

Summary of the Case¹ (from the Inquiry Brief)
Rochester Institute of Technology
Teacher Education Program- Master of Science in Teaching
Art Education Graduate Program, Visual Arts K-12
Audit Dates: March 30-31, 2006

Note: The Summary of the Case is based on both the Inquiry Brief and on the Addendum.

Introduction

The Rochester Institute of Technology in Rochester, New York, is a privately-endowed institution, founded in 1829, which is comprised of eight colleges whose collective mission is to “to provide technology-based educational programs for lifelong career development” (RIT Mission Statement). Among these eight colleges is the College of Imaging Arts and Sciences, which houses the Master of Science in Teaching in Visual Arts Program.

The MST Program was created in the late 1960s, in response to a request by the New York State Education Department (NYSED), for the purpose of preparing skilled artisans to teach in the classroom. The program, which was re-registered by NYSED in 2005, is dedicated to preparing students in the model of Artist-Teacher-Researcher. It is currently staffed by one full-time tenure-track professor and one adjunct professor. In recent years the program has received thirty or more applications per year and it admits about half that number each year. Graduates of the program receive a Master of Science in Teaching degree in Visual Arts, and are eligible for initial or professional certification for grades K-12.

Program Claims and Supporting Evidence

The MST faculty claim (note that supporting evidence is as listed in the Addendum):

- Graduates know their subject matter.

Reported evidence for this claim includes:

- Admission Portfolio ratings
- Qualitative Interviews & Inquiry

¹ 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.

- Ratings from the Student Teaching Observation and Evaluation Form (STOEF)
- Exhibition and Portfolio Survey Results
- Cooperating Teachers Evaluation Form (CTEF)
- Grades in Subject Matter Courses
- Scores from the CST-Visual Arts exam

Graduates have acquired sufficient pedagogical knowledge to be prepared to teach all students.

Reported evidence for this claim includes:

- Qualitative Interviews & Inquiry
- Ratings from the Student Teaching Observation and Evaluation Form (STOEF)
- Exhibition and Portfolio Survey Results
- Course Evaluations
- Grades in Pedagogical Courses
- Scores from the ATS-W exam

Graduates have acquired adequate teaching skills and are prepared to teach in a caring manner.

Reported evidence for this claim includes:

- Qualitative Interviews & Inquiry
- Ratings from the Student Teaching Observation and Evaluation Form (STOEF)
- Exhibition and Portfolio Survey Results
- Cooperating Teachers Evaluation Form (CTEF)
- Course Evaluations
- Field Experience Log
- Field Experience reflective overview
- Grades in Pedagogical Courses
- Grades in Teaching Skills Courses

Graduates embrace diversity.

Reported evidence for this claim includes:

- Qualitative Interviews & Inquiry
- Ratings from the Student Teaching Observation and Evaluation Form (STOEF)
- Cooperating Teachers Evaluation Form (CTEF)

- Grades in Multicultural Issues and Contemporary Issues

Graduates reflect critically on their teaching and learning.

Reported evidence for this claim includes:

- Qualitative Interviews & Inquiry
- Ratings from the Student Teaching Observation and Evaluation Form (STOEF)
- Exhibition and Portfolio Survey Results
- Cooperating Teachers Evaluation Form (CTEF)
- Course Evaluations: Self-evaluation section
- Field Experience reflective overview

Graduates have acquired skills to support life-long learning.

Reported evidence for this claim includes:

- Qualitative Interviews & Inquiry

Graduates have an awareness of visual culture.

Reported evidence for this claim includes:

- Qualitative Interviews & Inquiry
- Ratings from the Student Teaching Observation and Evaluation Form (STOEF)
- Grades in Multicultural Issues and Contemporary Issues
- Scores from the CST-Visual Arts exam

Graduates have acquired new technology skills.

Reported evidence for this claim includes:

- Qualitative Interviews & Inquiry
- Ratings from the Student Teaching Observation and Evaluation Form (STOEF)
- Exhibition and Portfolio Survey Results
- Cooperating Teachers Evaluation Form (CTEF)
- Grades in support of claim 8
- Grades in Multicultural Issues and Contemporary Issues

Graduates are qualified to teach the Visual Arts in a K-12 classroom.

Reported evidence for this claim includes:

- Qualitative Interviews & Inquiry
- Ratings from the Student Teaching Observation and Evaluation Form (STOEF)
- Exhibition and Portfolio Survey Results
- Grades in Teaching Skills Courses
- Overall GPA (B or higher)
- Scores from the ATS-W exam
- Scores from the LAST exam
- Scores from the CST-Visual Arts exam

In addition, the faculty has several measures in development, including case study, exit interview, graduate alumni survey, and employers' survey, that will support multiple measures.

Reliability and Validity of Measures

With regard to the reliability of the measures used as evidence in the Inquiry Brief, the faculty cited consistent manner of data collection and rigorous inquiry into the data. With regard to validity of the measures, the faculty cited alignment of the measures with the claims in some cases, ethical collection of data, inclusion of multiple sources of information in assessment (in the case of interview and observation measures), consistency with other measures (in the case of grades).

Results

The faculty report that overall, the measures support the claims. Specifically, all students met or exceeded the admission requirements; almost all of the twenty-four sampled students took and passed all three New York State Teacher Certification Exams with mean scores of 30 or more points above the cut score; students received a B or better in program courses and a high percentage received As in pedagogy, student teaching, and seminar courses; students in the sampled course agreed or strongly agreed that they made efforts to do well in class; and all nine sampled students satisfied all items in the Qualitative Interview.

Internal audit

The internal audit was conducted by the program's sole full-time faculty member, Carole Woodlock, as follows: Dr. Woodlock compiled information, from her own knowledge as well from other sources, about how each of the seven capacity components functioned, then related the functionality of each component to the learning of the nine students who participated in the Qualitative Interview (described above).

Dr. Woodlock found that overall the quality control system functioned

adequately. Courses were appropriately aligned with external requirements, and were modified according to student feedback and recent research. Faculty members are responsive to student feedback. Space and resources are suitable, as is financial support. Students in the program have access to student support services and their feedback about these services is sought. The RIT website serves as an effective recruitment tool for the program. Student feedback is sought through multiple forums.

Areas of concern revealed through the internal audit included lack of easy access to student data; lack of centralized information about student and faculty resources; insufficient student access to digital camera equipment; insufficient numbers of program faculty; and training and rating of cooperating teachers.

Evidence of commitment and capacity

The faculty found that credit hour requirements were appropriate; faculty qualifications were on par with qualifications of other faculty at rank at the institution; facilities, equipment, and supplies were adequate; revenue for the past four years did not exceed expense in the college which houses the program; students in the program had access to all campus student services; grading policies and calendar were in common with those of the institution; and the few student complaints were handled quickly and to the satisfaction of all parties involved.

On the whole, the faculty conclude that Rochester Institute of Technology is committed to the Visual Arts MST program and provides suitable capacity for a quality program.

Audit visit logistics

The auditors conducted the majority of the audit in Room 3256, Lyndon Baines Johnson Hall, and in Room 3570, Booth Hall.

Overview of the audit opinion and commitment finding

Overall the *Brief* earned a clean audit opinion, and each component of the TEAC system received a clean or qualified opinion. The auditors also concluded that the evidence supports the view that Rochester Institute of Technology is committed to the MST-Visual Arts Program.

Authorship and Approval of the Inquiry Brief

The Inquiry Brief was prepared and approved by the sole full-time faculty member in the Visual Arts MST Program, Carole Woodlock.