

REVIEW OF THE B.A., B.S. IN ART
 Classification of Instruction Programs (CIP) Code: 50.0701
 Art/Art Studies, General

OVERVIEW

The **B.A., B.S., in Art** program at Illinois State University is housed in the Wonsook Kim School of Art within the Wonsook Kim College of Fine Arts. The School offers four degree programs: a B.A., B.S. in Art, B.F.A. in Art, an M.A., M.S. in Art, and M.F.A. in Art. In addition, the School offers a minor in Art History. Students enrolling in the **B.A., B.S., in Art** select a sequences of study offered by the program which include art history (B.A. only), graphic design, studio arts, and art teacher education (B.S. only). The latter sequence leads to licensure and endorsement in Illinois as an art teacher on the primary and secondary education levels. There are different undergraduate disciplines within the Studio Art sequence: Painting, Drawing, Photography, Printmaking, Video, Sculpture, Glass, Ceramics, Expanded Media, and Wood/Metal Design.

Enrollment, Fall Census Day, 2015-2022
B.A., B.S., in Art, Illinois State University
 First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Art History sequence	73	16	10	11	10	7	7	12
Graphic Design sequence	24	67	53	57	112	131	127	146
Studio Arts sequence	46	61	48	45	61	52	70	69
Teacher Education sequence	36	37	68	63	77	92	89	116
No-subplan	4	3	1	-	1	1	-	-
Total	183	184	180	176	261	283	293	343

Degrees Conferred, Graduating Fiscal Year, 2015-2022
B.A., B.S., in Art, Illinois State University
 First Majors Only

	2016	2017	2018	2019	2020	2021	2022	2023
Total	46	76	67	53	73	80	67	74

Table notes:
 Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2017, fall 2017, and spring 2018.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Self-study process

In Spring semester 2023, Associate Director Sarah Smelser was tasked with gathering information and initiating the self-study. After receiving the training from Planning Research and Policy Analysis (PRPA), Smelser conducted individual meetings and a retreat with faculty and staff to gather information on all degree programs in the Wonsook Kim School of Art. With some assistance from Professor Melissa Oresky, Smelser crafted drafts of the documents in the spring of 2023. Duties were then transferred to incoming Associate Director Brian Franklin, who completed the document with assistance from Director Tyler Lotz.

Program curriculum

The BA/BS curricula in the Wonsook Kim School of Art include a BA or BS in Studio Art, Graphic Design and Art Education and a BA in Art History. Each sequence is 120 hours with the exception of Art Education at 122.

Program or academic unit faculty

In the spring of 2023, school consisted of 30 tenured or tenure track faculty and roughly 10 non tenure track instructional assistant professors. Graphic Design's tenured/tenure track faculty include Assistant Professor Ladan Bahmani, Assistant Professor Katie Krcmarik, Professor Archana Shekara, Assistant Professor Sercan Sengun, and Assistant Professor Annie Sungkajun. T/TT faculty in the studio areas included, Assistant Professor Ruth Burke, Assistant Professor Greg Corness, Assistant Professor Simone Downie, Associate Professor Andreas Fischer, Associate Professor Brian Franklin, Professor Gary Justis, Professor Jin Lee, Professor Claire Lieberman, Professor and Director Tyler Lotz, Associate Professor John Miller, Professor Melissa Oresky, Associate Professor Morgan Price, Assistant Professor Jason Reblando, Associate Professor Randall Reid, Associate Professor Nathania Rubin, Professor Sarah Smelser, Associate Professor Albion Stafford, and Professor Michael Wille. Art Education Faculty included Associate Professor Daniella Barroqueiro, Professor Judith Briggs, Assistant Professor Felix Rodriquez Suero, and Assistant Professor Albert Stabler. Art History T/TT faculty included Assistant Professor Saskia Beranek, Professor Lea Cline, Associate Professor Elisabeth Friedman, and Associate Professor Melissa Johnson. Gary Justis has since retired, Sercan Sengun has resigned to take a new position, and three new tenure track faculty have been hired to begin the fall 2023 semester.

Program goals and quality indices

The Wonsook Kim School of Art faculty's vision of student success in the BA/BS program is one where students: acquire the ability to think critically and independently about their chosen artistic medium; produce high-quality artwork that is informed by historical and contemporary ideas, culture, and society; communicate and express ideas about their studio practice both verbally and in writing; and create professional exhibition proposals, and research other opportunities to disseminate their studio artwork into the larger artistic community. In addition to the vision outlined above, successful Art Teacher Education students will pass the Illinois Visual Arts Content Examination, complete and meet student teaching assessment standards, and secure and maintain employment in their field where they will engage K-12 students with culturally relevant teaching, critical reflection, and higher-order thinking. Successful art history students will develop a broad knowledge of art history, develop writing and observational skills, and develop increasingly sophisticated reading and discussion skills through seminars.

Metrics to measure student success are varied and include attendance, grades, persistence, curriculum, articulation, student support, post-graduation opportunities, and reactions to teaching. Admission into one of the BFA programs is a metric of student success, as is admission into graduate programs or job placement after graduation. Faculty can gauge student success in other ways, such as engagement and curiosity in the classroom, meeting deadlines, and arriving to class on time.

Student learning outcomes assessment plan and process

Learning outcomes for students in the BA/BS program focus on artistic skills, critical thinking abilities, and conceptual understanding. Students will develop the ability to control their creative expression and artistic theory with technical proficiency. Additionally, students should mature in their understanding of ethical and social responsibility and cultural awareness. BA/BS students in Art Teacher Education develop their understanding of culturally relevant teaching practices and issues of pedagogy and classroom management. Upon completion of the Art History BA/BS program, students are able to contextualize the function, meaning, and historical context of art from a variety of media and time periods; discuss and critique major questions addressed in contemporary scholarship on art history and theory; analyze the rhetoric and content of primary source material; and evaluate art historical narrative in depth using primary and secondary sources.

Specialized accreditation

Illinois State University's accreditation with the National Association of Schools of Art and Design, for the BA/BS degrees in studio art, art history, graphic design, and art teacher education, is currently in good standing. Our last reaccreditation was in 2014. We will submit another self-study and have a site visit Spring semester of 2025.

Responses to recommendations resulting from the previous program review

There were numerous recommendations from the previous review that the school has addressed. As a result of recruitment efforts on the school and university levels, our student population in the WKSOA has become more diverse during the reporting period. We offer courses in our curriculum that support EDIA efforts such as Art 275 - World Arts and Art 307 - Art for Diverse Populations in the Art Education curriculum. Many courses taught throughout the school incorporate themes surrounding social justice, equity and inclusivity. Our faculty has become more diverse, but more work is required to match the demographics of our student population. The Graphic Design program has been restructured to initially admit all incoming students to the BA/BS track, enrollment has grown significantly, and new tenure track lines have been added as a result. The school's web page has been overhauled and improved during the reporting period, but some challenges remain. The school maintains an undergraduate catalog entry that accurately and clearly describes available plans of study and graduation requirements. Our alumni tracking efforts continue but would be significantly strengthened if a person could be hired and the assistant to the director could shift duties. We believe that motivated and academically strong students who would otherwise be potential honors students, choose to apply to our BFA programs, as they are seen more favorably by employers and graduate programs.

Changes in the academic discipline, field, societal need, and program demand

The population of majors within the school has shifted over the past eight years: there are fewer students in the Studio Art and Art History sequences and more students in the Art Teacher Education and Graphic Design sequences. Demand appears to be shifting away from traditional studio art degrees toward programs with clear job prospects such as designer or high school art teacher.

Major findings of this program review self-study

The Wonsook Kim School of Art's programs have been strong across the board. A more robust and comprehensive Graphic Design Program has been developed and is vigorously adding enrollment. New contemporary courses, like Animation and Art Professional Practices, have been added throughout. Several areas within the school have begun or completed major curricular revisions. The school's commitment to EDIA has become a formalized priority among faculty and staff through the formation of the school Belonging and Equity Committee and its inclusion in the school bylaws. Civic engagement has increased as a priority in courses. We have hired new TT faculty in several areas including Art Education, Graphic Design, Studio and Art History. Enrollment has been increasing, with particularly robust growth for Graphic Design and Art Education. The school continues to develop and offer innovative sequences and courses that are desirable to current and prospective students. Co-curricular offerings are very strong. Our alumni have gained employment and utilized their degrees in many different fields. Graduates have been admitted to high quality graduate programs around the country. Facilities have been upgraded and the Fine Arts rehabilitation project is in progress.

Despite all of the successes of the school, there are still areas for improvement. Some faculty and staff feel underappreciated in relation to their teaching, research and service responsibilities. Academic advisors do a lot beyond their job descriptions, especially after the return from pandemic isolation. The pandemic has changed elements of student experience that need to be addressed. Students need to feel welcome, seen and cared for. Facilities including CVA lack the communal spaces for students to sit, eat, rest and engage socially. While the diversity of the student population is increasing, the demographics of the faculty and staff have been slower to change. Not all facilities in the school will be touched by the Fine Art rehabilitation project.

Initiatives and plans for the next program review cycle

The school has a number of initiatives and plans for the next cycle in no particular order. We will examine and revamp the foundations curriculum to appropriately prepare students for a modern approach to studio practices. We will increase enrollment in the school to offset projected enrollment challenges of the expected 2025-26 enrollment cliff. We will hire a new faculty member to develop a sequence in Digital Illustration and hire replacements for retired faculty in several sequences. We will work to increase diversity among faculty and staff. We will renovate existing studios and classrooms untouched by the forthcoming Fine Arts rehabilitation project, and update aging equipment and technology across the school. We will hire more student workers to offset a waning graduate assistant population and changes in school's organizational needs. We will adjust advising strategies to help alleviate pressures on overtaxed advisors. We will provide faculty and staff with resources to support their work.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Art to be in Good Standing.

The Academic Planning Committee thanks the program for their efforts in completing a comprehensive self-study report. The committee commends the program on developing a thorough self-study report that substantiates claims with insightful evidence. The program demonstrated a commendable level of inclusivity and participation in developing their self-study report. The Academic Planning Committee applauds the program's faculty retreat and ongoing meetings to discuss the self-study and to review program goals and future initiatives. The committee also acknowledges the program's use of various planning documents as well as the engagement of multiple stakeholders in making programmatic decisions.

The committee notes the program's intentional connections of its goals to the university's *Educate-Connect-Elevate* Strategic Plan. Evidence of the program's enriched focus on the university's values of individualized attention, learning and scholarship, diversity and inclusion, respect, and integrity were also recognized by the committee. The committee commends the program on its enrollment growth, increasing from 183 students in 2015 to 343 students in 2022. A large portion of this growth was attributed to the Graphic Design (24 students in 2015 to 146 in 2022) and Art Teacher Education (36 students in 2015 to 116 in 2022) sequences. The percentage of historically underrepresented students enrolled in the program also increased from 21.9 percent in 2015 to 28.9 percent in 2022. The program's establishment of Belonging and Equity Committee was also recognized by the committee. The committee also acknowledges the program's assertion that the B.A. and B.S. sequences in Graphic Design sequence are at maximum capacity. The committee congratulates the program on the expansion of its recruitment efforts that include private tours, participation in National Portfolio Day Association, the hiring of a Chicago-based recruiter in the Wonsook Kim School of Art, involvement in ArtConnectED, development of a student ambassador program, engagement in various university events, and giveaways to prospective students. The committee congratulates the program's ongoing accreditation with the National Association of Schools of Art and Design.

The committee acknowledges the program's work to support student success, including the drafting of a definition of student success. The committee also appreciates the program's assessment of the challenges associated with supporting student success including communication, mental health, faculty fatigue, and overload. Despite these challenges, the committee commends the program on the launching of various initiatives including faculty building "self-care" days for students into the semester, monitoring studio assignments to improve project quality and safeguard against student overload and inviting artists to campus. The committee congratulates the program on the high retention rates, with most years being at/above 80 percent. The committee also notes the program's focus on maintaining individualized student attention by keeping studio art classes capped between 10 to 15 students and art teacher education courses in the 25 to 30 student range.

The program's curriculum underwent substantial changes since the last program review. The committee notes the updates to the B.A./B.S. Graphic Design area and the Painting and Drawing sequences. The committee also congratulates the program for obtaining approval of ART 275 and ART 307 for IDEAS as well as the submission

of several other courses for approval. The committee also applauds faculty efforts to make EDIA a priority in the development of course assignments and lessons, focusing on non-American, non-Western cultures or BIPOC artists. The committee recognized faculty's attendance at workshops such as inclusive teaching, decolonizing the curriculum, and diversity. The committee also congratulates the program on integrating EDIA into student artist exhibits and at University Galleries. The committee also recognizes the program's two study abroad experiences in Italy.

The committee recognizes the program's work in the area of assessment. The committee commends the program on their work with UAS in developing an assessment plan in 2018 and annually submitting updates to UAS since that time. The committee applauds the program's willingness to invest time into developing an assessment plan and encourage the program to continue their work in refining and using the assessment findings in their future planning efforts.

Faculty productivity within the scholarship area increased from 162 creative or scholarly works in 2014 to 281 in 2022. The committee commends the program's faculty on these efforts and also praises the program's faculty for the completion of 973 pedagogy-based workshops delivered by the Center for Integrated Professional Development workshops. Program faculty also completed more than 200 spring and summer institute courses, 57 DART/AIM training sessions, attendance at the Teaching and Learning Symposium, and a variety of other professional development experiences. The committee also notes the faculty's engagement in professional development experiences that were external to the university.

The committee commends the program's attempt to develop and administer an alumni survey and encourages the program to revisit these efforts or possibly consider other methods to formally track alumni. The program also maintains social media sites with strong populations of followers. Several other informal and formal activities to stay connected with alumni were also noted by the committee including networking at regional and national conferences, the recurring Alumni Spectacular exhibition at University Galleries, Hall of Fame induction ceremonies, Homecoming activities, and ongoing communication between faculty and alumni groups. An impressive list and tracking of alumni career paths and occupations was also recognized by the committee.

Follow-Up Reports.

Comparator programs. The program provided an insightful report of comparator programs. However, the committee recommends the program spend time reflecting on what the comparator data means for their program and to close the loop through the development of informed actions. Additional reporting on what the program gleaned from the review of comparator programs is encouraged by the committee. The committee asks the program to submit a revised aspirational plan to the Office of the Provost by August 15, 2026.

Strategic plan. The committee commends the program for establishing goals that align with college and university priorities but also notes that the program does not have a formal strategic planning document. The committee recommends the program develop a strategic plan for their own area. The plan and associated activities could help the program be more strategic in identifying internal and external trends while also developing focused priorities that might provide insight into how to best address some of the challenges presented in the self-study. The committee asks the program to submit a revised aspirational plan to the Office of the Provost by August 15, 2026.

Recommendations.

The Academic Planning Committee appreciates the work of the B.A., B.S. in Art faculty and staff in developing this self-study report. Overall, the report was well-written, thorough, and provided insightful information about the program's current initiatives and future plans. The committee congratulates the B.A., B.S. in Art program on a successful eight years.

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2031.

Further engagement in program planning. The committee recommends the program consider further engaging stakeholders in the planning processes. While the program has demonstrated inclusivity in various aspects, involving additional stakeholders throughout the assessment and planning phases could further promote a participatory culture while also garnering valuable insights and perspectives that may not otherwise be considered. Possible strategies include bringing more students into the planning and self-study processes, exploring ways to collect more than self-assessment feedback on the advising experience, identifying potential partnering organizations, and the development of an Advisory Board.

Formalize enrollment management, recruitment, and retention efforts. The committee congratulates the program on the enrollment growth within the B.A., B.S. in Art program. The committee also acknowledges the excitement and potential challenges associated with rapid enrollment growth. The committee recommends the development of a recruitment and retention plan as a way to more effectively and efficiently manage the program's enrollment. A formal recruitment and retention plan could provide clearer guidance to the work currently being done in these important areas.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue their implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary. If not currently being used, the committee also suggests the program consider the role of data collected for external accreditors in the assessment plan.

Continue alumni engagement efforts. Several informal and formal alumni engagement activities that were led by various faculty were highlighted in the self-study report. The committee applauds the program's faculty for their work in supporting these high-impact experiences. The committee suggests the program may want to increase efficiency and possible resource sharing in this area by establishing a working group/committee to organize and promote these experiences. Working with the Alumni Engagement Office is also encouraged.

Remain current with changes in the discipline. The committee appreciated the program's review of changes in the discipline. The committee recommends that program continue monitoring changes in the discipline with specific attention given to how those changes have, or can be, addressed in the discipline and program. The program may want to work with the National Association of Schools of Art and Design in the identification of changes in the field and possible action plans for these trends.

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the department and library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.