

Academic Department Student Success Plan Annual Update: 2016-2019¹



Department: Art and Design

Department Chair: William 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) Retention Goal(s):

1. Implement fourth-semester portfolio review.
2. Faculty further develop competencies with transitional advising duties.
3. Build on successful start-up of living-learning community.

Action Steps² (with dates & person(s) responsible):

1. The fourth-semester portfolio review begins in spring of 2017. This portfolio review will be an opportunity for faculty to review student work and make recommendations about plans of study, including which degree (BA, BFA) a student should pursue as well as recommendations for concentrations within the BA and BFA majors.. We expect that we will learn much from each iteration of this process especially as we make a transition towards this activity as a required aspect of the curriculum (and a related 1-credit course for the effort).

Nancy-Nichols Pethick continues to lead the fourth-semester portfolio efforts, and we expect most (and especially) art and design faculty to participate in the assessment of portfolios.

2. We continue to make a successful transition from a centralized, single-faculty member advising system to having advising responsibilities shared among several department faculty members. In 2015-16, these professors have undertaken training and working with second-year and transfer students.

Most Art and Design faculty members have been invested in advising and will continue to learn new advising skills.

¹ Plan updates are due to your Dean by Nov. 4 as informed by your 2015-16 End-of-Year Report that is due to your Dean by Oct. 3.

² **Action Steps Defined:** The specific activities/actions taken to realize progress toward the goal. Such action steps should include not only student support type activities/actions but also student learning enhancement focused activities/actions.

3. Last year the department, in conjunction with residence-life, started a living-learning community in Lincoln Quad and 12 students currently live there. We expect to add another 12 students next year in an adjacent block of dormitories. We also expect that the 24 rooms will encompass a communal space that can work as an art studio and projects space.

Assistant Professor Charles Armstrong has been leading this effort, working with Jess Robinson in residence-life to propose and execute the expansion.

<i>Retention Benchmarks</i> (by latest department)	Fall 2013 Cohort: 68.33%	Fall 2014 Cohort: 74.58%	Fall 2015 target & actual: Actual 65.01%
	Fall 2016 target: 77%	Fall 2017 target: 76%	Fall 2018 target: 76%

Other Freshmen Retention related benchmarks of focal interest to department

[Click here to enter text.](#)

Department Persistence to Completion Goal(s):

1. Work with the Strategic Arts Alumni Project (SNAAP) to gather and analyze data about ISU visual arts alumni.
2. Implement Pre-Art Therapy Concentration
3. Increase Scope of Student Curatorial Guild, establish professional groups for graphic-design students.

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

1. All arts areas in ISU would participate in the SNAAP program. The analyzed data would give us a much better picture about our graduates' professional lives ISU, thus enabling us to better our programs in terms of curricular content, and inclusion of competencies necessary for post-graduate success. The feedback should help us to shape our programs so that students can complete them with better-focused coursework.

Chairperson William Ganis is investigating costs and other needs for resources, Ultimately the program would have to be implemented by all ISU arts chairs, including William Ganis, Chris Berchild, Paul Bro, and Andrew Payne.

2. We have written a workable Pre-Art Therapy concentration for the Art major—one that considers requirements by accreditors and courses students would need for graduate study in Art Therapy. Since our Visual Arts Administration major took much time and energy to move through curricular approvals processes, we have yet to implement the approvals process for the Pre-Art Therapy concentration, but expect to do so in the coming year. This will give yet another path towards graduation and would require a minimal investment in part-time faculty who bring specialized skills and knowledge.

Chairperson William Ganis has already given due diligence to curriculum development and feasibility, the department's curriculum committee would be the next group to give input for development and moving the project forward.

3. We have helped students to form the Student Curatorial Guild student group. Using ISU exhibition facilities this group plans and executes exhibitions of artworks. Students joining this group have become more invested in the art and design program and they know they are receiving skills (grant

writing, gallery installation, project management skills) that will be marketable after graduation. In addition to the formation of the Student Curatorial Guild student group, the department continues to support the Ceramics Guild and is trying to help interested students to create a graphic-design student group in order to foster opportunities for professional networking (especially with the AIGA professional organization).

Gallery Director Meredith Lynn has been the point-person helping students to form the committee and is the principal advisor for ongoing student projects. She has also been able to help students find internships and other opportunities doing related work in arts organizations. Charles Armstrong has agreed to be the point person for the formation of a graphic design student professional group. William Ganis has worked with the Student Marketing Company on Campus to create further opportunities for student professional participation.

<i>Completion Benchmarks</i> (by latest department)	Fall 2010 Cohort: 4-yr: 21.95%	Fall 2011 Cohort: 4-yr: 16.07%	Fall 2012 target & actual: 4-yr actual: 21.97%
	Fall 2013 target: 4-yr: 22%	Fall 2014 target: 4-yr: 23%	
			Fall 2015 target: 4-yr: 24%

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 department:

Because a preponderance of the department's students declare the graphic design concentration, it is especially damaging to have a faculty member that engages in (now well-documented) unethical and illegal activities. The department's graphic design program is not even a semblance of a program that would truly prepare students for success. Unfortunately, despite the best efforts of the department chairperson to document and address these problems, there seems to be a lack of willingness on the part of ISU's faculty governing bodies or administration to engage meaningful discipline of this faculty member. This is to say that the administration does not seem to want to spend political capital and resources given that the faculty senate will likely defend this faculty member no matter the transgressions. Meanwhile, the students suffer. Our student-success plans become absurd when an abiding personnel issue undermines the success of approximately half of our students. With this professor, students cannot reasonably know what they can expect in their courses or how they are graded; excellent grades are sometimes given for work not completed, or to students who never attend class. This chairperson has received more than three years of consistent complaints that the professor barely teaches and instead directs students to learn from tutorial videos or books. On the part of the faculty member there is a demonstrated lack of will to change deficient behaviors, even after receiving letters of admonishment directly addressing grade fraud, visa fraud, and Title IV violations. The chairperson who has successfully designed, led and managed past student-success efforts is thoroughly frustrated by the lack of support in the ISU governance systems and cannot envision a future with the institution.