

## **ART DEPARTMENT REPORT - PRIORITIZATION 2018.**

### **CRITERION 1: IMPACT AND OVERALL ESSENTIALITY OF THE PROGRAM**

The Art Program is an essential part of the ASU Campus community and the wider SLV community. We work actively to foster relationships through collaboration, interdisciplinary work, community programming, supporting life-long learning, and of course, educating our students to be creative and critical thinkers.

The Art Program is committed to Adams Outcomes and aligns with each of the five ASU 2020 goals as described below.

**GOAL 1 ACADEMIC EXCELLENCE: Adams State University will provide challenging and responsive curricula that educate, serve, and inspire our diverse populations.**

**Initiative 1.2:**

**Provide a responsive and professional education that fosters civic responsibility in a global culture.**

Curricular changes over the course of this review period respond to assessment, student needs, and to Adams Outcomes:

- AR105 Intro to Art Criticism was substantially overhauled in 2012 to increase diversity of artists and opportunities for critical thinking.
- Program changes were put into effect in fall 2015 that replaced the written thesis in the capstone course AR 479 with a formal art theory paper in a new course, AR 305 Art Theory, taught the semester before the capstone. A second new course, AR 405 Art Seminar (taught concurrently with the capstone) will ask students to build on their skills in applying theory and analysis to their artwork in the form of critiques and presentations. AR 479 Thesis has been reduced from 9 credits to 6 and now focuses exclusively on the creation and exhibition of the capstone body of work. By moving the written component to an earlier semester and introducing the seminar class, we aim to strengthen the capstone exhibitions and portfolios while not sacrificing academic rigor on the theory side. (Goal 1, 2, 3, 4)
- AR 305 Art Theory, focuses on students articulating the relationship of theory to their own practice. Concepts covered vary from semester to semester depending on students'

needs and interests and include issues of equity, diversity, and critical approaches to dominant art-historical narratives. (Goal 1, 2, 3, 4).

- As part of an effort to strengthen student portfolios and give all students essential skills, AR281, Introduction to Digital Photography has been made mandatory for all art majors and includes instruction in photographing artwork. (Goal 1, 4)
- AR368 Performance Art was adopted as a permanent course offered biannually, in response to student demand, and as a broadening of art history offerings. (Goal 1, 3)
- In fall of 2017, we rolled out our new General Education offering. We changed the course to increase the emphasis on experiential learning. Changes are in line with current pedagogical practices such as the Association of American Colleges and Universities LEAP (Liberal Education and America's Promise) standards and Guaranteed Transfer Pathways changes, and Adams Outcomes. Changes aim to strengthen all students' creative thinking skills as well as act as a recruitment tool for the Art Minor. Both institutional data and student feedback had indicated for some time that this class, in its previous form, was seen by many students as not being meaningful. Survey data from over 100 participants in this class, as well as student evaluation data from multiple years, was used to help inform the changes. (Goal 1, 3, 5). Student evaluation responses for the first semester (F17) indicate a positive reception.
- We have restructured our minor to allow students more freedom in choosing a rewarding and meaningful set of classes. (Goal 1, 3, 5)
- We regularly host exhibitions and lectures that feature local, regional and/or historically underrepresented communities and often in conjunction with cross campus initiatives like CASA Center, Common Reading Experience, Hispanic Heritage celebrations (recent examples include: La Puente Project, selections from the permanent collection during the Hispanic Heritage Month, faculty lecture series, Dr. Yolopattli Hernandez Torres' presentation on colonial race/ethnic representation, many exhibitions and lectures by visiting artists and thematic exhibitions such as *Women's Voices*, and *Mestizo Hybridity*.) (Goal 1, 3, 5)

**GOAL 2 STUDENT SUCCESS: Adams State University will address diverse student needs by offering varied learning opportunities and support services for all students to achieve educational, personal, and career successes.**

- Art history survey sequence was realigned from three to two classes. This new art history sequence is better aligned with common practice nationally and thus facilitates transfer.(Goal 2.1)
- We offer non-traditional, supplemental learning opportunities on a regular basis. During the period under review, these have included a study abroad trip (2017), Landscape Photography course at Ghost Ranch, NM (2016), which included community members, and a course in which students gained practical experience in all aspects of curating exhibitions in various Alamosa venues (2017). (Goal 2.4)
- Faculty in the art program are committed to appreciative advising and all have had relevant training. Students are advised by the faculty member specializing in their area of emphasis. We work very hard to help transfer students transition as smoothly as possible to ASU. (Goal 2.3)
- Annually, we provide learning opportunities by taking students to professional museums and galleries in Santa Fe and Denver. For many younger students, this is their first experience with such venues. (Goal 2)
- We strive to provide all students with practical and hands-on experiences supporting their learning and professional development. For art students, the most relevant way to do this is by publicly exhibiting their artwork. The Hatfield Gallery is a primary venue for students to exhibit their work. Additionally, we seek out as many opportunities as possible for students to exhibit outside of ASU. For instance, we have run courses resulting in public, off campus exhibitions. We support student-run initiatives such as Alamosa Art Hop. We provide opportunities where students have relevant work experiences through professional services, such as designing posters for community events. The table below summarizes these efforts over the past five years. (Goal 2.4)

**Table 1. Student practical learning opportunities over a five-year period (AY 2012-13 through AY 2016-17).**

Venue	
Exhibition of student shows in the Hatfield Gallery	35 exhibitions
Exhibitions in the Cloyde Snook and Hatfield Gallery where students participate in all aspects of staging a show such as curation, publicity, hanging	13 exhibitions
Art Hop - student run art displays in various downtown venues	36 exhibitions
Service learning projects such as La Puente Homeless Shelter, SLV Local Food Coalition and Conejos Clean Water resulting in exhibits at Milagro's, Nielsen Library and Hatfield Gallery and professional design opportunities including for Alamosa Live Music Association and	13 opportunities
Annual Performance Bronze Pour in collaboration with the Music Department and drawing students. This is a popular event. Additionally, sculpture students have had frequent opportunities to travel to regional community iron pours. The number indicated is of students involved in a hands-on capacity and does not include audience.	85 students
ASU Student Scholars Days	14 students
Art Education students attend the Colorado Art Educators Association annual conferences with faculty annually	3-5 students annually
Campus employment opportunities for students in a multi-departmental collaboration involving computing science, physics, chemistry and art for the Mars Habitat Project	10 students
DemoSat: Interdisciplinary group composed of Art and Computer Science students conducting independent atmospheric research. Students receive hourly compensation and present at the annual Space Grant Symposium in Boulder	4-6 students annually

In addition to these opportunities, we offer students relevant paid work study (Goal 2.4) in the following areas:

- Ceramics - work study students gain additional practical skills and experience related to running a ceramic workshop and kiln yard.
- Sculpture - work study students gain additional practical skills and experience related to running a wood shop, metal fabrication shop and foundry.
- Photography - work study students gain additional practical skills and experience related to running a lighting studio, digital photographic printing, and dark room maintenance.
- Gallery - several work studies are employed each semester and perform all tasks associated with organizing, mounting, and uninstalling professional art exhibitions.
- Sign Shop - students perform all tasks associated with production of professional signage in granite and steel.
- In collaboration with the Luther Bean Museum, an internship was created for students intending to pursue a curatorial, museum studies, or art anthropological path after graduation.

#### **Initiative 2.5:**

Student retention: The art faculty works actively to foster a sense of community within the art student body through activities like “Frosh spaghetti dinner,” “12-Hours of Art,” “Pizza and a Prize” (students vote to award prizes for artwork), fall orientation activities, Art League and their activities such as the haunted house, “The Award for Elective Excellence,” (given to a non-art major), the annual graduating exhibition purchase prize, and annual bus trips to Santa Fe or Denver art museums and galleries. All of these are designed to maximize student retention. In 2015, we completed a five year program review. Our external assessor, Leighton McWilliams, of the University of Texas at Arlington said, “I commend the Art Department...for creating an intimate, caring atmosphere for its students at all levels.”

#### **GOAL 3 PERSONAL AND PROFESSIONAL DEVELOPMENT: Adams State University will provide educational and professional development opportunities for faculty and staff.**

The art faculty have attended numerous professional development conferences and workshops. Most of these are directly focused on the work we do in the classroom, and a smaller number on the work we do as artists, which in turn feeds our teaching.

The department supplements the faculty development funds available through the VPAA’s office with \$250-\$300 per year, per faculty member. (Goal 3.3)

Over the 5 yr period we have participated in:

- FATE (Foundations in Art Theory and Education), 2013, 2015 (2 faculty), 2017 (2 faculty).
- Unidos Equity Leadership Institute, ASU, 2017.
- Campus Compact of the Mountain West Engaged Faculty Institute.
- *Practical advice for discovering and nurturing the master teacher within you* with Bill Buskist. (2 faculty)
- Hilos Culturales Summer Institute (2)
- “Meeting the Post-Secondary Needs of Diverse Learners through a Culturally Responsive Lens” Workshop.
- College Art Association Annual Conference.
- Colorado Space Grant Statewide Symposium, Durango
- Alliance of Artist Communities, 2017 Conference
- Lily Conference, Evidence-based Teaching & Learning.
- Colorado Art Educators Association - annually (1-2)
- The National Council on Education for the Ceramic Arts - annually (1)
- Society for Photographic Education - annually (1)
- Integrative Teaching International, 2014, 2017.
- 31st Faculty-to-Faculty Conference, Spring 2015 at Arapahoe Community College Littleton, CO.
- Fall 2015 Faculty-to-Faculty conference organized by the Colorado Department of Higher Education to discuss changes to the GT Pathways
- ASU Equity Retreat – Foundations
- "Meeting Students Where They Are: Practical Applications for Culturally Responsive Pedagogy in Higher Education."
- Conferences related to media specialization, such as International Sculpture Center, Society of North American Goldsmiths (SNAG), North American Vexillological Association.
- Techniques for Appreciative Advising have been presented in faculty meetings by the advising team.

### **Initiative 3.1:**

#### **Increase campus programming for faculty and staff that fosters and promotes inclusive excellence.**

- We periodically reach out to the campus community and stage an exhibition of artwork by staff and non-art faculty. The most recent was *Art Across the Campus*, 2015, and another is scheduled for this coming year. These are very popular.
- We initiated a Ceramics Open Studio course in response to long-standing community demand.
- We have always been supportive of campus community members taking art classes for enrichment purposes and we advocated for and support the new “listening class” initiative.

#### **GOAL 4 ACCESS & AFFORDABILITY: Adams State University will develop innovative pricing and aid strategies that will maximize opportunities for our diverse and historically underserved students for all levels and delivery models.**

- No studio classes require a textbook. Instead faculty work to provide a variety of relevant readings. A large part of our motivation for this is to save the students money.
- In 2016 we raised the course fees for ceramics, jewelry and sculpture. Paradoxically this was done to save the students money since the bookstore changes increased material cost and decreased availability of certain materials. Student government was fully supportive of this change. These course fees supply all basic material needs more cost-effectively than students purchasing materials individually.
- Faculty in photography, ceramics, sculpture and jewelry work to keep equipment running, source equipment donations and maintain workshops as cost-efficiently as possible.

**GOAL 5: COMMUNITY RELATIONS - Adams State University will collaborate with the community to provide culturally responsive and sustainable development opportunities that mutually benefit the campus and the San Luis Valley community.**

**Initiative 5.1:**

**Develop and extend positive community partnerships through the continued offering of campus events drawn from cultures of the San Luis Valley.**

**Initiative 5.4:**

**Deepen campus understanding of, connections with, and commitment to the larger San Luis Valley.**

**Initiative 5.6:**

**Develop and cultivate relationships with alumni and supporters to benefit students, campus, community, and connection to the university, and promote opportunities for life-long learning.**

The Cloyde Snook and Hatfield Galleries are a unique and necessary venue for the art department to fulfill several ASU 2020 goals:

Using the Cloyde Snook and Hatfield Galleries as a venue, we provide an artistic and cultural learning experience for students, as well as local, regional, and college communities. As the largest venue for visual arts in the San Luis Valley, these galleries are used to exhibit works by local, regional, national and international artists. Opportunities for students to interact with guest artists and to participate in student exhibitions occur on a regular basis. Through these exhibits, visiting artists, workshops and interdisciplinary projects the galleries support and promote art within the college and community. (Goal 2, 4, 5)

**Community based exhibitions:**

2016-17: *The Nature of Things*, Craig Lehmann, *Juried Regional High School Exhibition*, *Painting the Colorado Experience*, Jessie Crock

2015-16: *Photography: Serving the Community*, *Return of the Corn Mothers: Women of the SLV*, *Art Across the Campus*

2014-15: *Righty Tightly Lefty Loosey*, Milt Priggee and Chuck Asay, *Colorado Art Educators Association Members Exhibition*

2013-14: *Student Alumni Exhibition*, *Jim Gilmore*, *Sculpture*

2012-13: *Steve Quiller Retrospective*, Annette Troncoso

Gallery exhibitions and visiting artists' lectures are open to everyone and are regularly attended by community members from Alamosa and the surrounding area. On average ten to twenty community members and faculty attend each of these events depending on the exhibit.

The gallery is also visited on a regular basis by area K-12 schools.

Over the past two years, we, have started a new direction in the gallery schedule with the introduction of exhibiting ASU alumni. The idea is to give present students in our program examples of ASU students who have gone on to careers in the arts. Each ex-student presents a lecture along with their exhibit which encourages our students to pursue directions in the arts outside of college. Finally we host an annual scholarship exhibition aimed at recruitment. (Goals 2, 4, 5)

**Narrative discussing components or items associated with a program that are essential to Adams State but are not found within ASU2020:**

Interdisciplinary collaboration: Art Department faculty seek opportunities to collaborate with other disciplines in ways that allow our students to make meaningful connections between disciplines and among their peers. Such initiatives have included:

- DemoSat: Interdisciplinary group composed of Art and Computer Science students conducting independent atmospheric research.
- Mars Habitat Project: (computing science, physics, physical chemistry, art)
- AR368 Performance Art: This course is co-taught by art and theatre faculty and is offered every two years. It is always enrolled to capacity.
- Assignment involving collaboration between poetry and printmaking classes.
- Assignment involving collaboration between Studio 2 and music composition classes.
- Performance Bronze pours in collaboration with music faculty and students.
- Fine Arts Coalition - We collaborated with Music, Theater, and Mass Communication departments in the creation of an interdisciplinary Artist-in-Residence program.

## CRITERION 2 QUALITY OF PROGRAM OUTCOMES

### Results of annual assessment reports

Assessment feedback was provided in different formats throughout the last five years, with numerical scores provided only for the past 3 years. The feedback is summarized in Table 2.

**Table 2. Summary of assessment feedback.** Numerical scores were based on the scale of Excellent = 2, Adequate = 1, and Incomplete = 0

Short-form Question	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Information/Evidence/Data Gathered to Inform Department of Student Learning	Excellent	Excellent	1.67	2	1.571
Departmental Discussion of Information	Adequate	Excellent	1.5	1.875	1.286
Discoveries/conclusions	Excellent	Excellent	1.5	1.75	1.714
Planned Actions Based on Discoveries About Students and Their Learning	Excellent	Excellent	1.5	1.875	1.571
Support/resources	Excellent	Excellent	1	1.875	1.571

In our 5 year review, external assessor McWilliams noted, “I was very impressed with the energy and intellect of everyone I interacted with. The undergraduate degrees are a standard 120 hours, have a commendable minimum GPA of 2.75, and require a portfolio review.”

### Jobs secured by graduates

The Art Department does not have complete data set of our graduates, but recent graduate placements include:

- James Fuller, BFA- recently been named to lead a team involved in the new Meow Wolf Experience in Denver.

- Anthony Guntren, MA -completed his MFA in Sculpture at CSU now teaching at Front range CC and Aims CC
- Jenna Meyer-Eaton, BFA - went on to do her MFA at Kingston University, UK.
- Natasha Vidger - BFA, currently MFA at The Huron School of Art at Indiana University
- Madeleine Ahlborn - MA, presently adjunct for Art Dept. ASU and art director at Alamosa Boys and Girls Club.
- James Crane, BFA - presently art teaching at Alamosa Grade School.
- Jasmine Little, MA - International residency and exhibition at Galerie Lefebvre et Fils, Paris, France
- Annaleisa Connor-Meisner, MA - Assistant Vice Principal, The McClellan School, Pueblo, CO
- Troy Parker, BFA - Outstanding Student Achievement in Contemporary Sculpture Nominee International Sculpture Center, Chicago, 2015; Ne'-Na Contemporary *Art Space residency* program in Chiang Mai, Northern Thailand.
- Vivian Ochoa, BA, internship at Disney.
- Angel Ramos, BA - art teacher Center High School.
- Omar Gonzales, BFA - art teacher, Alamosa.
- Rachel Kresl, BA - teacher.
- Alicia Nelsen, BFA - Visual Merchandise Associate at West Elm
- Brianna Borra, BFA - independent design business owner, Flathead Custom Car Posters.
- Laura Hopkins, BFA, repair liaison at Jared Jewelry, and jewelry instructor at Michael's, Colorado Springs
- Kellicia Morse, BA, Small Business Owner at Kermo Photography And Design, Denver .
- Giovanni Coleman, BA (double major) - MA, counseling. Highlands Behavioral Health System, Denver.

### **CRITERION 3: DEMAND FOR THE PROGRAM**

The art department offers approximately 5 sections of AR 101, Art and Creativity per semester, with 35 students per section. This course fulfills an AH1 requirement for ASU general education and complies with our guaranteed transfer stipulations.

**Table 3 summarizes the percent of art credit hours completed by art majors as well as all other majors combined.** This is an indication of our service to general education on campus (data retrieved from the Induced Course Load Matrix).

Year	Art Majors	All others
2014-15	28.2%	71.8%
2015-16	33.1%	66.9%
2016-17	31.1%	68.9%
Average	30.8%	69.2%

**Table 4. Support to Art Minor and Business students.** Additionally, we serve business students through teaching courses towards a BA in Business with an Advertising Emphasis. We also support Teacher Education students with courses towards their Elementary Education with an Emphasis in Art (no institutional data exists for these numbers) . We offer a Minor in Art which has recently been revamped to provide a greater and more varied learning experience for the student. Because of the changes, we are seeing an upward trend of art minors, the 2017-18 count is 20 students.

Year	Art Minor	Advertising
2012-13	20	3
2013-14	14	1
2014-15	12	2
2015-16	13	0
2016-17	16	0

### **Employment opportunities: national and state statistics**

#### **National employment outlook for art majors:**

According to the Bureau of Labor Statistics, projected job growth in relevant fields range from -8.4% to 13.1%, with a mean projected growth of 6.1% between 2016 and 2026 (Table 1).

**Table 5. National estimates of art-related job growth from 2016 to 2026.**

Data are predicted percentages of job growth. Source: Bureau of Labor Statistics

1. Advertising	12.8
2. Art Director	7.4
3. Art Teacher, postsecondary	12
4. Art Education, postsecondary	10.3
5. Artist, Calligrapher/Tattoo	6.9
6. Curator	14
7. Fine artist	8.6
8. Graphic Designer	4.7
9. Jeweler/metal worker	-3.1
10. K-12 Teacher	7.9
11. Middle-school teacher	7.5
12. Model maker/carver	-1
13. Multimedia artist	10.4
14. Museum technician and conservator	12.4
15. Painter/decorator	1.1
16. Photographer	-8.4
17. Secondary school art teacher	7.5
18. Set decorator	10.9
19. Web designer	13.1
<b>Average projected job growth</b>	<b>6.1 %</b>

**Table 6: 10-year trend of graduates ASU Art Department**

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
11	9	13	12	20	18	13	15	22	11

The art department has made strategic decisions about programs and emphasis areas that were not showing strong demand or were not cost-effective in terms of SCH:Faculty hours. We have eliminated the Fibers emphasis area and the MA in Art for these reasons. These were not easy decisions, and not without cost to the department, but we feel that strength and depth in undergraduate offerings is more important than breadth if that breadth comes at a cost to the quality of the program due to overstretching faculty resources.

#### CRITERION 4 SIZE, SCOPE, AND PRODUCTIVITY OF THE PROGRAM

**Table 7: Degrees awarded**

year	# of degrees awarded	degrees/full-time faculty
2012-13	18	3
2013-14	13	2.16
2014-15	15	2.5
2015-16	22	3.66
2016-17	11	1.83
Total	79	13.16

**Table 8. Student credit hours (SCH) and Total SCH generated by program.**

year	Art total SCH	SCH/FT Faculty
2012-13	3357	559.50
2013-14	3476	579.33
2014-15	3440	573.33
2015-16	3222	537
2016-17	2626	437.66
Average	3224	537.33

**Table 9. Illustrates the popularity of the art department’s gen ed course.** It is important to note that the gen ed AR 103 has been replaced by AR 101, which has a greater emphasis on hands on activities and therefore, class sizes have been reduced from a cap of 40 to a cap of 35. Reducing the cap provides more personal instruction and a better learning experience for the student. All sections in S18 are enrolled to capacity.

Year	Gen ed (AR 103 & AR 101) headcount per AY
2012-13	475
2013-14	475
2014-15	482
2015-16	421
2016-17	363

**Service to campus**

**Fraction of tenured & tenure-track faculty engaged in campus-wide committee assignments**

All tenured and tenure-track faculty within the department are expected to participate in campus service, with the exception of first-year faculty who need the time for course development.

Despite not requiring campus service of the P1 faculty, during the past five years all of our P1s have participated in campus service. Table 10 shows the faculty serving on committees, task forces, or other campus-wide service activities by year.

**Table 10. Campus-wide service by year for all art faculty members.**

	2012-13	2013-14	2014-15	2015-16	2016-17
Standing Committees	Faculty Senate Grad Council Academic Council CRC Comm Board FTAC GECC Student Scholar Days Advisory Board Luther Bean Museum Honors Program Committee	Faculty Senate Grad Council Academic Council CRC Comm Board FTAC GECC Advisory Board Luther Bean Museum	Faculty Senate Grad Council Academic Council Common Reading Experience Casa Advisory Board FTAC Advisory Board Luther Bean Museum	Faculty Senate Grad Council Academic Council FTAC Advisory Board Luther Bean Museum Student Scholar Days	Faculty Senate Grad Council Academic Council FTAC Advisory Board Luther Bean Museum Student Scholar Days Comm Board Advisory Board Luther Bean Museum
Search Committees (Outside Dept)		Mass Comm		Theater	
Retention Committees (Outside Dept)		Music	Music HPPE	Music HPPE	Music
Task Forces (ASU 2020, STAMP, CIT, HIP Team)				ELTF ASU 2020 STAMP	ELTF STAMP
Tenure, Promotion, Peer Recognition Committees				Institutional Appeals	
Ad Hoc Committees and temporary committees		Faculty Summer Salaries Committee	Degree Works Evaluation Committee	Graduate Initiative committee	Interdisciplinary Art Degree Committee

**Table 11. Campus-wide committee leadership by faculty member for a five-year period**

**(2012-13 to 2016-17).** This table includes the number of committees in each category on which an individual faculty member served in a leadership position.

	2012-13	2013-14	2014-15	2015-16	2016-17
Standing Committees (CRC, GECC, HPAC, Student Scholar Days)		Student Scholar Days	CRC co-chair Student Scholar Days	CRC co-chair	
Task Forces (ASU 2020, STAMP, CIT, HIP Team)					CIT

**Service to community & community engagement**

**Table 12. Service to the community and community engagement by year.** This table includes the number of community service activities in which an individual faculty member participated. These include K-12 outreach/community education, professional organizations, community leadership and involvement, campus community groups, and film festivals.

	2012-13	2013-14	2014-15	2015-16	2016-17
Community Group Leadership	Ventero Open Press Board of Directors  Board of SLV Steam Shop	Ventero Open Press Board of Directors  Board of SLV Steam Shop	Ventero Open Press Board of Directors  Board of SLV Steam Shop  Alamosa Live Music Association Board Member	Ventero Open Press Board of Directors  Board of SLV Steam Shop  Alamosa Live Music Association Board Member	Ventero Open Press Board of Directors  Board of SLV Steam Shop  Alamosa Public Art Committee Member - Artscape leader.  Alamosa Live Music Association Board Member
Professional Organization		CASA Advisory Board	Board member Integrative	CAEA Council Member	CAEA Council Member

Leadership/Volunteering		Colorado Creates Grant Reviewer	Teaching International CASA Advisory Board Colorado Creates Grant Reviewer	Board member Integrative Teaching International Volunteer Coordinator NCECA	Board member Integrative Teaching International Volunteer Coordinator NCECA Randy Pijoan Medical Benefit
Film Festivals			SoCo Film Festival	SoCo Film Festival  Spanish Film Festival	SoCo Film Festival
Campus Community Groups	ASU Art League  LGBTQ Affinity Group	ASU Art League  LGBTQ Affinity Group  Coach - ASU men's rugby	ASU Art League  LGBTQ Affinity Group  Coach - ASU men's rugby	ASU Art League	ASU Art League
K-12 Outreach	Art Ed Students working in classrooms	Art Ed Students working in classrooms  Annual Science Fair Design Judge	Art Ed Students working in classrooms  Annual Science Fair Design Judge	Art Ed Students working in classrooms  Junior High/High School art competition judge	Art Ed Students working in classrooms

External assessor McWilliams said in regard to faculty productivity, “Your faculty workload seems very heavy for your small and dedicated studio faculty. They teach multiple media areas by necessity in stacked classes. To a person, both the full and part-time faculty I spoke with are totally committed to this department.”

**CRITERION 5 COST & BENEFIT OF THE PROGRAM**

**Salaries and program delivery costs (including administrative costs and specialized course support costs)**

**Table 13. Cost of the Art Program** Note that these calculations are based on AY 2017-18 faculty salaries.

<b>Cost Type</b>	<b>Amount (undergraduate)</b>	<b>**Amount (Graduate)</b>
Faculty Salaries	\$320,421	\$7750
Faculty Benefits	\$111,891	\$1318
Operating Expenses	\$17,700	
Administrative Assistant Salary*	\$41,628	
Administrative Assistant Benefits*	\$9690	
Student Hourly Compensation	\$1600	
<b>Total Cost of Program</b>	<b>\$502930</b>	<b>\$9068</b>
*Studio Course Supplies	\$11,000	
*Graphics Art Lab	\$11,000	

\*This table is an adjusted version of the board approved budget. The Studio Course Supplies and Graphics Art Lab totals are listed as a cost, since this money is advanced to us using a prediction of money to be received through student fees. The advances are returned when fees are paid. If student fees do not cover this amount, we pay back the short fall. Therefore, we have removed that \$22,000 from the board approved budget. None of our studio courses use textbooks but we charge fees ranging from \$10-\$140 per studio class to supply materials. We feel this is consistent with the price students would pay in many courses for textbooks which are not counted as costs against other departments.

\*\*The graduate program is being phased out--this amount will likely be removed by 2020.

**Table 14.**

<b>Metric</b>	<b>Amount</b>
cost/FT faculty	\$83,822
cost/graduate	\$35,9234
cost/SCH	\$162

\* This table is generated using the adjusted version outlined above

**Revenue generated by the program (e.g. grants, ticket sales, donations, etc. – but not tuition & fees)**

Faculty in the art program have contributed to the following grants in support of our program.

- Awarded NASA and Title V grants to design and build a full-scale concept Mars Habitat plus interactive sculptures with sculpture students in collaboration with STEM field professors and students. K-12 students and members of the makerspace collaborated as well (2016/17).
- RMSGC Grant to upgrade and calibrate the art department’s 3D printer, “TAZ”, for continued optimal service to the department (2016/17).
- Title V Equity and Engagement grant in the amount of \$3800 to purchase supplies for a mobile exhibition kit to assist students in engaging the community with their art (2016/17).
- Facilitated the second donation of gemstones to the ASU Jewelry and Metalsmithing program by Jim and Claudia Ramsay of Boulder, Colorado. This collection is valued at \$60,000, adding to the first donated collection that was valued at \$70,000 (2014/15).
- Secured funding for public art on ASU campus upkeep and refurbishment.
- Edwin Clemmer Scholarship in the Very Fine Arts - new scholarship
- Sue “Soupe” Patterson Art Memorial Scholarship - new scholarship
- Green/Park Woolbert Creative Arts Scholarship - new scholarship

**Formal and documented recruiting efforts by program personnel**

Faculty in the art department have participated in the following recruitment activities:

- Annual recruitment trips to regional high schools and community colleges by all faculty. Community Colleges include: Pikes Peak and Arapahoe Community Colleges, High Schools include: Alamosa, Cheyenne Mountain, Sierra Grande, Sargent, Sangre de

Cristo, Monte Vista, Creede, Center, Antonito, Lamar, La Junta, Rocky Ford, Eagle Valley, Cherry Creek High School, Overland High School, York International High School, Santa Fe High School, St Michaels.

- Launching a new electronic newsletter, ArtLink, aimed at high school teachers and the broader community to help promote the art program.
- Annual participation in ASU Discover Days.
- Participation in Scholarship Recruitment at the Young People's Art Exhibition, CO Springs.
- Participation in Summerfest on the Rio (pottery demonstration).
- Do it in the Dirt, CASA (Cultural Awareness and Student Achievement Center) fundraiser – pottery demonstration.
- Participation in Performing and Visual Arts Fair
- Arts Extravaganza (2012-2014), all faculty--discontinued due to lack of evidence of effectiveness.
- Hosted Regional High School Scholarship Exhibition (2016-17 and ongoing annually).
- SLV Career Fair (2016 and 2017)
- Instituted the Art Student for a Day recruitment program.
- Focusing heavily on retention (for example, by launching a new retention initiative based around orientation activities in the first week of semester).
- Actively marketing concurrent enrollment opportunities, especially during the summer.
- Maintaining a staffed table throughout the annual CAEA conference to better inform Colorado teachers about our program.

## **CRITERION 6 FACULTY & PROGRAM STRENGTHS AND ACCOMPLISHMENTS**

All tenure and tenure-track faculty in the art program have a terminal degree.

In addition to the faculty development activities detailed under Criterion 1, goal 3, faculty in the art department maintain professional affiliations with the following organizations:

- International Sculpture Center
- Society of North American Goldsmiths
- Colorado Metalsmithing Association

- National Council on Education for the Ceramic Arts, member and volunteer coordinator
- Integrative Teaching International, Board member, VP for programming
- Society for Photographic Education
- College Art Association
- Colorado Art Education Association, Council member, Conference coordinator
- National Art Educators Association
- American Association of University Professors

The art department faculty have also been the recipients of local, regional, national and international awards and residencies:

- Teri McCartney Faculty Award in the Creative Arts, 2017.
- Artist residency in Experimental Media at Signal Culture, Owego, NY, 2017
- Artist Residency, Jentel Artist Residency Program, 2017.
- Artist Residency, The Atlanta School, 2017.
- Marion Quin Dix Leadership Award, CAEA, 2017
- Exemplary Teaching Award, Adams State University, Alamosa, 2015
- CAEA Higher Education Art Educator of the Year, 2014
- Artist Residency, Benyamini Contemporary Ceramic Center, Tel Aviv, Israel, 2013
- Artist Residency, A.I.R. Vallauris, France, 2013
- Grade 8 Winner, Detroit Autorama - Custom Car Design, 2013

### **Quality of the curriculum**

#### **Degree of alignment to recommendations of national organizations**

While we don't have external accreditation in art, we have implemented best practices as outlined by NASAD (National Association of Schools of Art and Design). Instruction and outcomes meet the basic competencies outlined by NASAD, which form the bulk of their requirements, in all emphasis areas except graphic design. The biggest barrier to us for NASAD accreditation is lack of a PhD qualified art historian. Our efforts to argue for such a line are long-running and well documented.

**Quality of physical, online, or other resources (equipment, software, facilities, etc.) required to deliver the program**

The Art Department has a very well equipped facility, in both breadth and depth of equipment, for a program of our size. While a lot of the equipment is older, updates essential for safety or industrial currency reasons are made as soon as possible. For instance:

Foundry - many sculpture programs do not have a foundry. Our students have the opportunity to cast in aluminum and bronze at both large and small scale.

Jewelry workshop - Also not a common facility in art programs of any size but especially smaller programs. Additionally we have a large number of precious and semi-precious stones that have been donated to the program for students to use in making jewelry. Several graduates of this program are now working jewellers.

Ceramics - Comparable equipment and facilities for programs our size. Most all equipment has recently been serviced and is up-to-date and the facilities have been cleaned and reorganized for optimal safety standards.

Computer lab - We are running the latest industry standard Adobe Creative Cloud software.

Studio space - Undergraduate students have a generous amount of studio space available to them compared to other programs. Additionally, they have shared facilities such as a lighting studio, critique and informal display spaces.

Faculty work to annually reorganize spaces and optimize use of resources. Faculty in sculpture, jewelry, photography and ceramics do a lot of additional work to maintain and repair equipment without technical support.

**CRITERION 7 FUTURE POTENTIAL OF THE PROGRAM**

**Opportunities to reconfigure or strengthen the program to the benefit of the university**

We work hard to strengthen the program and have made strategic decisions about programs and emphasis areas that were not showing strong demand or were not cost-effective in terms of SCH:Faculty hours.

We have eliminated the Fibers emphasis area and the MA in Art for these reasons.

These were not easy decisions, and not without cost to the department, but we feel that strength and depth in undergraduate offerings is more important than breadth if that

breadth comes at a cost to the quality of the program due to overstretching faculty resources.

We have proposed both honors and Post-Baccalaureate programs to strengthen our undergraduate offerings and await feedback.

**Potential for program growth/adaptation with trends in the discipline, student needs, national trends, etc.**

We collaborated with Music, Theater, and Mass Communication departments in the creation of an interdisciplinary Artist-in-Residence program. Our proposal received E-Team approval for use of University housing on Edgemont Blvd. but due to current financial situation the promised accommodation is not longer available. The coalition is continuing to seek a way forward despite this setback. This program will bring a greater diversity of artists into the University for students to interact with, helping offset our isolation.

**Potential for development of appropriate online presence**

We offer AR 103 Art Appreciation online and in print. For the most part, the teaching of studio art is not compatible with online delivery. Were we ever to receive a PhD line in Art History, this would be an excellent area for the development of online courses.

**Potential for growth of interdisciplinary programs**

There is strong national demand for programs in Art Therapy. We favor working with the Psychology department on a pre art therapy program. According to the Bureau of Labor Statistics, Art Therapists (which fall into the category of "Therapists-All Other), will see a labor increase of 19.9%.

**Summary**

In summary, we feel we make strong contributions in creative and critical thinking in all aspects of our work for the University. We believe our strengths and contributions to ASU center around community involvement, both on and off campus, interdisciplinary work, and the enrichment of students', staff and faculty members' learning experiences.