

Eight-Year Program Review IBHE Report Summary: see attached Resources page

PROGRAM REVIEW REPORT SUMMARY

- 1. Reporting Institution: Eastern Illinois University, Department of Art + Design**
- 2. Program Reviewed: BA in Art**
- 3. Date 1/27/2023**
- 4. Contact Person: Chris Kahler, Department Chair**
 - 4.1. Telephone: 217-581-3410**
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- 5. OVERVIEW**

The Department of Art + Design at Eastern Illinois University offers a high-quality undergraduate education in Art with options in Art History, Studio Art, and Graphic Design. The current BA curriculum design, academic requirements, and external opportunities are successful in maximizing the talents of our majors. The Art + Design Department's primary mission is to meet the instructional needs of our students by placing an emphasis on developing within each student a sense of visual awareness, self-discipline, an analytical approach toward the creative process, an awareness of historical issues, and a commitment to craftsmanship. Carefully structured degree programs provide each student with the maximum opportunity for personal development and professional growth. All undergraduate instructors have a terminal degree (DEd for Teacher Certification, PhD for Art History, and MFA for Studio Art and Graphic Design), and graduate assistants never teach courses for the major. Class sizes are kept at a level appropriate for each area that provides the student with ample opportunity for direct faculty-student interaction; upper-level studio classes sizes range from 15 to 20 students and art history lecture classes from 15 to 40 students. All studio and graphic design lab courses provide students with projects/assignments that result in outcomes suitable for the student's portfolio after finishing the degree program.

Since our last IBHE review, the department has changed its name: this shift—to Art + Design—was not superficial but rather signaled an effort by the faculty to recognize the collaborative relationships within our department. The change also acknowledged the addition of the Fashion and Merchandising Design program, which was formerly housed in the Department of Family and Consumer Sciences. Since 2018, two generous gifts enabled a renovation of our student exhibition space into the new Glenn Hild Student Art Gallery. We were able to raise \$100,000 in one year to honor the memory of Glenn Hild, Former Department Chair and Interim Dean of CAH. This space, located on the first floor of our remarkable Doudna Fine Arts Center, provides our students with a new professional exhibition space. Not only will this gallery increase the quality of student exhibitions, but students will be actively involved in the curating and installation of shows throughout the year due the endowment that was created for the space.

The faculty of the Art + Design Department are active researchers and creative artists; from 2009 THROUGH 2019 they have participated in over 200 exhibitions (regional/national/international), received over 100 awards for research/creative activities, published 5 books and over 40 articles, made 97 conference presentations, juried 30 exhibitions/art fairs, and served as visiting artist/lecturer or workshop presenter 62 times. Faculty provided professional service to many international, national and state organizations including National Art Education Association (NAEA), College Art Association (CAA), Foundations in Art: Theory and Education (FATE), International Medieval Society, Society for French Historical Studies, International Center for Medieval Art (ICMA), Illinois Art Education Association (IAEA), Illinois Higher Education Art Association (IHEAA), IBHE IAI Art Panel, and Design History Society (DHS).

6. MAJOR FINDINGS AND RECOMMENDATIONS

a. Description and assessment of any major changes in the program/disciplinary context, e.g., (1) changes in the overall discipline or field; (2) student demand; (3) societal needs; (4) institutional context for offering the degree; (5) other elements appropriate to the discipline in question; and (6) other.

(1) Changes in the discipline: The professional creative industries have grown increasingly collaborative over the past decade. The Department of Art + Design believes that our students are best prepared to lead in those fields by having cooperative experiences form the backbone of their undergraduate education. From faculty-led workshops to large-scale, collaborative installations, over the past four years, the Department of Art + Design has prioritized learning experiences that challenge students to work across disciplines, while working as members of a team.

(2) Student demand: Overall enrollment at EIU has steadily declined since 2009, with a drop totaling 58% over the past decade. Art + Design has seen a parallel decline. For example, since the last IBHE review there has been a drop from 72 students in Graphic Design to 46 students. Enrollment in the Studio BFA degree area has shown a similar reduction, while enrollment in the Art Education BFA has fluctuated from 25 in 2015 to 34 students in the Fall of 2022. While the demand for K-12 art teachers has dramatically decreased over the years, numbers are lately trending back close to 2015 levels and, as schools across the country face a shortage of teachers, we expect the growth trend to continue. Thanks in part to sustained recruiting initiatives spearheaded by our faculty, the department has enjoyed renewed interest in our programs in the past year.

(3) Societal needs: Graphic design and digital media are fields that continue to thrive. In total, the Bureau of Labor Statistics estimates that there will be 300,000 positions added to this economic sector by 2024. Many digital industries are growing, and as a result, our Graphic Design students are finding numerous professional opportunities. To prepare them for employment, our courses require students to operate outside traditional, assignment-based class parameters and integrate “real-world” practices into their creative output. Because these learning experiences involve teamwork, they foster leadership skills and demand accountability. Society needs artists; our studio students are encouraged to think professionally and participate in the many art sales occurring in the EIU community throughout the year. Students learn important entrepreneurial skills and strategies not only in the marketing and sale of their creative work, but also in terms of making work specifically for the marketplace.

(4) Institutional context for offering the degree: The BA degrees have proven to be especially attractive to students wishing to double major and for transfer students. The Graphic Design BA was created and went into effect in 2018. Since there was only a BFA in place, students were transferring to EIU and having trouble graduating on time. This degree immediately made graduation more accessible for our Graphic Design students. The Department of Art + Design makes important contributions to the overall EIU community. We have enjoyed a successful relationship with the university’s General Education program, serving over 400 non-major students per year. It is worth noting that the department has further embraced the idea of collaboration in light of the recent creation of the School of the Arts within the new College of Liberal Arts and Sciences. The School of the Arts has now brought Art + Design, Music and Theatre Arts closer than ever before. The department Chair for Art + Design, Chris Kahler, is now serving as Director of the School of the Arts.

(5) Other elements appropriate to the discipline: The Department of Art + Design developed the BA programs in accordance with current National Association of Schools of Art & Design (NASAD) standards. The Bachelors of Art in Art – Studio option with 2D emphasis degree meets all common standards and goals for a liberal arts degree. Course work in art and art history being 56.67% of the total credits for graduation; Studio or Related areas equal 39.17% of total credits,

Art/Design History equal 10% of total credits, and Art/Design History or 3D Studio electives equal 7.5% of credits. The remaining course work is in general liberal arts studies (33.3%), foreign language (6.67 % if required) and free electives (5.83-12.5% depending on foreign language requirement). The Bachelors of Art in Art – Graphic Design option degree meets all common standards and goals for a liberal arts degree. Course work in art and art history exceed 61.67% of the total credits for graduation. The remaining course work is in general liberal arts studies (33.3%), foreign language (6.67 % if required) and free electives (0-5% depending on foreign language requirement). In reality the Graphic Design option is more in compliance with a BFA degree: 25% of studies are in Graphic Design, 24.17% of studies are in supportive courses in art and design, 12.5% of studies are in art and design history, with total of 61.67% for studies in major area, supportive courses in art and design, and art/design histories. The Bachelors of Art in Art - Art History Option degree meets all common standards and goals for a liberal arts degree. Course work in art and art history equals 40% of the total credits for graduation. The remaining course work is in general liberal arts studies.

b. Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The following is our enrollment at count day per academic year:

YR	COUNT_	PRIMARY_DEGREE	PRIMARY_MAJOR
2015	4	BA	ART: Art History
2016	4	BA	ART: Art History
2017	3	BA	ART: Art History
2020	1	BA	ART: Art History
2021	2	BA	ART: Art History
2022	2	BA	ART: Art History
2017	Deleted Pre-Graphic Design Designation	BA in Graphic Design created to assist with Transfer Students	
2018	4	BA	ART: Graphic Design
2019	20	BA	ART: Graphic Design
2020	16	BA	ART: Graphic Design
2021	10	BA	ART: Graphic Design
2022	7	BA	ART: Graphic Design
2015	27	BA	ART: Studio Art
2016	17	BA	ART: Studio Art
2017	14	BA	ART: Studio Art
2018	17	BA	ART: Studio Art
2019	18	BA	ART: Studio Art
2020	18	BA	ART: Studio Art
2021	18	BA	ART: Studio Art
2022	21	BA	ART: Studio Art

The Art + Design Department has sufficient faculty and facilities to increase enrollment in all undergraduate programs. It should be noted that Eastern Illinois University overall saw a dramatic

decrease in enrollment over the past ten years. While the Art + Design Department's undergraduate enrollment decreased gradually during that time, we are happy to note that the situation has been reversed and our enrollment has improved dramatically. For example, we have **155** undergraduates as of Fall 2015 and in Fall 2022, we had **167** undergraduate students in the department. ***This growth marks a 7.7% increase from 2015.*** This turnaround is a credit to both EIU's administration as well as our Art + Design faculty's vigorous recruiting efforts. All our undergraduate programs have faculty and facilities suitable for increased enrollment should the need arise.

C. Descriptions of actions taken since the last review, including instructional resources and practices, and curriculum changes:

1. Recent faculty hires: The hiring of a new tenure-track Graphic Design professor has had a major impact in the area. The faculty member comes with twelve years of professional graphic design experience and has made tremendous positive change in the past three years. Since Spring 2020, the most significant change to the Department of Art + Design's personnel has been the hiring of Brad Olson as a Unit A, tenure-track faculty member in Art Education. Dr. Olson had worked as a Unit B faculty member for several years at EIU before successfully navigating a national search in Spring 2022. Dr. Olson received his PhD in Art Education from the University of Illinois at Urbana-Champaign in May 2015. It should be noted that Dr. Olson was named the Illinois Art Education Association's Higher Education Art Educator of the Year for 2022. Additionally, Dr. Olson is currently transitioning into the role of Graduate Coordinator - Art Education and Community Art online programs.

2. Instructional resources: The department was able to purchase more computers for the Graphic Design labs in Spring 2022. In addition, we replaced all hard drives on our existing computers about five years ago to lengthen the life of one lab's computers. Graphic design has also replaced three heavy-use printers and purchased a large format color printer after being awarded a grant from within the University.

3. Curricular Changes: The Graphic Design area has revised their BA degree to be more friendly to transfer students.

4. Practice changes: Since 2015, the 2D Studio area has worked to adopt non-toxic and non-carcinogenic materials as well as "green" studio practices. The printmaking area has received a complete overhaul in terms of its materials safety, while consultants to the painting studios have introduced students to newly formulated, non-toxic products for their use. In addition to writing, designing, and producing a full-length magazine annually, the "Blue Room" student organization recently began to network with local institutions.

c. Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular change:

The only substantial change to the existing Art + Design curriculum since Spring 2020 has been the addition of a 1 credit hour course, Art 1749 Creative Practices, to all of our undergraduate majors:

Catalog course description: Creative Practices provides students with an introduction to the basic tools, techniques, and skillsets required for success in the Department of Art + Design. Students will learn about the behavioral characteristics of creative thinkers, research methods, ideation strategies, and establish best practices that will guide them throughout the course of their training as future artists and designers.

Rationale for proposal: Students routinely enter the Department of Art + Design with markedly

different skill levels, research habits, and conceptual frameworks. These essential traits form the core of a successful creative practice, and in an effort to reduce disparities among incoming students and establish consistency in pedagogical approach, the Foundations Committee has discussed the need for a course that specifically addresses these issues. This creative practices prep-class is designed to instill good work habits, productive attitudes, and effective research strategies at the foundations level, aiming to calibrate and elevate the working methods of incoming students. Foregrounding these skills at the foundations level will accelerate growth toward independent research, creative thinking, idea generation, and best practices that compound as students matriculate into discipline-specific and upper-level studio courses. The class, conceptualized as a 5-week hybrid course, would be required for all incoming art students, including transfer students. Students will create and compile a binder of information from this class that they will continue to use and build upon in their subsequent courses.

This new course Art 1749 was approved on February 2, 2022 by EIU's College of Liberal Arts and Sciences Curriculum Committee to be effective Fall 2022. The proposal was then granted approval at EIU by the Council of Academic Affairs at its meeting on March 3, 2022.

Comments from the College Dean:

Throughout a period of challenges for the University and changes in the Department, the BA in Art has remained a stalwart. Despite enrollment decline at EIU, the degree has fared comparatively well; the overall BA count remained largely constant— 31 in 2015 to 30 in 2022, taking into account the addition of the Graphic Design option. (The more conservatory-style BFA degree is the bigger sibling of the department, especially since it includes teacher licensure, and it likewise has exhibited stability. The BA by contrast has proven useful to students who wish to combine with another major, and also it is useful for transfer students, who otherwise might have difficulty “catching up” with their colleagues in the BFA program.) Having both in the same department is consistent with the University’s ethic of inclusive excellence, and the department has proven highly supportive of that on many fronts. Additions like the named undergraduate gallery give both populations access to professional-quality exhibition opportunities, and the quality of artistic output overall has been stellar.

We recommend a decision of **Program in good standing**.

VPAA Decision:

- Program in good standing
- Program flagged for priority review
- Program enrollment suspended

VPAA Explanation:

Art, B.A.

The summary above gives a detailed and full picture of the program changes that have been implemented within the Art B.A. degree. The program boasts an impressive record of facilitating student-faculty interactions and collaborations. The renaming of the department to “Art + Design” underscores the program’s commitment to collaboration between all of the arts and multiple disciplines. This dedication is reflected in the flexible curriculum (the Graphic Design B.A. option made it more friendly to transfer students and double majors), the creation of new student exhibition space (made possible by donors), emphasis on team collaboration in exhibitions, and professional development opportunities. Art makes important contributions to the university’s general education program and, more broadly, as the report succinctly and aptly notes, “society needs artists.” From its curricular reforms (addition of a 1-credit introductory course) to its focus on professional cooperation, the program has succeeded in rising to the twin challenges of overcoming barriers to graduation and increasing enrollment in the arts.



Resources for Completing the Eight-Year IBHE Program Review Report

Section 5. Overview

This section will focus the review for your reader.

In no more than half a page, please explain your program's mission and its relationship to Eastern's mission (and, if applicable, to the mission of graduate education). Identify similar programs in the state; distinguish your program from them. You also should identify your program's student learning objectives and career/further education objectives, and summarize significant changes, achievements (by faculty and students and the program itself), and plans for the future.

Section 6. Major Findings and Recommendations

These are the standard IBHE questions:

a. Description and assessment of any major changes in the program:

- (1) changes in the overall discipline or field**
- (2) student demand**
- (3) societal needs**
- (4) institutional context for offering the degree**
- (5) other elements appropriate to the discipline in question**

What, if any, internal or external events have affected your program since the last review? Have enrollments, degree production, costs, student satisfaction, job placement, etc. changed significantly? Has the discipline's governing body approved a new name for the programs it represents; updated/revised curricular requirements; identified new markets; developed new emphases? Have nationwide demographic changes or social policies affected enrollments or requirements for good or for ill?

In addition to the items included in the "Accountability" section of the VPAA website (see the left-hand navigation box at <http://castle.eiu.edu/~acaffair/>), the resources listed below may help you to respond to item 6.a:

1. The IBHE Data Bank <http://www.ibhe.state.il.us/Data%20Bank/default.htm> includes the *Data Book*, which provides statewide discipline-based data on enrollments, degree production, and costs; as well as a variety of other data on statewide enrollments, degree production, credit hour production, and costs.
2. The Institutional Research web page available at <https://www.eiu.edu/ir/> houses EIU's Data Books and the IBHE Alumni survey results, as well as a great deal of information about EIU students (ACT scores, degrees awarded, retention rates, etc.)
3. Occupational projections are available from many professional journals and organizations, as well as:

- a. the Bureau of Labor Statistics <http://stats.bls.gov/>
 - b. ISBE’s Educator Supply and Demand Report
http://www.isbe.state.il.us/research/htmls/supply_and_demand.htm
 - c. the Illinois Workforce Information Center
http://www.ides.illinois.gov/Pages/Workforce_Information_Center.aspx
4. Staff members in the Office of Institutional Research also are available to aid you in assembling and analyzing administrative data.

b. Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement

While 6.b also asks you to discuss other significant findings, it is basically the assessment section of the program review. As such, the responses here are crucial to your review’s success. Departments that cannot demonstrate that their assessment programs meet the established guidelines will be expected to revise those programs within six months of the final review deadline. The IBHE’s **assessment guidelines are appended to this document.**

Since your overview already identifies your student learning objectives, focus here on the assessment program and its results. What measures are you using to assess learning? How well are students achieving the objectives identified for them? What are their specific strengths and weaknesses? What changes have you made and will you be making as a result of assessment? Emphasize direct assessment, but mention the indirect measures you are using as well. Support your generalizations with specific data/evidence. And be sure to include feedback from key stakeholders—students, alums, employers, peer reviewers, etc.—since the IBHE requires it.

c. Description of actions taken since the last review, including instructional resources and practices, and curricular

d. Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular

6.c and 6.d are straightforward. However, by this point, you already may have mentioned the most significant actions your department has taken/is planning to take. Do not repeat yourself. Merely refer the reader to a previous section or sections.

Section 7. Outcome

After consultation with the College Dean, the Provost’s Office will indicate whether the program will be deemed “in good standing” or “flagged for priority review.” The latter category is used to identify programs experiencing serious concerns—significantly low enrollments, high costs, negative accreditation findings, below-average pass rates on statewide exams, below-average employment placement rates, a continuing lack of satisfaction among students or employers, etc. Departments will be asked to examine and address the identified concern(s) and report the results in an interim review, due in 1-3 years. Typically, however, the IBHE program review results in a positive decision, and the next review is due in eight years.