

**Comprehensive Program Review
Welch School of Art & Design
Georgia State University
May 2021**

The following programs are critical to the institutional mission and thus MEET the institution's criteria for retention.

Bachelor of Arts with a major in Art History

The School offers a minor, a B.A., and a dual degree B.A./M.A. in Art History. The B.A. averages 10 minors and 33 majors overall with an average of 11 students graduating per year; recent numbers are trending upward (12 graduates in FY19). Goals 1-2 will directly impact this undergraduate program's growth, graduation rate, and acknowledged need for an African American Art specialist being a key hiring objective geared toward advancing enrollment growth while expanding faculty diversity once budget conditions allow. The Dual Degree averages 1-2 students per year.

Bachelor of Arts with a major Art (Studio)

The School offers a minor and a B.A. in A1i and is the core undergraduate degree program focused on the complete range of fine arts foundational education in the School. With an average of 557 majors and 49 graduates per year, the B.A. will be impacted most significantly by Goal 1's focus on streamlining Perimeter College transfers to the main campus, and Goals 2-3 and 5-6 addressing graduation rates, and curricular improvement.

Bachelor of Fine Arts with a major in Art Education

The School prepares Pre-K-12 art educators for the state's primary and secondary educational institutions. Averaging 10 majors, this program graduates an average of 4 students per year with most recent numbers trending upward (6 graduates in FY19). Necessarily, Goals 1-3 will directly impact this undergraduate program's growth, graduation rate, and curricular content.

Bachelor of Fine Arts with a major in Studio

The School offers this professional degree in eight separate disciplines across the fine arts (sculpture, drawing & painting, printmaking, textiles, and ceramics) and design (graphic design and interior design). B.F.A majors are a core constituency of the School and average 206 majors and 84 graduates per year. Goals 1-3, 5-6 and 8 will directly impact growth, graduation rate, and curricular content with particular emphasis on Goal 8's College-to-Career objectives for these emerging artist and designers.

Master of Arts with a major in Art History

The School offers an M.A. in Art History independently and as a dual B.A./M.A. degree. With an average of 10 majors per year, Goal 3's aim to increase M.A. graduates from the current average of 3.7 annually to 5 which will be realized through targeted recruitment efforts and enhanced programming via social media platforms to increase enrollment and pursuing strategic hires to supplement a very recent replacement hire in this area which has already had positive effect on enrollment.

**Master of Arts in Education (MAEd in Art Education)
Master of Arts in Teaching with a major in Art Education**

Averaging 19 majors and 10 degrees conferred across both degrees annually, the school has set a target goal of 12-15 degrees conferred by 2023 in Goal 3. To this end, the Art Education area will continue to actively recruit from metro-area education communities to meet this goal

Master of Fine Arts with a major in Studio

The School offers M.F.A. in Studio degrees across eight disciplines (ceramics, drawing & painting, graphic design, interior design, photography, printmaking, textiles, and sculpture). Offering highly competitive fellowships through the Welch Endowment Fund, the program successfully competes with the nation's most recognized programs and Welch graduates have dominated regional markets for years, with recent graduates achieving significant recognition nationally. Averaging 36 majors per year, the program graduates 13 M.F.A.s annually. Goal 7 will address a lack of tenure-track faculty in key areas. As the terminal degree in the field, Goal 6's focus on College-to-Career objectives will significantly impact this program's content, graduation rate, and reputation.

Provost/VPAA Signature and Date _____

----OR----

Provost/VPAA's Designee Signature and Date

 5/13/21

Appendix
2020 Action Plan
Welch School of Art & Design
Georgia State University

Status of Action Items from Prior Review

There was no prior action plan.

Major Findings in Current Review

1. We have seen an incremental rise in transitioning students from Perimeter College over the past three years.
2. Though on the rise, our undergraduate 6-year graduation rate often falls slightly below the target set by the University.
3. WSAD has lost three tenure-track faculty in the last two years in Interior Design, Sculpture, and Graphic Design, notably leaving the Graphic Design area with no tenure-track faculty.
4. NASAD identified our lack of adequate lab supervision as a safety concern. The external APR reviewers also identified a need for lab technicians to alleviate the service burden placed on faculty in those areas
5. The outside reviewers identified a lack of faculty diversity, and suggested an opportunity to hire an art historian of African American art. This hire could meet our students' needs and simultaneously address the critical need for faculty diversity in our department.
6. Students identified problems with their advising experience. According to the outside reviewers, students reported being given information in the advisement center that led them to a longer graduation rate, while others reported that they were actively dissuaded by the University Advisement Center from pursuing a BFA.
7. The need for additional space is felt at every level from the undergraduate program through to faculty workspaces. The outside reviewers pointed out how efficiently we utilize every available space in our buildings. Every classroom is scheduled morning till night, five days a week, often only leaving alcoves and hallways for students to do work outside of class. Likewise, and unlike other RI schools, GSU does not provide studio space for faculty to engage in creative activity.
8. WSAD planned to introduce its first, hybrid sections of the Studio Foundations courses in FA20. It identified this as an opportunity to address space issues and provide students with more flexible schedules that might allow them to graduate sooner. COVID-19 sped up this process, which has now shifted from one of implementation to assessment of the results.
9. The outside reviewers singled out our current College-to-Career initiatives as a program strength.
10. Ali History MA, the BFA in Art Education and MAEd programs are consistently under-enrolled.
11. The APRC report notes that more attention to assessment SLOs and data collection is needed at both the undergraduate and graduate levels.

Action Steps for the Coming Cycle (prioritized based on available funding for implementation)

Goal 1. The School will monitor and streamline the transition process from Perimeter College to WSAD's BA and BFA programs and continue to improve the PC-GSU relationship to capitalize on potential transitioning students (see Findings #1 and 6).

- The School has worked diligently with Perimeter College to streamline the transition process into the BA and BFA programs. To continue this process, WSAD will address any necessary updates to catalogs and websites to reflect the newly designed AA and AS

- WSAD will include PC faculty representation on the WSAD Foundations Committee to assist with identifying and implementing their curriculum changes as needed to improve the transition process. This committee will also develop and implement structured advisement strategies to ensure that PC students who transition to WSAD are on track to graduate on time. This is an immediate action step. PC faculty representation will be appointed annually.
- WSAD will continue to work with PC faculty to establish guidelines for students who intend to transition and apply to the BFA program; successful transition requires early intervention to ensure students begin the necessary coursework in their first year at PC. This is an immediate action step, with an annual reassessment.

Goal 2. The School will improve the undergraduate 6-year FTF graduation rate to align with University targets (see Findings #2 and 6).

- WSAD will strengthen faculty mentoring, particularly for students in 3000-level courses who have not yet chosen a major, to bring graduation rates up. Mentoring involves working within the triple-tier advisement structure in place at GSU. It also entails getting to know our students and inspiring them to pursue careers in the arts, and when appropriate, guiding them towards BFA programs. To ensure this process is effective, WSAD will implement an annual review of advising protocols between WSAD's Area Coordinators Committee and both COTA's Office of Academic Assistance (OAA) and the University Advisement Center's (UAC) dedicated COTA advisors (see findings #6). This action step will be implemented spring 2021 and reassessed annually.
- The Foundations Committee will evaluate all core and foundation courses and make recommendations on the best modalities (e.g. hybrid or entirely online) to ensure adequate course offerings to further eliminate bottlenecks that impede graduation. This action step will be implemented spring 2021 and reassessed annually.

Goal 3: WSAD will increase enrollment in AHMA, BFA in Art Education and MAT/MAEd degrees (see Findings #10).

- Since the MAT and MAEd programs in Ali Education currently share many of the same classes (like a graduate program with non-thesis/thesis options), there is no additional cost to maintain both programs. This is why the school has viewed the enrollment in these two programs collectively. We will strive to grow the combined enrollment to 18-20 by fall 2023.
 - The area's applicant pool is primarily secondary school teachers therefore the Ali Education area will increase their recruitment efforts within the local education communities to meet this goal. There are no new resources needed to begin this process which can begin immediately and will be ongoing.
 - WSAD will work with the Ali Education area to reevaluate the MAEd program and consider changes that would make it distinct from the MAT program. This process will begin spring 2021. Any proposed changes will be evaluated fy21/22 and implemented in fy22/23.
- BFA in Art Education will strive to graduate 10-12 per year by 2022.
 - Faculty have begun to actively recruit students from Perimeter College and believe that this coordination of efforts between PC and Art & Design will significantly help recruiting efforts for the Art Education BFA program.
- The Art History area will strive to graduate 5 MA students per year by 2023, up from the current average of 2-3.

- o The area will increase the use of social media for outreach to other art history programs-notably at Spelman College, Morehouse College, and other USG Schools-to boost recruitment efforts. There are no new resources needed to begin this process which can begin immediately and will be ongoing.

Goal 4: WSAD will resume assessment reporting across all programs (see Findings #11).

- Assessment reporting has been updated and will be done in Taskstream in the next cycle (September 2020), as well as carried out more consistently thereafter.

Goal 5: WSAD will assess Online and Hybrid course offerings (see Findings #1 and 8).

- WSAD's Curriculum Committee will be charged with evaluating the ongoing viability of the hybrid and online upper-level courses developed out of necessity during the pandemic as a means of offering more modalities and potentially eliminating bottlenecks that impede graduation. This process will begin spring 2021 and reassessed annually.

Goal 6: WSAD will continue to improve College-to-Career initiatives (see Findings #9).

- WSAD will use the current QEP initiative to identify and label curriculum that fulfill *College to Career* competencies and will address additional areas for curricular CTC improvements. This process will be implemented immediately, with the goal of having current offerings cataloged by fall 2021. Funding in the amount of \$5,000 per year will be provided by the college for a faculty member to oversee this action item. Improvements will be ongoing.

Goal 7. The School will pursue supplementary faculty resources to make hires that address school needs and the lack of diversity in the faculty ranks (see Findings #3,4,5).

- A priority is to reopen the job search for a senior faculty hire with tenure in Graphic Design. The search was terminated when the university campus closed due to COVID-19. Graphic Design is an integral area of the school with consistently high demand yet has no tenured or tenure-track faculty.
- We also have replacement hiring needs in Sculpture and Interior Design.
- When budgetarily feasible, academic professional hires will oversee lab spaces in Ceramics, Textiles, and Printmaking in order to meet recommendations from both NASAD and the outside reviewers.
- The budgetary cuts and uncertainty attributable to the COVID-19 pandemic have necessitated a delay in the identification of funding sources and the determination of a timeline for these action steps.

Goal 8. The School will address space limitations (see Findings #7).

- The establishment of hybrid and online course offerings will assist in alleviating space concerns for course offerings and student usage. There are no new resources needed to begin this process which can begin immediately and will be ongoing.
- WASD, in collaboration with the provost's office will identify space on campus to provide studios, ideally 1,800 square feet for approximately 15 faculty. Studio space is a fundamental necessity for creative activity, similar to a lab for a scientist. Although this effort will not be completely cost neutral, depending on the space it need not be an overly expensive endeavor. Ideal workspaces are open, well-lit, ventilated, and bare. There would be minimal renovation costs, but these funds have yet to be identified. The budgetary cuts and uncertainty attributable to the COVID-19 pandemic have necessitated a delay in the identification of funding sources and the determination of a timeline for these action steps.

