
Academic unit: Art, Design and Creative Industries

College: Fine Arts

Date of last review 2016-2017 Date of last accreditation report (if relevant)

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

<p>The assessment of Learning Outcomes for each of the programs is weak. While there are numerous lists of clear, measurable learning outcomes for each program, the assessment tools and target criteria do not appear to align fully with the learning outcomes.</p>	<p>None to date. The faculty will review all learning outcomes in the upcoming semester and begin collecting data for analysis. Implee(.m7ysis)] TJ94 oxidQqiE21.8</p>	
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The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

Explain in 1-2 concise paragraphs)

- a. Program Mission (if more than one program, list each mission):

The School of Art, Design and Creative Industries (ADCI) is focused on applied learning opportunities, community engagement, and interdisciplinary modes of creative inquiry. We emphasize strong foundations in basic skills and technique acquisition, then move on to conceptual development. We encourage all students to become investigators of and contributors to art and design discourse at local, national and international levels.

- b. The role of the program (s) and relationship to the University mission:

ADCI provides a high quality education in art and design to the students of south-central Kansas. Most of our students come from within the state. With implementation of the Shocker City Partnerships and increased focus on recruiting in these cities, we expect to see the number470.56 511alyhob:

Undergraduate Programs

- (1) Functional competence in applying principles of visual and spatial organization;
- (2) Demonstrate ability to think critically and creatively in courses that progress at varying paces and to exercise appropriate time management skills as they undertake assignments;
- (3) Develop technical and presentation skills through the expression of ideas using a variety of subjects and approaches;
- (4) Demonstrate



Table 5a: Student Credit Hour (SCH) by FTE for University Instructional Faculty on November 1st Census Day

Employee type:	Year of November Census Day						Rolling 5 year average			
	2010	2011	2012	2013	2014	2015	2016	2010-2014	2011-2015	2012-2016
(University level) Total	235.6	230.5	222.3	225.3	222.1	212.8	216.3	227.2	222.6	219.8
Tenure eligible faculty	226.7	215.6	194.0	193.5	195.2	183.1	193.4	205.0	196.3	191.8
Non-tenure eligible faculty	300.2	284.5	289.3	306.7	304.5	295.5	293.8	297.0	296.1	298.0
Lecturers	273.9	269.4	295.3	301.8	292.6	263.5				



Table 7: Degree Production by Fiscal Year – STUDIO ART

Degree level:	Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Total	37	27	33	41	23	30	29	32	31	31
Doctoral	0	0	0	0	0	0	0	0	0	0
Masters	8	3	2	6	4	3	5	5	4	4
Bachelor	29	24	31	35	19	27	24	28	27	27
Associate	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes; KBOR minima 10 UG, 5 GR masters & 2 GR doctoral.

Table 7: Degree Production by Fiscal Year –GRAPHIC DESIGN

Fiscal Year (summer-fall-spring sequence)

Rolling 5 FY average

2011-2015 2012-2016 2013-2017

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Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

Table 8: Mean ACT score of Juniors and Seniors Enrolled on Fall Census Day (source=Fall Census Day) — STUDIO ART

Statistic:	Year of Fall Census Day						Rolling 5 year average			
	2010	2011	2012	2013	2014	2015	2016	2010-2014	2011-2015	2012-2016
University level	22.7	22.8	23.0	23.0	23.1	23.0	23.1	22.9	23.0	23.0
Program majors	21.8	21.9	21.4	21.1	21.7	21.8	22.5	21.6	21.6	21.7

- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)

Table 9: Mean Application GPA of Admitted Graduate Student Majors (source= Applications)

Statistic:	Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY weighted average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
University level	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
Program majors	3.5	3.5	3.5	3.4	3.7	3.4	3.6	3.5	3.5	3.5
Program majors count	8	11	12	9	9	7	5	10	10	8
reporting GR gpa	6	10	12	9	8	5	4	9	9	8
Percent reporting	75.0%	90.9%	100.0%	100.0%	88.9%	71.4%	80.0%	91.8%	91.7%	90.5%


note: graduate student application gpa based on last 60 hours of course work earned.

	establish a rubric to assess this outcome.			
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Demonstrate familiarity with basic digital tools through artworks and analysis.

Final portfolio of work from digital coursework (*ARTG 110 Vector Applications, ARTG 111 Pixel-Based Applications, and ARTG 112 Layout Applications* for graphic design majors, *ARTS 245 Digital Studio* for studio art majors). Students will be

While the percentages of students being accepted into the program of their choice is high (96-98% over the past three years) this is not a good assessment of whether or not they have met the desired learning outcomes. Each of the learning outcomes outlined above needs to be individually assessed in the future to ensure that students are meeting them and to give the faculty insight into how to improve specific courses. It should also be noted that there has been a decline in the number of students in the program over the past few years with a high of 70 students in 2014. In the past, not all students were accepted into specific programs based on space availability within that program. The lower number of students in the program over the past three years have allowed a larger percentage into the program of their choice.



The B.A. in Art, Art Concentration is designed to be a liberal arts option for students who do not want to focus exclusively in one area of art. This gives students freedom, encouraging a breadth of experience. The approach for planning the degree is to develop a link between the liberal arts or a related discipline to the studio or design focus, encouraging the relationship of non-art interest into their art careers. Students

		90% overall meet or exceed expectations		
<p>Demonstrate familiarity and basic understanding of the considerations in communicating creative ideas and presenting work to others both verbally and visually.</p>	<p>Demonstrated critique and presentation in 300+ level studio coursework. Area faculty will establish a rubric to assess this outcome.</p>	<p>Junior year: 15% exceed expectations 30% meet expectations 45% overall meet or exceed expectations</p> <p>Senior year: 30% exceed expectations 60% meet expectations 90% overall meet or</p>		

Year	N	Name of Exam	Program Result	National Comparison±
2014-15				
2015-16				
2016-17				
2017-18				

The B.A. in Art, Art History Concentrations has a liberal arts perspective and is the initial professional degree that prepares students for graduate study in Art History. The first year of study for the Art History Concentration is completion of a modified Foundation Program with fewer studio-intensive practices. Students are required to gain a non-english language proficiency. With the remaining elective hours students should develop a plan of focused electives to reach their educational goals.

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Thorough grounding in formal analysis and visual literacy: e.g., compositional analysis, types of spatial representation, repertoire, modes of production, etc. Develop the vocabularies and tools required of students and scholars of art and design.

Written assignments and exams through the Art History curriculum. Area faculty will establish a rubric to assess this outcome.

Junior year:
 15% exceed expectations
 30% meet expectations
 45% overall meet or exceed expectations

Senior year:
 30% exceed expectations
 55% meet expectations
 85% overall meet or exceed expectations

Currently, students in the Art History Concentration do not have a specTf0.48

The Graphic Design Program provid

<p>Demonstrate familiarity in determining design priorities and alternatives; research, refine and evaluate criteria and requirements; coordinate project elements; and communicate with other personnel at all stages of the design process</p>	<p>Portfolio review of work submitted at the end of both the junior and the senior year through <i>ARTG 354 Professional Practices in Graphic Design</i>.</p>	<p>Junior year: 15% exceed expectations 30% meet expectations 45% overall meet or exceed expectations</p> <p>Senior year: 30% exceed expectations 55% meet expectations 95% overall meet or exceed expectations</p>		
<p>Demonstrate familiarity in basic business practices and the history of graphic design</p>	<p>Written assignments and exams through <i>ARTG 354 Professional Practices in Graphic Design</i>. Area faculty will establish a rubric to assess this outcome.</p>	<p>Junior year: 15% exceed expectations 30% meet expectations 45% overall meet or exceed expectations</p> <p>Senior year: 30% exceed expectations 55% meet expectations 95% overall meet or exceed expectations</p>		

Assessment Tool:

The BFA in Studio Art seeks to engage students through a broad-based program incorporating sustained scholarship and creativity. The various concentrations in the BFA encourage professional intellectual development, critical awareness, and expressive excellence. The BFA in Studio Art degree is the initial professional degree in preparation for graduate study in studio arts. In this intense program, the student becomes familiar with every aspect, technique and direction of the chosen concentration. These include Applied Drawing, Ceramics, Community & Social Practices, Electronic Media, Painting, Photo Media, Print Media and Sculpture.

Demonstrate proficiency in applying principles emphasized in the Art Foundation studies, Art Distribution studios, and Introductory Survey Art History courses	Review of work exhibited at the end of the senior year through <i>ARTS 599 Senior Exhibition</i> .	Senior year: 30% exceed expectations 55% meet expectations 95% overall meet or exceed expectations		Senior students in Studio Art currently take <i>ARTS 599</i> in their final semester, but competencies are not being formally assessed. Area faculty will develop rubrics and apply them in future semesters.
Demonstrate proficiency in applying principles of visual and spatial organization to various media or creative processes	Review of work exhibited at the end of the senior year through <i>ARTS 599 Senior Exhibition</i> .	Senior year: 30% exceed expectations 55% meet expectations 95% overall meet or exceed expectations		
Demonstrate proficiency in expressing ideas through a range of media and specialization within one or more media	Review of work exhibited at the end of the senior year through <i>ARTS 599 Senior Exhibition</i> .	Senior year: 30% exceed expectations 55% meet expectations 95% overall meet or exceed expectations		

Demonstrate capacity to generate work that reflects professional sensibilities and creative conte 0.48001 r

The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design a curriculum, which enables students to learn, make, and respond to art.

Kansas Professional

The Art Education program has regular assessments of their students. They are currently using the PASS system through the College of Applied Studies. Students seem to be exceeding expectations for the program.

Year	N	Name of Exam	Program Result	National Comparison±
2014-15				

2015-16

The Master of Fine Arts in Art (MFA) degree is the terminal degree for studio art. It is offered for qualified students planning careers as professional artists, either working independently or as artist-teachers on the college or art school level. The MFA program competency expectations, degree structure, and procedures reflect the professional intensity and high standards expected of all terminal degree programs. Degree requirements, course distribution, content and evaluation are designed to meet or exceed program expectations, Graduate School requirements, NASAD guidelines and College Art Association standards.

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Advanced competence in the studio emphasis demonstrated through an original and inventive vision in approach to studio practice, form and content as preparation for a professional artist career.

Assessed through TermQ Eu\

Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c). Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

Table 10: Satisfaction with Program among Undergraduate and Graduate Students at End of Program Exit – GRAPHIC DESIGN

Student level:	Academic Year (fall-spring-summer sequence)							Rolling 5 AY average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
University Undergraduate level	n/a	79.5%	82.9%	81.4%	80.9%	80.7%	82.3%	n/a	81.3%	81.6%
College Division Undergraduate level	n/a	75.0%	79.3%	72.9%	81.4%	78.6%	81.4%	n/a	78.6%	81.4%

October. The last review happened in 2009. There have been two directors since that review and the records are not complete, but I believe all the issues identified have been addressed.

: Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Five years ago, all courses within ADCI were reviewed by area faculty and Credit Hour statements were added to syllabi based on HLC accreditation requirements. With each Curriculum Change Form submitted, the curriculum committee of the school and the school director reviews the content to ensure that it meets the minimum requirements f

Table 12: Percent Under-represented Minorities (URM) on Fall Census Day

Student level:	Year of Fall Census Day						Rolling 5 year average			
	2010	2011	2012	2013	2014	2015	2016	2010-2014	2011-2015	2012-2016
University level:										
Freshmen & Sophomores	17.0%	17.9%	18.5%	18.5%	19.3%	19.2%	20.0%	18.2%	18.7%	19.1%
Juniors & Seniors	14.0%	14.8%	15.4%	14.9%	15.7%	15.9%	16.6%	15.0%	15.3%	15.7%
Masters	8.2%	9.8%	11.3%	9.7%	9.9%	10.2%	10.7%	9.8%	10.2%	10.4%
Doctoral	6.6%	5.4%	6.7%	6.5%	7.0%	9.0%	11.5%	6.4%	6.9%	8.1%
College division level:										
Freshmen & Sophomores	15.0%	16.9%	16.9%	18.2%	16.7%	11.3%	16.6%	16.7%	16.0%	16.0%
Juniors & Seniors	13.6%	14.4%	15.3%	15.9%	16.2%	18.0%	15.7%	15.1%	16.0%	16.2%
Masters	5.5%	7.2%	7.8%	8.7%	14.8%	13.3%	14.6%	8.8%	10.3%	11.8%
Doctoral	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
STUDIO ART Program level:										
Freshmen & Sophomores	16.5%	22.0%	17.8%	18.7%	20.8%	11.7%	15.8%	19.2%	18.2%	16.9%
Juniors & Seniors	15.0%	20.6%	21.2%	19.1%	15.3%	15.9%	16.8%	18.3%	18.4%	17.7%
Masters	12.5%	7.1%	0.0%	12.5%	21.4%	28.6%	26.7%	10.7%	13.9%	17.8%
Doctoral	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GRAPHIC DESIGN Program level:										
Freshmen & Sophomores	33.3%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	11.7%	5.0%	5.0%
Juniors & Seniors	13.7%	13.2%	6.8%	19.4%	23.7%	26.2%	23.7%	15.4%	17.9%	20.0%
Masters *	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Doctoral	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

note: includes all active program matching majors among 4 possible major codes; URM includes black non-hispanic, Hawaiian, Hawaiian indian/Hawaiia native & Hawaiian. * The data provided is incorrect and has been changed here. Graphic design does not have a Masters program.

Table 14: Percent Under-represented Minorities (URM) on Fall Census Day

Analyze the service the Program/certificate provides to the . Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors (using table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day), nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

In looking at the charts provided by OPA (reproduced below) I am not sure that the data is completely clear across the two majors the charts indicate. The Studio Art charts throughout the data set are, to the best of my understanding, a compilation of the number of students in the BA in Art and the BFA in Studio Art. The BA in Art includes two concentrations, one in Art and one in Art History. The Art History concentration is a relatively small number of the majors within the school. However, all freshman and sophomore students are required to be in the BA in Art degree code until after Mid-Program Review at the end of their sophomore year. This would include both the students who eventually want to study studio art and graphic design. These charts also include all the concentrations within the BFA in Studio Art, one of which is the Art Education degree, which has different requirements and different competencies.

With this in mind, the charts below seem a bit confusing. The first row including the Total number of SCH is for the school as a whole. But in the chart for Studio Art directly below, the non-program majors numbers include the graphic design students. One would assume that when we are looking at non-program majors, we are actually talking about non-ADC&e4F2 1 2 10.02 Tf1 0 0 1 445.42 462.

I think that this chart is a little clearer where all the numbers are considered in one comprehensive chart:

Table 16: Department Student Credit Hour (SCH) by Student Department Affiliation on Fall Census Day – ADCI
Year of Fall Census Day

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(e) template.

a.

Upkeep. The building has not been maintained in a manner that shows any pride of ownership. Damage, whether through termites, rot or neglect has been left or repaired in a shoddy way. Floorboards that have rotted have been patched with pieces of exposed plywood. Damaged ceiling tiles have been thrown out and not replaced or left out of the ceiling grid. Paint is peeling off some walls in sheets. The building is not cleaned very well on a daily, weekly or even yearly basis. Insects and rodents are plentiful in the building.

This is not purely a Physical Plant or Facilities issue. Faculty, staff and students within the school have not always treated the building well either. The general dirtiness and disrepair of the building has led to people exacerbating the problem by letting debris and materials pile up that should be disposed of, or allowing past projects to accumulate throughout the space, taking away room from current students and their work. Likewise, faculty do not always adequately hold students accountable for keeping areas picked up or leaving their spaces in a neat and orderly fashion for the next student that will use it. Sometimes insufficient or unauthorized repairs or changes to the structure or facilities occur. While some of these are done with good intentions, the ripple effect of problems they cause are an issue we deal with every day.

Load credit for faculty in the program is another issue that has plagued the program. While there are typically 15-16 students enrolled in the program, there are five concentrations within the degree that are pretty distinct. The students are spread out across these concentrations. Because of this, it is difficult for a single faculty member to get load credit when working with students in their area. There are typically not enough of them to constitute a regular course assignment. This leads to faculty working with graduate students in an overload situation, taking time away from their own research, service to the university and their undergraduate classes. Whenever possible, graduate students meet with the advanced undergraduate students, but this does not account for all of the time faculty need to spend to maintain a quality program.

Graduate stipends for students are also an issue. The program is expected to have a rolling average of 20 students enrolled in the program, but currently only has funding for 14 positions. While there is enough interest and qualified candidates to get the program to 20 students, without funding students go to other programs. The visual arts do not have the same ability to generate outside funding of graduate students and their research as other programs within the university.

The good news is that two of the challenges the program faces are beginning to be addressed.

The university has dedicated about \$1 million dollars to address critical health and safety issues in Henrion beginning this summer (2019). This should address most of the dust ventilation issues and make Henrion much safer for our students, faculty and staff. An additional plan has been developed to address other portions of the infrastructure in the building, but the cost is large and funds are not currently available. The college, school and facilities are looking at ways to move forward with some of these improvements on a smaller piece-by piece basis.

Physical Plant has stepped up their efforts to address maintenance issues in the building of late and these efforts are most appreciated. Faculty, staff and students have noticed the changes.

Faculty and staff within the facilities have begun dealing with the backlog of materials and scrap that are in the building. The space is starting to look and function much better.

Hopefully these changes will make it easier to recruit graduate students to the program.

Discussions about load credit have also been taking place and hopefully some issues will be resolved beginning in the fall of 2019.

- e. The Director and Graduate Coordinator will be working this summer with area faculty and the graduate school to develop a GEM plan and implement it in the Fall semester.

Report on the Program's/certificate's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).



Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e).

ADCI has a strong visual arts program, but we have significant challenges to face in the next few years. Obviously, as has been pointed throughout this report, we are lacking in the area of assessment. One of the first things we need to accomplish as a school is to develop the proper assessments needed to evaluate how we are doing.

ADCI has a strong visual arts program.

ADCI has a strong faculty. Most of them are active in their fields.

ADCI has quite a bit of space in our facilities to accomplish our goals.

Lacking assessments in many of our programs.

Enrollment in undergraduate and graduate Studio Art programs is lower than it should be.

Facilities, especially Henrion, need to be updated.

Faculty needed to deliver curriculum, currently we rely on a large number of adjuncts.

Obviously, as has been pointed throughout this report, we are lacking in the area of assessment. One of the first things we need to accomplish as a school is to develop the proper assessments needed to evaluate how we are doing.

Work that will be done this summer will be a good first start on taking care of Henrion. The school needs to find ways to fund improvements from within our own budget until help from the university can occur. We have made beginning steps in this direction, but need to keep up the momentum.

Recruiting over the past two years is starting to show results, but we need to capitalize on the increased interest in the school.

The BA in Art, Art Emphasis is working well for students.

The BA in Art, Art History concentration has traditionally low enrollment, but efforts should be made to increase the understanding of this degree. Perhaps new practical classes or a certificate could be developed to expand the options for students wanting to study art history.

The BFA in Graphic Design is maxed out in the number of students it can handle with its current resources, but the demand is growing. Stepped up recruiting efforts across the school will create more demand on the graphic design area.

The BFA in Art, Art Education concentration is starting to see renewed interest with a new faculty member in place. This is a growth opportunity for the school.

The BFA in Art, Studio Art concentrations needs a slightly different or stronger organization to move students through the program in a more logical progression. Currently it is difficult to tell where students are in the program. Because of the low numbers in the various concentrations, they need to progress through in a more organized fashion to fill the classes they need to graduate. Because of disparities in the numbers in each concentration, resources need to be realigned and stronger recruiting efforts need to be made.

Currently, all freshmen entering the program are placed d interes.02 9v 10.02u92 reW* ncTJ 2(d iTureW* 4tETQqb)-3(se)9(of)-2(t)6(he low r

Identify goal (s) for the Program to accomplish in time for the next review. Goals must be

1. During the summer and fall of 2019, the faculty will develop assessments and rubrics for all learning outcomes in our programs. This includes the BA in Art, Art Concentration; the BA in Art, Art History Concentration; the BFA in Graphic Design; the BFA in Studio Art; and the MFA in Art. The faculty will be ready to begin assessing these outcomes at the end of the spring 2020 semester.
2. More recruiting materials will be developed during the summer of 2019 specifically targeted at students who are admitted to WSU. This will include a series of post cards and emails that will provide more information about the benefits of studying at WSU. The goal will be to try and increase the conversion rate of admitted students to the 20th day census by 20% by the next Program Review cycle. In 2017, the conversion was 45.3%, down from 63.5% in 2011.
3. A GEM plan for the MFA in Art will be developed and implemented by the end of the fall 2019 semester.