

**Summary of the Case (from the Inquiry Brief)  
Long Island University: C.W. Post Campus  
Art Education Program<sup>1</sup>  
Audit Dates: October 17 - 20, 2005**

*The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.*

**Authorship and approval of the *Inquiry Brief*:**

The *Inquiry Brief* was written by Donna Tuman, and was approved by members of the Art Department faculty.

**Introduction:**

Long Island University, founded in 1927, is the seventh largest independent university in the continental United States. The C.W. Post Campus of LIU, established in 1954, is located in Brookville, New York, approximately twenty miles from New York City on the former Merriweather Post and Hutton estates. It also houses the central administration of the university.

The School of Education, one of seven divisions located at the C.W. Post Campus, has offered teacher education for over three decades. It offers both undergraduate and graduate preparation programs for pre-service and in-service educators in over 90 bachelor's, master's dual degree, and certificate options. To ensure access to higher education in the wider New York City metropolitan area, C. W. Post also offers identical programs in education at the Rockland Graduate Campus in Orangeburg, New York, and at its campus in Brentwood, Long Island.

The School of Education partners with over 80 school districts in Nassau, Suffolk, Queens, and Rockland counties in New York State as well as with other types of organizations such as art museums in the region.

The art education program is offered by the Art Department in collaboration with the School of Education by one of the 19 full-time faculty members in the Art Department, four adjunct faculty members, and one faculty member from the Southampton campus. The *Inquiry Brief* does not mention the program's enrollment, but 14 students completed the program in 2005.

The program has options at the undergraduate and graduate levels and leads to a Masters of Science in Art Education or to the Bachelor of Fine Arts in Art Education.

**Program's claims:**

The program faculty make nine claims about the competence of their students and these basically are that the graduates (1) understand the liberal arts, (2) understand art, (3) can apply their knowledge of art and pedagogy to teaching, (4) can construct effective lesson plans that incorporate state and national art standards, (5) can apply appropriate technology to art and art instruction, (6) maintain professional memberships, (7) can reflect on their teaching, (8) understand the individual and ethnic differences in their students, and (9) self-promote and seek employment.

### **Evidence supporting the claims:**

The program faculty members make their case with evidence from 30 students who completed the program from 2003-4 and 2005. The evidence behind the claims showed more or less the following:

1. Program GPA was 3.80 well-above the program's minimum standard of 2.5 and the GPA in art was 3.88, also well-above the program's minimum standard of 3.0. The incoming undergraduate GPA for those in the master's option was 3.90, above the program's 2.5 standard for incoming graduate students.
2. Mean scores on the license examinations were well above the minimum passing scores of 220 in New York State (LAST, 254, ATS-W, 250, CST, 233).
3. Art Portfolio grade was 3.79/4.00.
4. Degrees to which lesson plans incorporated content knowledge, pedagogical knowledge and New York State standards were rated by two raters (third to resolve discrepancies) and were close to the maximum rating of 4.00.
5. Mean university supervisor observation ratings of student teachers' content knowledge, pedagogical knowledge, reflection, and the degree of improvement in the foregoing as well as evidence of their accomplishment of the INTASC standards were invariably near the maximum rating of 4 for each student in the sample.
6. Exit Surveys indicated that the students felt they were caring, had solid visual arts teaching practices, were sensitive to differences in their pupils' gender, ethnic background, and race, felt they could integrate technology into their teaching, and felt ready for employment.
7. The faculty cited representative comments from their students, upon which they rely, as additional evidence to support the quantitative facts above. These were all positive and responsive to the program's claims.

### **Internal audit:**

Dr. Donna Tuman, author of the *Brief*, examined the program's quality control procedures. She selected 14 students (out of 16 who had complete files) and two faculty, supported by a third to resolve discrepancies, applied the audit procedures to each student folder.

The principal findings from the internal audit were that all 14 students had in fact completed all program requirements, that the program needs an administrative assistant, student services are adequate, and student complaints are met in a timely manner. Because no actual evidence for any of the above was reported in the IB, the faculty's findings are simply assertions that their system functions successfully.

The faculty raised two questions for follow-up activities from their audit: (1) whether there is a relationship between success on the CST and the number of art course credits and/or the student's art GPA, and (2) whether the addition of more field experiences and arts-in-education partnerships in the program would better prepare students for employment.

**Evidence of commitment and capacity:**

The salaries of Art faculty, housed in the College of Visual and Performing Arts, ranked fourth out of six colleges across 2002-2005 academic years and exceeded those of nearly 500 comparative private institutions with which LIU compares itself. In all other respects the faculty concluded that they are treated comparably with all other units on the campus with regard to facilities, offices, and resources.

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<sup>1</sup> **The program includes options in the following areas and New York, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:**

The Art Education program includes options at the graduate and undergraduate level in teaching K-12 art and New York, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates.