is the average degree cost in the College of Education. Nearly 80% of art education courses offered meet university minimums for section size.

Taken together, the persistent low enrollments in the Art Education program and the availability of an art major in the visual arts department argue strongly for a consistent approach in the university for addressing fine arts education. Music has its own, self-contained teacher education program. Art, on the other hand, has a concurrent major program shared with the College of Education. Consequently, we believe that in the case where low enrollment programs are found in the College of Education such as in Art Education, a model where the content department teaches the methods courses and other certification courses are offered through the College of Education.

Consequently, my recommendation is to eliminate the Art Ed program and work with the Art department in the College of Arts and Sciences to offer this concurrent major in conjunction with the College of Education with the Visual Art Department teaching the art education methods courses within their own unit somewhat similar to that which is done in music education.

DRR

Academic Program Review
Report Template
University of Wyoming
Office of Academic Affairs
March 2016
August 24, 2016

(adapted from SDSU)

Deans and Directors who administer an authorized major or course of study approved by action of the Board of Trustees will be responsible for conducting program reviews. Four key elements should be addressed in each academic program review: (1) Program Demand, (2) Program Quality, (3) Mission Centrality, and (4) Cost.

For each program that is reviewed, a recommendation will be made by the Academic Dean to the Vice President of Academic Affairs.

Title of Program/Specialization: Art Education

Indicate whether undergraduate or graduate program/specialization: Undergraduate

Department and College: Secondary Education, College of Education

Department Head Name and contact information (phone, email): Dr. Kate Muir Welsh
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Part 1 – Program Review

1. Program Demand:

Art Education is a Bachelor's Degree program that includes concurrent majors in secondary education and art. However, the Art Education Program fails to achieve minimal productivity standards (n=10 degree graduates per year, 50 graduates over five years) qualifying it for Stage 2 Academic Program Review. Listed below are numbers of graduates from the previous six years of the Art Education program.

2017	6 graduates (anticipated)
2016	6 graduates
2015	7 graduates
2014	7 graduates
2013	10 graduates
2012	9 graduates

2. Program Quality: Is the program of high quality?

a. Program accreditation

1. Wyoming Professional Teaching Standards Board (PTSB) is the agency responsible for licensure and endorsement of the Art Education graduates. Art Education has no nationally recognized specialized program accreditation (SPA) body.
2. The most recent PTSB accreditation was completed and approved in September 2013.

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3. The program will follow the accreditation cycle of the College of Education national accreditation which will occur again in seven years (2023).
 4. While completing the most recent program accreditation process in 2013 by the PTSB, there was one area for consideration mentioned. When final accreditation occurred, there were no outstanding recommendations or conditions.
- b. Credentials of faculty

Faculty Name: Dr. Lydia Dambekalns, Ph.D., Penn State University

Ethnicity: Caucasian; **Gender:** Female

Grants Awarded:

2015

Innovative Course Development Winter Study Abroad (Benin, West Africa)

Amount awarded: \$4500

2014

Innovative Course Development Summer Study Abroad (Latvia) with Victoria Gillis, co.

Amount awarded: \$5000

2013

Innovative Course Development Winter Study Abroad (Benin, West Africa)

Amount awarded: \$2500

2012

United States Agency for International Development (US AID) Teacher Training for the Arts, Benin, West Africa

Amount awarded: \$810

Innovative Course Development Winter Study Abroad (Benin)

Amount awarded: \$5000

Grants submitted by Dr. Dambekalns (non-funded):

2011

Agency: Wyoming Space Grant Consortium (NASA) to fund the project “Combining Remote Sensing, Photography and Textile Art in Interactive Science Curricula” jointly developed with Dr. Ken Driese, WYGISC, April, 2011,

Amount sought: \$9633.

Publications:

2012

Dambekalns, L. and Medina-Jerez, W. “Cell organelles and silk batik: a model for integrating art and science”. In “Science Scope”, vol. 36 (2), pp. 44-51.

Medina-Jerez, W. and Dambekalns, L. “Art and science education collaboration in a secondary teacher preparation programme”. In Research in Science and Technological Education, Vol. 30 (2), pp. 209-224.

2006

Dambekalns, L. and Vitola, I. “International Collaboration in the Classroom: A dialogue and reflection”, in Pedagogija un skolotaju izglitiba, Riga: University of Latvia Press, pp. 91-102.

2005

Dambekalns, L. “Earth View, Art View”. In The Science Teacher, Vo. 72, No. 1. pp. 43-47.

2002

Buss A., McClurg P., and Dambekalns L. “An Investigation of GIS Workshop Experiences for Successful Classroom Implementation”. ESRI on-line publications, July.

Presentations:

2016

“Children’s school drawing experiences in Benin”, Comparative International Education Association, Vancouver, Canada.

2015

“Implementing theory in northern Bukina Faso: A case study of a gender and education initiative”. Spears, A. and Dambekalns, L., Comparative and International Education Society, Washington, DC.

“A Taxi for Ferdinand: Dilemmas and Discussions in an American classroom”. Dambekalns, L. and Mellizo, J. Comparative and International Education Society, Washington, DC.

2014

“Voodoo Objects and Art in West Africa”, National Art Education Association, San Diego, CA.

2013

“Art in the community and schools of Benin, West Africa”, National Art Education Association, Ft. Worth, TX.

“Partnerships with Art and Science Pre-service Teachers”, Burrows. A. and Dambekalns L., NRMERA Jackson, WY.

“ Classroom dynamics in Africa”, Comparative and International Studies international conference, New Orleans, LA.

“ Measuring artistic growth in school children, Benin, West Africa”, National Art Education Association, Ft. Worth, TX.

2012

“Integrating transformational geometry with silk painting to motivate and learn”, National Network for Education Renewal conference, Denver, CO.

“An art and science collaboration experience in a teacher preparation program”, National Science Teachers Association Conference, Indianapolis, IN.

2011

“The science and art of creative inquiry”, National Art Education Association, Seattle, WA.

2010

“Methods unite: art and science pre-service teachers”, National Art Education Association, Baltimore, MD.

“Elder Resident and College Student Joint Memory Art Project”, National Art Education Association Conference.

National/International Awards:

Innovative Course Development Award, UW Outreach Programs, Fall 2015.

Innovative Course Development Award, UW Outreach Programs, Spring 2015.

Innovative Course Development Award, UW Outreach Programs, Fall 2014.

Innovative Course Development Award, UW Outreach Programs, Fall 2013.

Innovative Course Development Award, UW Outreach Programs, Fall 2012.

Sabbatical Year Award, University of Wyoming academic year 2011-2012.

Worked on writing science/art articles and spent six months in Benin, West Africa working with art curriculum development at CIAMO.

J. William Fulbright Scholar International Award. Lecturer at the University of Latvia and consultant to the Ministry of Science and Education, Riga Latvia, Sept. 2004-Jan 2005.

Sabbatical Year Award. University of Wyoming. Fulbright Semester abroad (including study of the expanded EU) for the fall plus worked on Science/Art interdisciplinary connections spring semester. 2004-2005.

Wyoming Art Educator of the Year, 2001 presented at the National Art Education Convention in New York, March 2001. Distinguished Paper award for Transforming the Ordinary to the Extraordinary: Changing Science into Art by the editors of International Visual Literacy's Selected Readings, 1998.

Wyoming Council for the Humanities, 1998 Speakers Bureau Fellow, 1998.

Pennsylvania Governor's Schools for Excellence Award. August 1996.

Teaching Assistantship, Pennsylvania State University. 1991-1995

c. Program reputation

The goal of the art education program at UW is to produce art educators who are innovators and leaders in the teaching field as well as accomplished artists. All graduates receive a Bachelor's Degree in Art Education (grades K-12) and a concurrent major in Art. A concurrent major will ensure that graduates are "highly qualified" teachers and will expand career possibilities.

The program includes courses in pedagogy, teaching methods, special education, and art with an ongoing emphasis on interdisciplinary connections between art and other subjects. Authentic classroom experiences are embedded throughout the program. During the EDSE 4500 residency course, students will spend half of their experience at an elementary school and half at a secondary school. Graduates will have the confidence, knowledge, and experience to teach art at the elementary, middle school, and high school level.

Many of the graduates go on to teaching careers in Wyoming schools. In 2015-16 across grades 7-12, on average about 50 % of students enroll in Fine and Performing Arts classes (Wyoming Department of Education: data submitted by WY Public School Districts). A large percentage of those students are taught by UW graduates.

d. Curriculum of major or specialization

There are three ways to become an Art Education major. Students can enroll at UW as freshman, completing all of their educational requirements on the UW Laramie campus. Students can enter the program as juniors upon completion of an associate's degree from various community colleges across the state/nation.

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Once completed the Art Education Bachelor's degree leads to certification to teach in the state of Wyoming by the Wyoming Professional Teaching Standards Board.

The third way to complete the Art Education content, we offer a Post-Baccalaureate Program that will lead to initial Wyoming teacher certification. The credits earned in this program can also be applied to a master's degree in Curriculum and Instruction, if you choose to pursue a graduate degree.

Courses specific to the major and specializations are as follows:

Course Number	Name	Credit Hours
Professional Education Requirements		
EDST 2450	Foundations of Development & Learning	3
ITEC 2360	Teaching with Technology	3
EDST 2480	Diversity & Politics of Schooling	4
EDEX 2484	Introduction to Special Education	3
EDST 3000	Teacher as Practitioner	6
EDST 3550	Educational Assessment	2
EDSE 3272/4272	Art Education Methods I/II	3/4
EDSE 4500	Residency in Teaching	15-16
Art Major Content Requirements		
ART 1005	Beginning Drawing	3
ART 1110	Foundation I, 2D	3
ART 1115	Digital Media	1
ART 1120	Foundation II, 3D	3
ART 1130	Foundation III, Color	3
ART 2000	Portfolio Review	1
ART 2305	Techniques Wood/Mixed Media	1
ART 2005	Drawing II	3
ART 2210	Painting I	3
ART 1310	Intro to Sculpture	3
ART 2410/2420	Ceramics I or Ceramics II	3
ART 2112	Graphic Design	3
ART 2255	Intro to Photo, Digital	3
ART 2265	Intro to Photo, B/W	3
ART 2350	Metalsmithing	3
ART 2010	Art History Survey I	3
ART 2020	Art History Survey II	3
ART 3510	Printmaking	3
ART XXXX	Upper Division Electives	6

- e. Distance delivery of program/major

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Art Education is an on-site program offered at the UW campus only, although many lower level courses are offered at community colleges and are transferable to UW.

f. Quality of Assessment Plan/data

Program assessment follows the process of all programs within Wyoming Teacher Education Program (WTEP). All Secondary Education Department programs have Tier 1 status on UW assessment of student learning in the WTEP programs, student teaching evaluations, as well as common assessments to determine student abilities.

g. Strategic Plan

N/A- There is not a current UW strategic plan to demonstrate connections.

h. Other: The Art Education students are actively involved with local, regional and national art education associations activities.

3. Mission Centrality: Does the program advance the mission of UW including institutional strategy?

- a. The Art Education program aligns well with the mission of the University in the respect to UW's commitment to service. The mission states there is an understanding that the greatest service is to provide the state and nation with teachers. This is also recognized as one of the mission's guiding principles when it comes to serving the needs of the state.
- b. The Art Education student numbers do affect the course enrollments in EDST 2450 - Foundations of Development & Learning, ITEC 2360- Teaching with Technology, EDST 2480 – Diversity & Politics of Schooling, EDEX-2484 Introduction to Special Education, EDST 3000 – Teacher as Practitioner, and EDST 3550 as well as the course enrollments for the art content courses required for the dual degree listed in the table above.
- c. Of the 39 students who graduated within the last five years, approximately 90% of them are currently working and teaching in schools (80% of the teachers are in-Wyoming.) For 2016 graduates, 100% are teaching. Most of the students were hired where they completed their student teaching residency.
- d. This program is unique because it is the only opportunity for a bachelor's degree in Art Education in the state. The dual degree option also makes the program unique and highly beneficial to our students in future employment qualifications and opportunities.
- e. None

4. **Cost: Is the program financially viable?**

Dr. Dambekalns's 2015-16 salary is \$71,196.00. Benefits are not included in the calculations below.

In 2015-16, Dr. Dambekalns taught the following five courses

Semester	Course #	Credits	# of Students	Total student credit hours
Fall 2015	EDSE 3272- Art Education Methods I	3	5	15
	EDSE 4272- Art Education Methods II	3	6	18
Spring 2016	EDSE 4500- Student Teaching Residency (Faculty act as supervisors for 10-15 students. <ul style="list-style-type: none"> • Students enroll for 15-16 credit hours. • The faculty receive 5 credits in their teaching load for EDSE 4500.) 	8	15	75
		Totals	21	108

- a. Ratio of student credit hours per FTE: **108 student credit hours: 1 faculty**
- b. Direct instructional expenditures:
 - i. **Per student credit hour: \$ 659** per student credit hour
In 2015-16, six degrees were awarded. Salary/degrees)
 - ii. **Per total degrees awarded: \$11, 866** per degree
(In 2015-16, six degrees were awarded. Salary/degrees)
 - iii. **Non-personnel expenditures per total academic FTE: UW, Laramie= \$2500** annually to support program development and faculty professional travel.
- c. Course enrollment
 - i. Number of classes falling under university minimums.
Fall 2010- Spring 2016: **20 out of 26** courses in Dr. Dambekalns's teaching load fall below UW's 10 students per course minimum. This ratio does include the EDCI 5250 course that is offered each fall semester for art education post bac students, which is not expected to reach minimum enrollment numbers as it is cross listed with Art Methods I.
 - ii. Lower-division courses falling under university minimums: **0**
(There are no 1000 or 2000 lower division undergraduate courses in this program.)
- d. Other instructional cost drivers, such as:

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- i. Section fill rates: Only one section of Art Education courses are offered per academic year.
 - ii. Course completion rates: 90-100%
 - iii. Curricular complexity: All of the courses in the Art Education program are laboratory/studio based. The courses incorporate knowledge and skills to prepare future Art Education teachers.
 - iv. Faculty course load: Only one faculty in program. Dr. Dambekalns teaches on average 15 credit hours per year. In 2016-17, Dr. Dambekalns is transitioning to part-time in preparation for retirement.
- e. Research expenditures per tenured/tenure-track FTE (and other academic personnel, where appropriate): **\$2,500.00** provided to the program annually out of department funds for program development and faculty travel.
- f. Compare your data to national benchmarks (Delaware data): No comparative national data are available in Art Education. (Per UW's Office of Institutional Analysis.)
- g. Other: N/A

Part II - Recommendations

Instructions: After the review is completed, the Dean in consultation with the Department Head will select one of the following recommendations. In the justification, address each of the items associated with the recommendation.

4) Terminate

- a. A college may request that a program be terminated due to limited graduate production, lack of student interest, shifts in a given field of study, or continued declines in major enrollments.
- b. If the exigency for termination results from the program productivity review process, then a brief justification to terminate a program should be included.
 - i. Explanation for the decline in graduate production in the degree program;
The Art Education program graduates on average 8 students per year.
 - ii. Intended timeframe for submitting a program termination request to the Board of Trustees for their consideration;
Given the transition to retirement of the only Art Education program faculty member and historical issue of low enrollment in the program, we recommend a program termination request be submitted to the Board of Trustees this academic year.
 - iii. Expected timeline to meet teach-out requirements established through the regional accrediting body.
Currently the Art Education program enrolled student numbers are:
2 Freshmen
5 Sophomores
4 Juniors
9 Seniors
1 Post Baccalaureate
Given these enrollment numbers, we anticipate 2 additional years of methods courses (EDSE 3276/4276) and residency courses (EDSE 4500) will be required to complete the students' programs.
- c. The Secondary Education Department and College of Education will work with the Department of Art investigate the possibility of the Art faculty teaching and developing the course work needed to support an option for their students to become K-12th grade art educators. This arrangement would be similar to the Music Education Major in the Department of Music.

APPENDIX A

“Low Productivity” Programs Excluded from Review Process

- 1) **Major Program Modifications**
 - a) Degree programs that have undergone recent program modifications that adversely impact graduate production for a college.
 - b) Modifications traditionally include programs that have undergone recent name changes during the reporting window that result in two equivalent degree programs.
- 2) **Program/Major Specializations**
 - a) Degree programs that have one or more specializations which reduce the total number of graduates.
 - b) The exclusion may apply only for those specializations where the combination results in graduate production that meets the established threshold for the degree.
- 3) **Terminated Programs**
 - a) Degree programs that have been inactivated during the reporting period, but still depict graduates that fall below the established thresholds.
 - b) Terminated programs will remain on the Program Productivity Report until inactive programs have completely cycled through the established reporting period.
- 4) **New Programs**
 - a) Degree programs that have been activated within the past 7 years resulting in limited graduate production due to program implementation.
 - b) Institutional review may be requested prior to the 7th year if graduate production is not scaling to the required thresholds for the degree level.