DIRECTIONS FOR

FY2006 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Art
Fort Hays State University

KEY:

[RED, BOLDED] means data is provided by FHSU CTC, Provost/Asst. Provost, Dean, Admin., or Budget Office

[BLUE] means data is provided by department or faculty merit reports.

I.   Departmental Overview

The Department of Art offers programs for baccalaureate degrees, both BA and BFA, in the studio fine arts disciplines, art education, art history, and in the design areas of graphics and interior design. In addition, the department offers the Master of Fine Arts degree in studio disciplines and graphic design. The department supports the FHSU general education program with three courses, one each in art appreciation, aesthetics, and art history. As custodian of the art collection of the university, the department carries out an active program of gallery exhibitions and art placement across the campus.

A.   Departmental Mission and Vision Statements

The Art Department is dedicated to preparing the students at Fort Hays State University with a foundation of aesthetic understanding and creativity. Art majors experience a high degree of faculty interaction and rigorous periodic review in preparation for employment in the design profession, public education, or entry into graduate school.

Research activity and artistic production by the faculty enhance the learning experience for students. Partnerships, through practicum and intern placement, strengthen the department's position as leader in design, fine arts, and teacher training in Western Kansas.

Exhibitions in the Moss-Thorns Gallery of Art serve to connect the university and regional communities with diverse and expanded artistic expressions.

B.   **Departmental Goals, Objectives, and Strategic Priorities**

Goal   To prepare students for a broad role in the practice of their professions.

Students who have had a varied and extensive background in many media of the visual arts are more confident and better prepared to make the decisions necessary to solve the problems inherent in producing artwork and functioning effectively in the design field.

Goal   To educate the student to the role of the aesthetic process in different civilizations.

The rich and varied history of our own and other cultures are represented in the art each has produced. Exposure to and analysis of this past art will strengthen the student's grasp of the process of interpreting thoughts and ideas visually.

Goal   To prepare students to be problem solvers and risk-takers who are flexible, adaptable, and open minded.

The artist, teacher, designer, and individual who is responsible, thoughtful, reflective, energetic, and visionary, will be a productive citizen.

Goal   The students will be motivated to continue to work and create throughout a lifetime.

Through the examples of producing faculty and exposure to successful artists committing to a lifetime of creativity, students will become inspired to continue this tradition.

II.   Departmental Highlights

A.   Departmental Productivity and Other Distinctive Departmental Accomplishments

The Department of Art has reached a plateau, in terms of numbers of majors who can be successfully entered, serviced with program coursework, and matriculated. This plateau is a landscape of varying altitude, ranging over the previous four years at headcount totals of 250 to 260 undergraduates. Graduate student headcounts have ranged from eight to fifteen. As this annual report will develop, the department's challenge to grow our programs can be successful, if we get some assistance in terms of space and instruction. We understand that increases in SCH can most affordably be attained through growth in delivering courses at a distance through the Virtual College. We plan to participate to the extent that we can offer a type of course that can be successfully realized as a virtual course. Our challenge is growing the program in a traditional sense. Our studio courses are best experienced in person. We are most successful when we instruct students in studios in the department. We need additional OOE and additional space. Our long term strategic initiatives will address this need and vision.

On the short term, we are committed to increasing SCH, increasing our participation in the Virtual College, and increasing our majors as best we can under existing space conditions.

Department faculty are very productive in their own research, given the involvements of a four course teaching load each semester. We hope that the administration appreciates the number of contact hours that studio faculty commit to the teaching process. Given that studio courses run double the length of time that lecture courses do, we think that faculty members can often be hard pressed to find the time necessary to pursue research. That said, I am very proud of the record of research activities that department faculty have achieved this year.

Faculty member Linda Ganstrom is an excellent example of the high quality of instruction in the Department of Art. In addition to her highly involved schedule of teaching and service, department ceramics instructor Linda Ganstrom began work this past year on her second fired clay sculpture to be placed on the campus at SIAS University in China. In addition, Linda traveled to the SIAS campus to oversee the installation of her latest piece and to participate in the university's international partnership with SIAS University. Linda continues her involvement with NCECA through writing articles for this national publication and attendance at the annual national conference.

B.   Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Number of New Freshmen **[END OF FALL SEMESTER ONLY, HEADCOUNT]**	58	36	58	60
Number of Transfer Students **[END OF FALL SEMESTER ONLY, HEADCOUNT]**	21	26	19	28
Number of Majors:				
Undergraduate (first majors/second majors) **[END OF FALL SEMESTER ONLY, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]**	270	250	273	300
Graduate Departmental majors **[END OF FALL SEMESTER ONLY, HEADCOUNT]**	15	16	14	20
MLS students **[END OF FALL SEMESTER ONLY, HEADCOUNT OF ADVISEES WITH 120-4901]**	3	0	3	5
Student Credit Hour Production				
Undergraduate **[TOTAL UNDERGRAD SCH FOR FY2006]**	5608	5992	6569	7000

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Graduate **[TOTAL GRAD SCH FOR FY2006]**	359	414	366	400
FTE Faculty (Headcount)				
Tenured or Tenure-track Faculty (Headcount) **[FTE OCCUPIED FROM POSITION CONTROL FOR FY2006]**	11	10	10	10
NonTenure-Track Faculty (Headcount) **[FTE OCCUPIED FROM POSITION CONTROL FOR FY2006]**	1.5	2.5	2.5	2.5
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY UNDER CONTRACT (VIRTUAL COLLEGE PART-TIME) AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE TOTAL NUMBER OF FACULTY AND	.25 Virtual College – Maxwell – 1 section	.75 Virtual College – Cooksey – 2 sections Maxwell – 1 section	1.75 Virtual College – Goldworm – 1 section Cooksey – 6 sections	1.75 Virtual College – 7 sections

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
SECTIONS TAUGHT]				
Degrees Awarded				
Undergraduate degrees **[TOTAL NUMBER OF UNDERGRAD DEGREES AWARDED IN FY2006]**	44	38	36	45
Graduate degrees	5	0	2	5
Departmental degrees **[TOTAL NUMBER OF GRAD DEGREES AWARDED IN FY2006, NOT MLS]**				
MLS degrees **[TOTAL NUMBER OF MLS DEGREES AWARDED IN FY2006 BASED ON 120-4901 ADVISEES IN DEPT]**	0	1	1	2
Scholarly Activity (See Section IV for documentation requirement)				
Number of books, book chapters, and **refereed** articles published [TOTAL NUMBER PUBLISHED FOR FY2006]		1	2	2
Percent of faculty publishing **refereed** books, chapters, or articles [PERCENT OF FACULTY		10	10	10

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
PUBLISHING FOR FY2006 (FACULTY PUBLISHING/TOTAL FACULTY)]				
Number of **non-refereed** articles and presentations [TOTAL NUMBER PUBLISHED FOR FY2006]		n/a	n/a	n/a
Percent of faculty publishing **non-refereed** articles or presentations [PERCENT OF FACULTY PUBLISHING FOR FY2006 (FACULTY PUBLISHING/TOTAL FACULTY)]		n/a	n/a	n/a
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES FOR FY2006]		35	36	40
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP FOR FY2006 (FACULTY PERFORMING CREATIVE ACTIVITY/TOTAL FACULTY)]		100	100	100

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/ PERCENT FUNDED]		3/20 3/100	5/20 5/100	5/20 5/100
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]		$2,000	$5,362	$6,000
Service Activity				
Percent of faculty meeting acceptable standard of service activity [PERCENT OF FACULTY MEETING MINIMAL STANDARD DURING MERIT EVALUATION]		100	100	100
Percent of faculty meeting exceptional standard of service activity [PERCENT OF FACULTY MEETING EXCEPTIONAL STANDARD DURING MERIT EVALUATION]		70	70	70
Assurance of Student Learning				

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
[NOTE: Each department should pick a couple of departmental student learning outcomes, then measure and report on them annually. Examples might include: first-time pass rate on standard exit exam, student satisfaction with curriculum, number of students successfully completing reviewed portfolios, etc.] 　　Outcome/Indicator 1 **Learning Outcome**: To prepare students for a broad role in the practice of their professions. **Indicator**: Student acceptance into the juried Annual Student Honors Exhibition. Academic year: 160 students submitted entried, of which 75 were accepted. 　　Outcome/Indicator 2 **Learning Outcome**: To prepare students to develop creative approaches to problem solving. **Indicator**: Student success rate in the Annual A.I.G.A. Student Graphic Design Competition 2006. FHSU students achieved the following: 1st, 2nd, judges' choice for best ad, best packaging, and best multi-media. Eight				

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
regional college and university graphic programs were evaluated by industry professionals.				
Other Departmental Key Performance Indicators (up to 3 additional measures, optional) [NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)] Outcome/Indicator 1 [SPECIFIC PERFORMANCE MEASURE 1] Outcome/Indicator 2 [SPECIFIC PERFORMANCE MEASURE 2] Outcome/Indicator 3 [SPECIFIC PERFORMANCE MEASURE 3]				

C.   **Current Quality Initiatives and Results**

Quality Initiatives for the department are largely directed at upgrading instructional quality. We face a yearly challenge of bringing our studios and classrooms, and especially our computer laboratories up to current standards of capability and capacity. The graphic design computer lab in Rarick Hall 120 needs yearly upgrades of software and tri-yearly upgrades of hardware that amount to an average of fifty thousand dollars per year.

In addition to the efforts to upgrade our traditional on-campus operation, we will pursue a virtual college increase in SCH through the development of an online version of our general education course, ART 180 Fundamentals and Appreciation of Art.

FY 2006 Quality Initiatives	Results
To remain in an effective leadership position in graphic design instruction, computers and software in our dedicated graphic design lab need replacement. Amount requested was $162,900.	The action plan was funded in full.
New faculty position in graphic design. Amount requested was $56,488.	Not funded.

FY 2007 Quality Initiatives	Responsible Party, Resources, and Plan
Add online version of ART 180 Fundamentals and Appreciation of Art to our Virtual College offerings.	Responsible Party: Department Chair and faculty member. Resources Required to Accomplish: Course development cost at Virtual College. Specific Measurement Plan: Course added to Virtual College catalog.
Add online course in Interior Design to our Virtual College offerings.	Responsible Party: Department Chair and Interior Design faculty member. Resources Required to Accomplish: Course development cost at Virtual College. Specific Measurement Plan: Course added to Virtual College catalog, certificate program approval.

III.   Strategic Plan and Opportunities for Improvement for FY2007

A.   **Departmental Reflection of Strengths, Weaknesses, Opportunities, and Threats**

[DISCUSSION OF YOUR DEPARTMENT'S STRATEGIC PLANNING PROCESS. RESULTS OF STRATEGIC PLANNING SHOULD BE RECORDED BELOW. DEPARTMENTS ARE NOT EXPECTED TO ENGAGE IN FORMAL STRATEGIC PLANNING ANNUALLY, BUT SOME STRATEGIC PLANNING MODEL SHOULD

BE IMPLEMENTED EVERY THREE YEARS. IF A SWOT ANALYSIS IS USED, PLACE IN SPACES BELOW; IF A DIFFERENT MODEL IS USED, THEN SUBSTITUTE.]

Strengths	Weaknesses/Needs
The department is positioned well in terms of strength of program, reputation, and relationship to external constituencies. Our graphic design program continues to dominate the interest of entering students. Graduates in design and art education are being hired. Those applying for graduate study are being accepted in a variety of graduate programs around the country. Our faculty continues to work with faculty of other schools and also are involved with discipline related organizations at the state and national level.	Our obvious need is for more space and additional instructional positions, so as to handle the number of majors we now have. In addition, we must regularly upgrade and renew our computer labs in graphic design and interior design.
Opportunities	**Threats**
We need to look at the possibility of adding certificate programs and online course offerings, specifically in interior design. The department needs to achieve a stronger online presence, both in general education courses and interior design, where we also need to develop a certificate program.	Changing interest in careers, loss of employment opportunities, or the department getting out of touch with our network of feeder programs in public education, would each have a deleterious effect.

B. Opportunities for Improvement

We will submit action plans for three areas of need in our on-campus operation:

1.   Equipment and software for digital photography.
2.   New kiln for the ceramics lab.
3.   New lithograph press for the printmaking program.

 [NOTE: Long-term OFIs are meant to be resource-intensive changes requiring permanent or one-time resources that can favorably impact the department over the long-term.]

Long Term Strategic Initiatives	Resources Required	Expected Outcome
The future of photography is heavily weighted in the direction of digital process. While we desire to offer both film and digital process, we are deficient in the latter.	Digital photography lab.	Photography students will be better prepared to meet the future and be more employable.
A few years ago, the department created a dream; an expansion doubling the size of two spaces for the graphic design program. Both Rarick 120, the graphic design computer lab, and Rarick 121, the graphic design studio, would double in size. When the department entered Rarick Hall in 1980, with 130 majors, there was no graphic design. Now, with double that student population, and 150 graphic design majors, the program is severely squeezed, in terms of the instruction space.	Funds from private sources in an amount nearing one million dollars. That amount obviously changes upward continually; however, utilization of campus design and construction labor could lower the resource requirement.	The department will search for a private source for funding this needed expansion of instructional space for our flagship program.

IV.   Supporting Materials

A.   Department Degree Program Affinity Diagram(s)
[ATTACH AN UPDATED AFFINITY DIAGRAM FOR EACH DEGREE PROGRAM IN THE DEPARTMENT.]

B.   Department Staffing Plan
[ATTACH DEPARTMENT STAFFING PLAN FOR FY2007.]

C.   Bibliography of Departmental Scholarly Activity
[ATTACH BIBLIOGRAPHY INCLUDING ALL SCHOLARSHIP/CREATIVE ACTIVITY COMPILED UNDER SECTION II COMPLETED BY DEPARTMENTAL FACULTY IN FY2006.]

D.   **Department Program Assessment Results**
[ENCLOSE SURVEY RESULTS WITH BLANK FORM. THIS DATA MIGHT BE IN SOME OTHER SYNTHESIZED FORMAT THAT CAN BE ATTACHED (SURVEY, TRACKING TEMPLATE, ETC.]

E.   **Other Departmental Information**
[ENCLOSE ADDITIONAL INFORMATION, ACCREDITATION, AWARDS, ETC.]

F.   **Special AQIP Report**
[SPECIAL AQIP REPORTING INFORMATION MIGHT BE REQUIRED HERE IN THE FUTURE. NOTHING REQUIRED THIS YEAR.]

General Parameters

1. No more than 20 pages, excluding appendix information.
2. Report submitted electronically.
3. Note deadlines attached below.

Annual Timeline for Department Annual Report

May 1	Final Template and Directions distributed to Department Chairs.
May 1	Assistant Provost requests data from the CTC for Departments and Colleges.
June 1	Student system information **[RED BOLDED]** delivered to Chairs.
June 1	Final cutoff date for elements to be considered in the Department's Annual Report
June 30	Completed Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost.
August 1	Completed College/Unit Annual Report due to Assistant Provost for Quality Management and Provost.