

2016-17 Department Student Success Plan Assessment Report

Art and Design

Please answer the following questions in two pages and submit to your Dean by October 2. Your Dean will offer you feedback by Oct. 16 and advance final version¹ to Academic Affairs by October 20. This report will inform your 2017-18 Student Success Plan update that will be due to your Dean by Nov. 3. Previous report and plans can be found at this website:

<http://irt2.indstate.edu/cms7/sp16/index.cfm/department-plans/>.

Person Primarily Responsible for Preparing this Report: William Ganis

1. Specific accomplishments/achievements this past year (*briefly explain using bullet points, noting any changed/adapted*):

1. The department successfully transitioned from a centralized, single-faculty-member advising system to sharing advising responsibilities among several department faculty members. Since 2015, these faculty members have worked with CAS to learn the many aspects of advising. They started out by each taking on a few students and each professor now advises dozens of students.

Most Art and Design faculty members have been invested in advising and continue to learn new advising skills, especially by attending workshops organized by CAS.

We are working with CAS to improve the first-to-second year continuity with students who declare art-and-design majors. These efforts include meeting the students before they enter into majors courses and communicating with University College advisors to help them properly place students. This placement is especially important in the case of courses sequenced across several semesters that must be taken in-order so that students can graduate on time.

2. The department has worked with the scholarships office to reposition some of its Performing and Creative Arts scholarship funds to aid retention of students demonstrating excellence in their first years—this retention scholarship is linked to a new sophomore-level portfolio requirement.
3. The sophomore-portfolio requirement was executed in its first iteration in S17. This requirement was instituted to remain in-compliance with NASAD accreditors, but it is proving to be valuable as a way to give students feedback on the sum of their foundational artworks and help them identify strengths and potential paths of study. Students who demonstrate hard work, dedication to their art studies and technical achievement are eligible for substantial Performing and Creative Arts scholarships. Lastly, a successful portfolio is being used as a “gateway” to acceptance into the BFA program, meaning that only students demonstrating the potential for professional-level ability and commitment will be accepted into this longer program. Students not accepted into the BFA program will be directed to completion of the BA program and the concentration most relevant to their skills.

¹ Dean will request a refinement to the report if it is not suitably addressing the questions. Report will be shared with Trustees.

2. Objective/Actions Not Achieved (*briefly explain using bullet points*):

1. The graphic-design program remains opaque and unstructured and reflects a host of accreditation non-compliances. Mired in entrenched institutional and personnel issues, the abiding problems seem unfixable.
2. There's not been any progress on fielding a Pre-Art Therapy concentration. However, the new Community School of the Arts Director, Cynthia Phillips-Sabla, has expressed a desire to partner with the department as the CSA could link Pre-Art Therapy students to community organizations. In sum, the students would have access to the internship and capstone experience required by NASAD for program accreditation. Given that university-wide staffing modeling may be more flexible in the near future, the department hopes the ISU and CAS would allow the part-time hiring of an art-therapy professional to oversee students in capstone work and teach an "introduction to art-therapy" course.

3. Attention areas going forward as informed by 2016-17 retention, completion, course completion ratio, credit hour productivity, and D/F/drop rate data provided as well as other Blue Report or departmental data (*briefly explain using bullet points*).

1. Because we are examining work by individual students in the portfolio review, it should be easy to track individuals to see if this experience—specifically the intervention and advising with the students will help with retention and completion.
2. We are keenly aware that a sense of place and belonging is so important to student retention and we plan to leverage attractive, comfortable facilities towards retention (and completion) efforts.

The department is currently working with university and Arc Design architects on the re-programming and re-furbishing of the Fine Arts building. It was noted in NASAD self-study and site-visit feedback that the current facility is adequate but unattractive and that there are few spaces for students to interact outside of the classroom.

The HVAC is so inconsistent that students want to leave excessively hot or cold spaces as soon as they can. Moreover, the HVAC can be so loud that it is often impossible for students and instructors to hear one another. We understand that these HVAC issue are to be addressed by the reconfiguration of the entire system.

In the reprogramming process, we have worked with architects to create social spaces, pin-up or critique spaces, reconfigurable classrooms and special-needs facilities. There are goals to make the building a place where students will want to stay, and a structure that will foster interactions among students, faculty and staff.