

Academic Department Student Success Plan Update 2015-2018

Department: Art and Design

Department Chair: William V. Ganis

Department Mission: The mission of the Department of Art and Design is to promote excellence in the creation, understanding, appreciation of, and education in the visual arts. Through a comprehensive curriculum in studio, graphic design, art education, art history, and art appreciation, students are provided with the essential elements of a visual arts education in an environment that is responsive, critical, and challenging. Along with its primary mission to its students, the Department contributes to the aesthetic and cultural atmosphere of the campus, community, region, and state.

Department Freshmen (1st year) Retention¹ Goal(s):

1. Introduce professional advising to the Department of Art and Design.
2. Design and Implement Art and Design Living/Learning community.

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Action Steps (with dates & person(s) responsible):

1. Introduce professional advising into the Department of Art and Design.

The department has relied for many years on the “super-user” skills of a single academic advisor, Fran Lattanzio. Despite efforts to bring more art and design faculty into academic advising roles, it is clear that ISU and CAS simply does not have the resources to adequately train/prepare them for these advising roles. Department faculty have received a few hours of training that pales in comparison to the approximately 30-40 minimum hours of training provided to University College advisors (not to mention UC’s continuous training and development as policies and procedures change periodically in regard to advising, requirements, etc). A list of the various systems that advisors should be able to provide adequate academic advising is daunting and includes: MySAM, MapWorks, Banner, Transferology, Argos, Image Now, Excel, the ISU Portal, and the ISU Undergraduate Catalog. Advisors also need a thorough understanding of: Foundational Studies requirements, Registration and Records procedures, Honors Program requirements, requirements of special populations such as students on academic probation, conditionally-admitted students, LEAP Program participants, and 21st Century Scholars among other groups. Given the 4-Year Graduation Guarantee, the necessity for professional advising is more critical than ever. Moreover, the concepts for dedicated advising professionals have been proven in the CAS Criminal Justice programs as well as in the College of Health and Human Services, the College of Technology, the Bayh College of Education, and the Scott College of Business. The department has identified potential individuals who are Art-and-

¹ Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

Design Program graduates conversant with our disciplines. This professional advisor would serve, additionally, as a mentor to our students and may help to bridge the gap between the department's and University College's programs and advising. Students would benefit from more continuity in advising from entry into ISU through graduation. Art and Design faculty would certainly have advising roles but less dealing with the mechanics and more in helping students with career development and networking as well as mentoring within disciplinary specializations.

Steps:

- a. Chairperson writes justification and implementation narrative for professional advisor. (11/15)
- b. Chairperson negotiates funding for professional advisor whether through student-success or other monies. (11-15-1/16)
- c. Professional advisor begins full-time work in department, for start of 2016-17 academic year.
- d. Transfer of knowledge from present to future advisor. (8/16)

2. Design and Implement Art and Design Living/Learning community.

The department is discussing the creation of an art and design living/learning with Residence Life. While the first foray into creating such a living learning community will likely address later-class students, we expect to create a first-year focused community for 2017-18, to be located in the soon-to-be newly renovated Cromwell Hall. The first-year focus will involve our intake ARTP 170 Introduction to the Visual Arts course.

Steps:

- a. Chairperson works with Associate Director of Residence Life Jessica Robinson to identify and schedule implementation for AY 2017-18.
- b. Professor Nancy Nichols-Pethick teaches ARTP 170 course and fosters living/learning community as the community's primary liason.

<i>Retention Benchmarks²</i>	Fall 2012 cohort:	Fall 2013 cohort:	Fall 2014 cohort:
(by latest department)	75.0%	67.8%	72.7%
	Fall 2015 target:	Fall 2016 target:	Fall 2017 target:
	77%	78.5%	79.5%

Other Freshmen Retention related benchmarks of focal interest to department³

Click here to enter text.

Department Persistence to Completion Goal(s):

1. Reduce number of overall structured credit-hours with creation of Art and Design-specific Foundational Studies Fine and Performing Arts course.

² Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: <http://irt2.indstate.edu/cms/ir/blue-reports/>.

³ A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

2. Add concentrations in Pre-Art Therapy and in Arts Administration into the BA and BFA art and fine arts majors.
3. Introduce professional advising into the Department of Art and Design.
4. Perform 5th –semester degree audit and require students to meet with advisor about results and recommendations.
5. Refocus efforts of graphic design faculty to serve graphic design majors.
6. Evaluate course times to perhaps create contiguous course blocks.
7. Design and Implement Art and Design Living/Learning community.

Action Steps (with dates & person(s) responsible):

1. Reduce number of overall structured credit-hours with creation of Art and Design-specific Foundational Studies Fine and Performing Arts course.

Because of past conservative interpretations of FS learning objectives that have been prejudicial against studio practice, entire disciplines within our department have been denied representation among FS choices. The department expects to put forward its Two-Dimensional Design, ARTS 102 course in consideration for an FS course operating within the major. The result would be tantamount to a three-credit course reduction in alignment with the Complete College America recommendation to reduce the overall number of required credit hours.

Steps:

- a. Ad hoc committee of Department faculty members appointed (11/15)
- b. Committee and Chairperson meet with UC Dean Linda Maule to strategize course implementation success (11/15)
- c. Committee writes FS proposal interpreting existing course to FS learning objectives. (11-1/16)
- d. Foundational Studies committee feedback and resubmissions loop (2/16-5/16)
- e. Field new FS course for AY. (2016-17)
- f. Department Chairperson uses Curriculog process to enshrine addition in catalog. (Fall 2016)

2. Add concentrations in Pre-Art Therapy and in Arts Administration into the BA art major.

Per the Board of Trustees' priority on career readiness, and in response to student inquiries about art therapy and arts management programs, the Department of Art and Design will expand its offerings of concentrations in the art major to include Pre-Art Therapy and Arts Administration. These concentrations will add critical, professional pathways to graduation and give students confidence that their studies will yield skills valued in jobs markets. The marketing research firm Sparks and Honey characterizes the upcoming generation of students as career-focused; because they grew up with financial uncertainty they are more averse to risk. Having career-oriented pathways in the visual arts will allow many of these students to also enter creative disciplines.

Steps:

- a. Chairperson develops draft Curricula, vet with curriculum committee. (11/15)
- b. Chairperson vets curricula with non-department stakeholders. (10-11/15)

- c. Achieve majority agreement by faculty vote. (12/15)
- d. Curriculum Committee and Chairperson work through Curriculog to move items forward. (10-12/15)
- e. College/University approvals process (12/15-4/16)
- g. Curricula added in catalog for fall 2016 semester.

3. Introduce professional advising into the Department of Art and Design.

The department has relied for many years on the “super-user” skills of a single academic advisor, Fran Lattanzio. Despite efforts to bring more art and design faculty into academic advising roles, it is clear that ISU and CAS simply does not have the resources to adequately train/prepare them for these advising roles. Department faculty have received a few hours of training that pales in comparison to the approximately 30-40 minimum hours of training provided to University College advisors (not to mention UC’s continuous training and development as policies and procedures change periodically in regard to advising, requirements, etc). A list of the various systems that advisors should be able to provide adequate academic advising is daunting and includes: MySAM, MapWorks, Banner, Transferology, Argos, Image Now, Excel, the ISU Portal, and the ISU Undergraduate Catalog. Advisors also need a thorough understanding of: Foundational Studies requirements, Registration and Records procedures, Honors Program requirements, requirements of special populations such as students on academic probation, conditionally-admitted students, LEAP Program participants, and 21st Century Scholars among other groups. Given the 4-Year Graduation Guarantee, the necessity for professional advising is more critical than ever. Moreover, the concepts for dedicated advising professionals have been proven in the CAS Criminal Justice programs as well as in the College of Health and Human Services, the College of Technology, the Bayh College of Education, and the Scott College of Business. The department has identified potential individuals who are Art-and-Design Program graduates conversant with our disciplines. This professional advisor would serve, additionally, as a mentor to our students and may help to bridge the gap between the department’s and University College’s programs and advising. Students would benefit from more continuity in advising from entry into ISU though graduation. Art and Design faculty would certainly have advising roles but less dealing with the mechanics and more in helping students with career development and networking as well as mentoring within disciplinary specializations.

Steps:

- a. Chairperson writes justification and implementation narrative for professional advisor. (11/15)
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4. Perform 5th –semester degree audits and require students to meet with advisor about results and recommendations.

Since Department advisors are already required to update student MySam plans, they will meet with students in required sessions to advise students about steps towards curricula completion and graduation, preferably within 4 years.

- a. Advisors Write/Update 5th semester MySam plans.
- b. Advisors meet with students and show students how to stay on-track or make corrective course decisions towards graduation in 4-years (5 years for BFA)

5. Refocus efforts of graphic design faculty to serve art and fine arts majors in the graphic design concentration.

In recent years, the Department's ARTD courses have become filled with non-majors diluting instructor availability to the Department's students. This situation created extra unnecessary "one-room schoolhouse" situations in which varying subjects were taught to different groups of students all in the same time slot, thus creating potential violations of federal credit-hour standards. Moreover, over-enrollments cause non-compliance with NASAD guidelines about the number of students in a course. The Chairperson is working to regulate course sizes so that they remain in accreditation compliance. The Chairperson is working with both the College of Arts and Sciences and the Registrar to create enrollment controls (such as the requirement of a chair's signature for non-majors to enroll).

- a. Chairperson de-enrolls problematic courses (8/15)
- b. Chairperson works with CAS and Registrar to apply appropriate enrollment control mechanisms (9-11/15)
- c. Chairperson monitors course enrollments during registration and especially during add period (11/15-1/16)
- d. Chairperson takes further corrective action related to over-enrollment or non-compliant faculty (1-5/16)

6. Evaluate course times to perhaps create contiguous course blocks.

Per Complete College America, we must address the needs of students who have demanding non-student lives. One strategy is to create contiguous blocks of time so that students may meet inevitable non-school obligations such as work. Though we have assiduously avoided scheduling conflicts in making our class schedules, we have never optimized the schedule by trying to schedule co-requisites or even classes by college year (Freshman, Sophomore, etc.) as contiguous time blocks.

- a. Curriculum Committee and Chairperson evaluates scheduling to optimize starting Fall 2016. Fran Lattanzio has best grasp of schedule—her input will be invaluable.
- b. Identify scheduling optimization software (if necessary)
- c. Art and Design Administrative Assistants schedule courses with registrar.

7. Design and Implement Art and Design Living/Learning community.

Because approximately 50 2-4-year students live in ISU residences, Residence Life is working with the Department to implement a modest Art and Design living/leaning pilot community of approximately 20 students to be located in Lincoln Quadrangles. This pilot community will be in-

place for AY 2016-17. This community has the potential to grow and may even take on specializations such as graphic design or studio arts.

<i>Completion</i>	Fall 2009 cohort:	Fall 2010 cohort:	Fall 2011 cohort:
<i>Benchmarks</i>			
(by latest department)	27.7%	23.9%	15.6%
	Fall 2016 target:	Fall 2017 target:	Fall 2018 target:
	18.5	21	25

Other Persistence to Completion related benchmarks of focal interest to department

[Click here to enter text.](#)

Other Goal(s), Action Steps, and Benchmarks of focal interest to department⁴:

⁴ Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.