

ART DEPARTMENT ASSESSMENT: FY2014-15

During the **2015 FY**, the following changes were made/proposed:

All art majors can pursue a **Minor in Entrepreneurship**, along with their required art courses. For Fall of 2015, The department will propose **Art Certificates** in all of our areas of study for non-majors. We will also propose to have a **200 and 300 level Art Therapy** sequence to be put forward to Council On Curriculum.

We still anticipate allowing Professor Russo to focus greater teaching efforts on **Art Therapy**, as we expect this area to offer more specificity/courses regarding curriculum. We are poised to consider growing the Art Therapy offerings, as this is an important area of emphasis, and we should make the necessary efforts to allow this to become one of our signature programs, as not many undergraduate institutions offer this degree. Professor Russo's commitment to the **Cancer Care Institute** as one of the opportunities for art therapy students shows considerable promise. Of course, it would greatly benefit us if we were a program certified by the **American Art Therapy Association**. Commensurate with new offerings in Art Therapy, it would necessitate the department to find a solution for our **Foundations Drawing and Design** curriculum, which has been taught by Professor Russo, and adjuncts. There is a need for establishing continuity and commitment to Foundations teaching, as these courses provide the bedrock foundations for thinking and working visually. This is an area we can develop more fully.

Another area in which we need to move forward is our **Graphic Design/Computer Art** curriculum, in an effort to be more clear and marketable to prospective students and parents. We are in need of some serious curricular and technical support in order to remain competitive with our peer institutions. Since this area is industry driven, the necessary changes must be evaluated and updated regularly. We believe this area could become another signature program, able to become the majority in terms of number of students in our department. Professor Walker's proposal to offer upper level design students the ability to work in a professional **Ignite Design Studio** suggests an important opportunity for providing students with direct entrepreneurial learning. This definitely needs to be supported by the university in terms of facility and infrastructure.

We envision this area to have potential as part of the proposed **CFA Intermedia** course offerings which are currently under development.

Yet another area to grow is our BA degree students, and our non-major **Art Certificate** Proposed coursework.

Our commitment to **Performance Learning** has many facets: Some examples include:

Perkinson Gallery:

September

Randy Reid, Sculpture.

October

Martin Brief, Text Drawings

November

A*C*E* Annual High School Art Show.

January/February **Maureen Delaney, Photography**
March **Art Department Faculty Biennial**

Carriage House Press:

Visiting Artist in Printmaking, Martin Brief, St. Louis University, was on campus in October working on a print at Carriage House Press.

Department:

The Annual **Chili Bowl Fundraiser** for the **Good Samaritan Inn**.

The **Annual Student Juried Exhibition**.

The **Annual Senior BFA Thesis Exhibitions**.

Fall Semester Senior Reviews.

Spring Semester Sophomore Reviews.

Cancer Care Art Therapy Experience.

Internships.

Ignite Design Studios.

The Art Department Mission Statement is as follows:

To provide a creative and scholarly environment for the development of students striving to be professional artists and offer the campus community educational venues for the appreciation of the visual arts.

The mission proposes that students:

- must know what it takes to master technique
- must see and recognize the work of others in context to their own work
- must demonstrate and understand the application of the formal elements within their work and the work of others
- and must understand the professional expectations and work habits relative to their discipline.

For all students studying in the art program, these are the central goals that focus their learning:

- Students will participate in critiques of their own art as well as others.
- Students will make the necessary time commitment to create their art.
- Students will demonstrate personal growth and understanding as it relates to the development of and execution of their art.
- Students will be responsible and reliable relative to how they interact with others.
- Students will engage in a personal pursuit of meaning and value.

For students studying in the B.F.A. program, these are the central goals that focus their learning:

- Students will demonstrate a professional approach to the creation of, discussion of, and display of their art.
- Students will learn to creatively work beyond themselves in collaborative ways.
- Students will demonstrate technical mastery of their chosen discipline.
- Students will learn to analyze their art within the context of the history of art.

Faculty: 5FT, 2PT

The art department offers the **Bachelor of Arts** degree and the **Bachelor of Fine Arts** degree in: **Graphic Design, Art Therapy, and Studio Art** for students interested in pursuing a career in any area of the visual arts.

For **Fall of 2014**, the distribution and number of students in the art department were as follows:

BFA

Studio Art	14
Graphic Design	13
Art Therapy	22
Art w K-12	4

BA	22
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Total Art majors: 75

For **Spring of 2015**, the distribution and number of students in the art department were as follows:

BFA

Studio Art	15
Graphic Design	11
Art Therapy	15
Art Education	4

BA	24
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Total Art majors: 67

*denotes double major: Art Therapy/Education No double majors (art therapy/art ed)

For AY 2014-2015, we have the following figures regarding portfolio reviews/admits.

For Fall 2014:

81 applicants,

13 live admits, 3 transfers, 10 frosh.

8 pending transfers

27 cancelled before acceptance

36 cancelled after acceptance

0 were denied

16 portfolios were reviewed as of 6/15/15.

Fall 2014 Admits who chose to go elsewhere:

Art Therapy:	12
Graphic Design:	8
Studio Art:	6

Summary: Our total apps were down from 114 to 81, with 13 live admits, down from 19, 27 cancelled before acceptance, as opposed to 51 last year. We were about the same in portfolio reviews (20) as of 6/4/13., from 3 last year. Our total number of majors is from Fall to Spring decreased by 8.

Conclusion: Possibly more students enrolling in community colleges for the AA degree as evidenced by our increase in transfer students. Our apps need to increase, and we need to have our publicity materials updated in order to compete with other institutions. Both our website and collateral materials are not where they need to be. Possibly a CFA recruiter would help. Key facilities upgrades would no doubt improve the numbers that cancel after acceptance. It seems we could do a better job of marketing our **Art Therapy** program, finding ways to highlight the uniqueness of this area of study. The addition of the **Entrepreneurship Minor** suggests an opportunity for recruiting additional students. **Key admission/marketing/recruiting strategies are needed.**

Students are admitted to the art program as BA majors through a portfolio review process and only after being admitted to the University. During Spring semester sophomore year, students are reviewed to determine their eligibility to pursue the BFA degree. All art majors are reviewed again in the Fall of their senior year.

Art majors are introduced to their discipline through foundation courses in design and drawing as a means of guaranteeing unified knowledge as students move into their chosen area of focus. Students engage regularly in critiques and have various opportunities to exhibit their work in formal and informal venues within the department and around campus. The department provides a creative environment in which students can best learn to express themselves both verbally and visually. This is achieved through classroom interaction as well as informal gatherings within the studios throughout the day and evening.

A successful BFA graduate will find professional work within the graphic arts field, art therapy, art business, professional studio/co-op/gallery, or go on to graduate school. A successful B.A. student will pursue similar paths that may lead to work with community art centers, art organizations, or their own art studios.

Art students have opportunities to exhibit their work and see professional exhibits in three on campus galleries: Studio Gallery, Lower Gallery, and Perkinson Gallery. They also have a retail venue for their work in the student-run gallery "The Blue Connection" which is part of the Art of Entrepreneurship class. Students regularly work with local community groups as interns, volunteers or members. These art groups include Gallery 510, Decatur Arts Council, Decatur Public Library, Decatur Public Schools, Decatur Ad Club and NOVA Gallery.

Art students have the opportunity to travel to various locations nationally and internationally to see artwork and be inspired to create their own art. Locations include Chicago, St. Louis, the Four Corners Region of the Southwest, France, Italy, Spain, etc.

Advising is important in maintaining students' progress and is a central piece of all curricular and programmatic assessment of the Department. Advising occurs in a variety of contexts:

- **Academic Advising:** A disproportionate allocation of advising responsibility currently exists in the department due to the large number of Design majors (32 of 91) compared to the other majors as well as the larger load that exists from the combination of Art Education and Art Therapy majors (29 of 91). We hope to address ways of correcting this imbalance.
- **Practicum and Internship Advising:** Students in all programs often work on individualized projects in their major programs. This means of assessment as well as extra workload falls on the faculty with the larger number of advisees.
- **Career or Professional Advising Beyond Coursework:** Many students often feel more comfortable speaking to faculty who share their particular interests or career aspirations. As do faculty members in other departments, art faculty often act as role models for students as they develop and plan their careers. In the spirit of theory and practice we participate as a Department in “collective advising.” As a matter of course, we attend all art exhibits, both student and visiting professional shows. We often communicate and confer in an effort to provide strong, critical and consistent feedback to our students, either through classes or one on one mentoring.

Art Departmental Degree Program Offerings

1. The Art Department offers a BA and a BFA in Art with a focus on the following different majors; Commercial Art/Graphic Design, Art Therapy, Studio Art. We also offer interdisciplinary degrees with the Education Certification, and a Minor in Entrepreneurship. Between the two majors (decisions on BA or BFA do not take place until after a Sophomore review) we currently have approximately 75 students. There are 5 FT and 2 PT faculty in the department.
2. The Art Department actively engages in collaborative initiatives through two **inter-disciplinary** courses – The **Art of Entrepreneurship** and The **Art of Publishing**. These courses are designed to provide more opportunities for our majors without adding to the cost of our program.
3. The Art Department serves @ **60 non- majors per semester**, 48 in 2 sections of Intro To Visual Culture, and the rest are served in our entry level studios courses. This is **considerably higher** than any area of CFA, considering that we only have 5 FT faculty.

Program Quality Assessment:

The following Quality dimensions are relevant for the Department:

1. The faculty is uniquely qualified to provide a strong art experience for both very skilled and talented incoming students as well as less advanced and average skilled students.
2. Alumni success indicates quality preparation.
3. Students are choosing to attend Millikin to study art to interact with our faculty not because of our facilities.
4. The portfolio review process continues to set the standard for quality student admits.
5. Although we attract many first generation college students from smaller high schools who require financial assistance, our numbers reflect a solid consistency of enrollment and relatively low operating costs for the type of art experience we offer.
6. We are recognized as being flexible, collaborative, and practical with both internal and external constituents.

1. The faculty is comprised of qualified individuals with professional backgrounds who are engaged in their disciplines on a continuing basis. Therefore, **we practice what we profess** in the classroom and consequently transfer that mindset to our students. This is at the core of **Performance Learning**. Our **faculty are unique in their caring for the individual student** and their ability to transfer valuable knowledge outside the classroom (sometimes when the student least expects it). Our **faculty recognize art students have different skill levels and work extremely hard at bringing the greatest potential out of each student**.
2. The **faculty have crafted the art curriculum that best prepares our students for entry into the art profession** upon graduation centered around the university's goal of combining theory with practice.
3. Alumni success is a key indicator of quality. Data for 2004-13 from the University Career Center shows Professional Success of Studio majors at 83%, Art Therapy at 90%, Graphic Design at 75%, Art Education at 100%. The BA art major reflected 50% placement numbers. These numbers fluctuate with each major throughout the years. The true numbers depend on how the students are actually reporting their employment. With Art majors this can be misleading. We have made a major push within the department to provide art majors with opportunities to learn business skills. The main effort has been in the introduction of the **Art of Entrepreneurship** courses taught in collaboration with the Tabor School of Business. We have embraced the program to the extent that we were able to hire a full time lecturer who teaches half-time within the Art of Entrepreneurship. Examples of student entrepreneurial ventures/laboratories include: **Blue Connection Gallery, Carriage House Press, and Ignite Design Studios**.

Some examples of **successful placements** of recent graduates include Hugh Sullivan who was hired by the Herald & Review to start and manage the streaming video reporting component of their web site, Ryan Gallagher was hired by a professional photography studio in St. Louis, Mike Mullan was accepted to grad school at RIT, Laura Podeschi was hired by a publisher in Champaign. Alida Duff's photography and design have been featured in magazines and in the publication of the book Eugene Carriere: Shadow and Substance.

Some examples of **successful alumni** in studio art include Richard Keen, Nathan Cox, Rob Fifield, Ben Gardner, Katie Hinton, Andy Messerschmidt, Michael Wille, Angie Zielinski, Teresa Sharpe, Amber Hany, Ben Cohan, Erica Reese, Kari Thornton, and Amanda Voltz. All of who are currently or have completed graduate study in studio art and are either teaching at the university level, are practicing artists, or both.

We teach our students to be successful by:

- Searching for ways to be **self-sufficient** within the discipline of art. We teach them that no one will hand them a job on a silver platter and if they cannot find one, create their own.
- Be **entrepreneurial** even if you are not working directly in your chosen field. Always look for ways to get your art in front of people by setting up exhibits, donating work for charitable causes, volunteer in all types of art related events, keep honing your craft/skills by keeping up with your own studio and/or taking additional classes.

- **Craftsmanship** is king. They may be creative and cutting edge, but if they falter on craftsmanship their end product will not be successful.
- One of the best things we do is prepare our students for a professional career in the Art world by supporting the institution's mission of **combining theory and practice**. We pride ourselves on **identifying** student's **strengths** and then assisting them in maximizing those strengths as it relates to employment opportunities. We do this through an emphasis on **production/studio work , internship opportunities and real world job experiences. This becomes the hallmark for Performance Learning.**

4. Students are choosing to attend Millikin to study art and to interact with our faculty not because of our facilities. The strength of enrollment for most art schools is the quality of their facilities. Potential art students and parents generally judge a program based on how well the facilities meet the needs of the students to create art, i.e.: studio space, equipment, storage spaces, safety issues, etc... Our success comes mostly from potential students interacting with and believing in the opportunity to learn from our faculty. We have repeatedly heard from students and parents that they were not impressed with our studios but they were impressed with the faculty and the work the students produce.
5. The portfolio review process continues to set the standard for quality student admits. Our Fall 05 Apps to Admits was 64.6% and our Enroll to Admit was only 24.2%, which puts us down with some of the lower % disciplines. However, it does not reflect our numbers of Exploratory Studies students who want to be an Art major but simply have not submitted a portfolio yet. It also may appear that the portfolio review process is driving down our enrollment numbers, when in actuality we try to be very flexible with how we accept students who have weak or non-existent portfolios. By continuing to enforce the portfolio review requirement, we can still compete for talented and scholarly students who make it into our honors program. On average we graduate two honors students per year from our program and we value their contributions to raising the bar for all art majors.
6. A measure of a successful Art program is the ability to be **flexible, collaborative, and practical**. We are **flexible** in that we can think on our feet and get the jobs done no matter what the obstacles. Whether mounting a huge exhibit for very little money or developing alternative methods for firing ceramics, our faculty go with the flow to make things work. We are **collaborative** because we know how to work well with others. Whether it is taking on design jobs with outside companies or providing interns for a nursing home, people on campus and in the community know we provide assistance and valuable services when called upon. We are **practical** because we understand the negative stereotype of the "starving artist" and we work to eliminate any reason for that myth to continue or perpetuate itself. **We debunk the myth by showing students how to make a living being an artist without selling out.**

Our curriculum is designed to follow standard Art School sequencing of courses. This includes Design and Drawing Orientation for all freshmen. Sophomores are then allowed to break off into their chosen area of interest within the studios. Juniors continue to develop their skills and work to develop a body of work while taking advantage of opportunities to travel or seeking internship positions. Seniors focus on developing their

portfolios for either job seeking or entrance into graduate school and conclude with some type of exhibition experience here at Millikin as a requirement to graduate.

In support of these efforts we provide students with multiple opportunities to learn to be **self-sufficient**. For example students may join the Art Club where they undertake community projects to raise money to support exhibits and trips to museums and galleries in larger cities. Students may also participate in the annual Pottery/Art Sales held twice per year, which allow them to earn money by selling their work to the public. They also may consign art work to the student run gallery the Blue Connection which is specifically set up to market art created by students, faculty, alumni and friends of the university. Students also have the opportunity to sell their work at the annual Student Art Show and/or their individual Senior One-Person Exhibit.

Department/Program Efficiencies:

In terms of **efficiencies**, it is worth noting that a majority of courses in the Art Department are **stacked**. In other words, a course such as painting or sculpture will consist of **beginning, intermediate, and advanced students**, with the instruction necessitating a degree of flexibility and fluidity in order to provide the necessary technical, aesthetic, and conceptual information to each respective student level and individual need.

-Art Department **facilities** were originally designed for no more than **20 majors**. For **2015**, we have **67 majors**.

-Art Department Faculty teach **stacked courses**(beginning, intermediate, advanced) students all in the same class period.

-Art Department Faculty teach at least **1 course outside of their area of expertise**.

-Art Department Faculty **teach 60 non-art majors per semester**, satisfying the FA requirement.

- **Art Department Administrative Assistant Splits her duties with the Kirkland Fine Arts Center**. As a result, we do not have a full time person to assist in all of the day-to day operations of a mid-size department.

-Art Department has **cut traditional Photography** from its offerings. This has saved the department the maintenance costs of the traditional darkroom and old SLR cameras.

-Art Department **adjunct faculty teach 50% of freshman art foundations coursework**.

-**Perkinson Gallery** exhibitions have **been reduced to two per semester**, thereby reducing the overall costs of exhibitions.

-Art Department **operating budget has been frugal at \$65,771**

In spite of the above mentioned cutbacks and efficiencies, we have still been able to set ourselves apart from our peer institutions in a couple of ways:

- Our **Art Therapy** program is only one of very few available nationwide as an undergraduate program. This program has demonstrated the ability to offer students a consistent platform from which to enter grad school in Art Therapy. Our competition for undergrads in Art Therapy is from the Art Institute in Chicago and SIU Edwardsville.

- Our **Graphic Design** program offers students an opportunity to work with computers at a very early stage in the curriculum (AR125 Production Techniques) and provides access to client based projects as early as the sophomore level. Our competition for students in Design is from Eastern, IL Wesleyan, Art Institute, Bradley, Whitewater WI, etc...
- Our students consistently have the opportunity to travel on **immersion** courses to domestic and foreign locations accompanied with Art faculty.
- Our **BFA in Studio Art** has a very high ratio of admits to graduate school in the Studio Art areas for our size of program: since 1996, 22 BFA students have gone on to graduate study for the MFA degree. Many of those have **received Full tuition scholarships**. Of those, 4 are employed as professors of art, and 7 are professionally active exhibiting, teaching, and working as artists.

Program Potential Assessment

The following Potential dimensions are relevant for the Department:

1. The 10-year trend of declared majors provided by the Registrar shows, all Art majors have been consistent in their numbers with just slight increases and decreases.
2. The Department exemplifies the institution's mission and can assist further in its drive to become a distinctive small university.
3. The BFA Graphic Design program has more capacity.
4. The BA in Art has more capacity.
5. Art History and Entrepreneurship have potential growth once their roles are examined and boundaries are established.
6. The art program enriches campus culture in many ways.
 1. From 2002-2008 our **enrollment** numbers have been **relatively consistent** throughout each of the majors even with the lack of marketing/recruiting done by the Department/University However, recent trends suggest a decline in enrollment as indicated in overall applications. We have seen a drop in enrollment numbers
 2. We support the university in other ways by providing fine art credit within our curriculum for non-majors. Non-art majors may **take Intro to Visual Culture** or any studio that does not have prerequisites and is not full with art majors. For example we have a large number of **non-majors** (30-50%) who take Beginning Photography or Ceramics. We usually have (5-10%) non-majors taking design and computer classes as well. Our art immersion trips have a high percentage of non-majors who travel with our groups.

We have seen an **increase** from 2-3 **transfer students** per year to 8-9, which may have to do with the economy. However, sometimes art transfers usually are behind when they are admitted to our program in their skills and require a lot of work by faculty to get them to a proper level to make progress towards graduation.
 3. **Graphic Design** is a program with approximately 50% of Art majors working within the areas of design and computer graphics – with a strong connection to photography as well. Graphic Design is also justifiably perceived as being a practical Art major in the minds of students and parents because of the direct channels into employment.

Graphic Design can be packaged in positive ways that make the major appealing for students with minimal “art skills”. Our capacity in this area is limited only to facilities and faculty loads. It would also require additional course development and revisions of how our Graphic Design majors work through our curriculum. We have seen a **decline** in the overall enrollment numbers in this area since 2008, which may need to be addressed via upgrades in technology and /or specific curricular changes. As of 2015, our enrollment in this area was 13 students, or **@ 21 % of our total majors**.

Technology is a part of the Graphic Design curriculum. We have struggled through the years to support technology and maintain a functional computer lab in creative ways. This is an ongoing issue and will continue to have to be discussed. The fact remains that our technology **is equal to or less than the average high school program** our students generally come from. This means we have little to offer in terms of the technology and have to make it up in the caliber of instruction and quality of the projects we engage our students in. Graphic Design is another **signature Performance Learning** area.

4. The **BFA in Studio Art** has been one of our **signature** programs as an example of **Performance Learning** in action. The immersion of each student in his/her respective creative medium is at the very core of the Art Department’s mission and goals. The 12 majors in **Studio Art comprise 18% of our majors**.
5. The **Art Therapy** area has been a mainstay in our program. As one of the few undergraduate programs in the state, it offers our students an ability to use their art skills and apply them towards therapy for both adults and children. Our partnership with **Decatur Memorial Hospital** and the **Cancer Care Center** remain a strong element of performance learning in the community. We have a strong recruitment opportunity to develop even more as we move forward. The 18 students in **Art Therapy comprise 27% of our majors. Art Therapy is one of our most active Performance Learning areas**.
6. **The BA in Art** has capacity for students who are interested in Art but also interested in other disciplines. The **BA in Art is flexible** for the student who wants an art experience but does not have the same commitment to the studio load. The BA in Art offers students from other disciplines that want to double major in Art the opportunity to successfully complete two degrees. We have seen an increase in students asking for this option especially since we do not offer a minor in Art. This group **comprises 30% of our majors**.
7. **Art History** has been a mainstay for our majors as well as non-majors wishing to take Intro to Visual Culture or other Art History classes. We have looked into the possibility of developing a major in Art History because we feel there is capacity in a lecture/research environment as opposed to our lack of space within the studios. A **certificate in Art History** will be an opportunity to grow this area.

8. The entire art program **enriches campus culture** in many ways. We are responsible for maintaining an **exhibition program** throughout the year in **Perkinson Gallery, the Blue Connection** and the **Birks Museum. Performance Learning** is embedded throughout our curriculum: Some examples of **Performance Learning**: the **Ceramics Chili Bowl** event, the student **Blue Connection After 5 Live** events, the **Cancer Care Center, Carriage House Press, Ignite Design Studios**, and the numerous **art internships** both on and off campus.

The following **QPC data from 2009** illustrates both the **qualitative assessments**, and indicates some of the **efficiencies** in our program.

QPC Matrix

	<u>Low Quality</u>			<u>High Quality</u>		
	Low Potential	Medium Potential	High Potential	Low Potential	Medium Potential	High Potential
Low Cost		BA Art			Art History/ Entrepreneurship.	BFA Art Therapy
Medium Cost						BFA Studio/Graphic
High Cost						

QPC Conclusions

1. The **BA major** is placed in the Matrix as a Low Quality-Medium Potential-LowCost program. Low quality placement is based on the lack of existing assessment for the BA students. (These issues are being addressed in our Art Assessment Document.) Medium potential because these students operate on existing curriculum structure. Lowcost because we are unsure of potential costs and we have not really marketed towards this potential group of interested art students, yet with lesser skill development and/or weak high school programs.
2. **BFA Graphic Design** is placed in High Quality-High Potential-Medium Cost because of the generalized perception that students are employable with this degree and national trends see an increased interest from high school students in the digital art technology. The Medium cost comes in maintaining that technological edge. We are falling too far behind in our technological capacity to justify placement of the Graphic Design program in the High Quality section of the matrix.

3. The **Art History and/or Art of Entrepreneurship** as a High Quality-Medium Potential-Low Cost:
 - “High Quality” because we currently have the curriculum structure in place and students interested in Art History tend to be good scholars.
 - “Medium Potential” because we believe there is demand, but we are unsure how to go about attracting potential students to this program. It has natural connection to the increasingly popular Art of Entrepreneurship program, which will continue to grow as more students have the chance to participate.

4. The **BFA Studio** is medium cost and high quality in the success rate of those going on for graduate study, practicing artists working in the field, and as teachers/educators. **Removing one of the two areas of emphasis** would not create any particular savings, and would **negatively impact** our student’s employment and entrepreneurial abilities. It would also have the potential **to undermine the collaborative nature** of the areas within our own department.

5. The **BFA Art Therapy** is low cost, high quality due to the fact that it is another option added on to the BFA studio, which costs very little and provides more opportunities for professional success.

Recommendations for Action

1. Continue to look for ways to attract students seeking a **BA in Art**. Work to provide a valuable service to these students by adding flexibility, adjustments in faculty distribution, and additional **collaboration** opportunities between disciplines. Our BA students have the **AR 390 Blue Connection Gallery** course as their capstone experience. As a result, our BA student curriculum has a cohesive **interdisciplinary** experience.
2. Similar to the Theatre program, we need to **increase number of applicants** for the Department’s major programs through intense marketing efforts. (The Art Department needs assistance in this area.) The tuition discounts are lowered when higher quality students are attracted to compete for a limited number of slots in BFA degree programs. However, we are limited as we do not have a FT Administrative Assistant to attend to the potential students.
3. **Improve studio/work spaces** as resources become available.
4. **Add a full-time position** in a combination role teaching **both Graphic Design and Photography (Digital)**. These are the areas for greatest growth potential.
5. Continue to be supportive of Art faculty who are willing to **travel, both domestically and internationally**, with students. Our faculty has gone above and beyond in this area and has provided valuable PR opportunities for the department as well as the university. The Art Department should play an integral role in future plans for global travel. Recommendations for continuation in art travel courses are based on past success and the pure marketability of a student being able to satisfy his/her fine art requirement with a domestic or overseas art travel experience.

6. The Art Department currently contributes to **PACE** on a consistent basis. However, the department could add more if our facilities were capable of handling more students/courses. Continue to provide **FAR** courses.
7. Continue the development of curriculum for the **Art Entrepreneurship** minor and offer **Performance Learning** components in each course. Possibly combine with efforts to bring in more Art History students by creating an actual **Art History Minor**..
8. Utilize the **Art Certificates** for non-majors who do not have the opportunity to study a minor, yet wish to take a sequence of art courses.