UNIVERSITY OF WISCONSIN-SUPERIOR

Academic Program Review

Self-Study
Visual Arts 2015

Department:

Program	Check all that apply :					Degree (e.g., BA, BS, BM, BFA, MA, MSE)
	Compre-hensive Major	Major	Minor	Certificate	Graduate	
Visual Arts	x	x	x		x	BA/BS/BFA/MA

Date Submitted: October 1, 2015

                                        Tim Cleary
Signature of Department Chair: _____

Approval of the APRC Chair:_____

Approval of Provost/Dean of Faculties: _____

Table of Contents

Departmental Summary

I.   Executive Summary

Summarize the main findings for this Department, associated with successful completion of the APR process. Describe this in terms of current departmental strengths and opportunities (i.e., areas in need of attention) for future planning.

Undergraduate majors are choosing the art therapy concentration over other options within the Visual Arts program. This concentration draws students from outside the region, including international students. This is also true for Graduate Art Therapy. This trend has occurred even though minimal effort has been put into advertising this concentration. Also, the American Art Therapy Association has not been listing UW-S as an approved program because we have not sought accreditation with AATA. The first step of achieving accreditation, hiring our new art therapy specialist, Kathleen Buday has been accomplished. We will be seeking accreditation after a few curricular revisions, hopefully achieving this goal by spring 2018.

Faculty and staff positions (post loss of Loonsk, Morgan, Wright, Hubbard) need to be maintained in order to provide needed courses, maintain program flexibility, maintain positive morale, and ensure innovation and longevity of the program.

Facilities and equipment needs need to be addressed in order for safe, effective achievement of the program mission.

II.   Department Mission and Alignment

Mission and Alignment seeks to establish the degree to which this Department is compatible with the mission of UW-Superior and its strategic priorities.

A.   Department Mission

1. Provide the current version of your Department's mission.
   The Visual Arts Department of the University of Wisconsin-Superior strives to cultivate a lifelong appreciation for how art advances personal and cultural awareness.
2. When was this current mission statements adopted or revised?
   Fall 2012
3. What process was used in the adoption and/or revision of the mission statement for the department?
   After reviewing the Institutional Mission, Departmental members drafted individual mission statements, with particular attention given to the departmental member's area(s) of expertise. Individual statements were compared, aligned,

and simplified to the current mission statement.

B.   Alignment of Department Mission to the Institutional Mission
         See Prioritization Reports

     1. Address the means by which the Department ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.

C.   Response to the Recommendations Made in the Previous Review
         Does this mean the last APRC response to the last Visual Arts Self-Study (2008)?

     1. What recommendations were made to the Department at the time of the last review?

        The last APRC Self-Study response suggested that the department should pay attention to retention rates (a university-wide problem), and do what we can to make them better. It also said that the department could use a lot more financial support with facilities, equipment, technology, and general operating budget.

     2. How did the Department address the recommendations?

        We agreed with the recommendations, and have used every reasonable device to make gains. Improved advising (though we have not investigated or adopted an advising assessment model), close attention to course evaluations, close attention to mission delivery, engaging in high-impact practices, academic alert intervention, and other measures of student retention have been employed. Support for facilities, equipment, and technology are inextricably bound to student retention. We need more support in this area. Visual Arts historically receives about 4% of Lab Modernization funding.

     3. Did any kind of assessment and/or strategic planning take place to address the recommendations? If so, what did these entail and what actions were taken to address the recommendations? If not, explain why the recommendations were not addressed.

        See above. I am sure Visual Arts is not the only program that feels life would be easier if we received our vision of reasonable support/funding. However, I know a little support would go a long way. Complaints about facilities and equipment on course evaluations are gaining frequency. A quote from one of my favorites "The best tables in the art department were scavenged from the dumpster when they remodeled Barstow." Chair Cleary will ask other department chairs about their advising assessments. Visual Arts will adopt or develop the best model we can. We understand that the University is considering a new model for advising that involves dual advisors (advising office: department advisors sharing the role with

emphasis switching between sophomore and junior year advisees). Without knowing anything more we like this idea.

4. If additional response to recommendations is provided elsewhere in this document, please specify where.

III. Department Planning for Continuous Improvement

In my (Cleary) estimation, this is the most important part of this report. However, I'd like to submit the response after curriculum streamlining, staffing, and special needs conversations have concluded. There have been a lot of changes in the makeup of instructional staff over the last year. Four unexpected vacancies have had the remaining staff struggling to keep the department operating as smoothly as possible; most of the department working overload assignments. None of us have had time to do more than teach. We are now getting our feet under us again and are putting our heads together looking at the future more than daily survival. Staffing changes have naturally brought new perspectives to everything we do. We should have a "continuous improvement" response by mid-October.

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve Departmental mission.

1. What is the Department's vision of what it will be like in the next 5-10 years?

2. Discuss the Department's plan for funding projects to meet objectives.

3. What are the Department's projected needs for space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?

Statement of Need	Cost (if any)	Rationale and Method of Evaluation	Planning Processes To Secure Resources

4. What are the Department's needs for support resources for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?

Statement of Need	Cost (if any)	Rationale, Benchmark, and Method of Evaluation	Planning Processes To Secure Resources

5. What are the Department projected needs for instructional information technology for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?

Statement of Need	Cost (if any)	Rationale, Benchmark, and Method of Evaluation	Planning Processes To Secure Resources

Academic Program Review

For Visual Arts

I. Program Mission and Alignment

Mission and Alignment seeks to establish the degree to which this program is compatible with the mission of UW-Superior and its strategic priorities.

A. Program Mission
    APP section 1

1. Provide the current version of your Program's mission.

2. When was the current mission statement adopted or revised?

3. What process was used in the adoption and/or revision of the Program's mission statement?

B. Alignment of Program Mission to the Institutional Mission
    APP section 1, 5C

1. Please address the means by which your Program ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.

C. Unique Aspects of the Program
    APP section 9B

1. Describe the unique aspects of the Program in terms of subject matter taught and students served.

D. Specialized Accreditations
    APP section 5D

1. Does the Program carry a specialized accreditation or membership? If so, identify the accrediting body, the lengths of time accredited and when the next accreditation review is to occur.

2. Why did the Program pursue the accreditation(s) or membership(s)? Why does the Program continue to carry the accreditation(s) or membership(s)?

3. If specialized accreditations or memberships are available and not pursued, why are they not pursued? If an accreditation has been discontinued, please explain what occurred.

E.   Response to the Recommendations Made in the Previous Review
             APP section 5D

        1. What recommendations were made to the Program at the time of the last review?

        2. How did the Program address the recommendations?

        3. Did any kind of assessment and/or strategic planning take place to address the recommendations? If so, what did these entail and what actions were taken to address the recommendations? If not, explain why the recommendations were not addressed.

        4. If additional response to recommendations is provided elsewhere in this document, please specify where.

II. Student Learning Outcome Assessment (Helping Students Learn)

This section focuses on the teaching-learning-assessment process, and also addresses how the entire Department contributes to helping students learn in each Program and overall student development.

1. What are the Program-specific student learning outcomes? When did your Program determine these outcomes? Who was involved in setting these outcomes?

   The Visual Arts Department/Program Learning Outcomes:

   1   Develop self-awareness and self-expression through artistic inquiry.
   2   Make engaging works of art.
   3   Identify, describe, evaluate, and interpret art forms using the art historical vocabularies,   theories, and contexts relevant to the cultures from which they originate.
   4   Demonstrate effective spoken and written communication.
   5   Promote self-awareness and self-expression in others.

   The entire Visual Arts department was involved in setting these outcomes in 2011.

2. What sources of evidence for student learning outcomes does your Program collect and analyze regularly? Describe the methods of collection and analysis.
   APP section 5A

3. What sources of evidence for the Liberal Education Learning Goals (i.e., campus-wide common student learning outcomes) does your Program collect and analyze regularly? Describe the methods of collection and analysis.

   LELG #2: Writing samples and artworks of seniors were analyzed during the Visual Arts Capstone period. Writing samples were self-selected and delivered to a dropbox in D2L. Artworks were displayed in the Kruk Gallery as part of the Capstone Exhibition. Analysis was executed by an external juror as well as by departmental members.

4. Describe any changes in the Program that directly reflected the results of assessment of Program-level and campus-wide student learning outcomes.
   APP section 5A

5. Based on the findings for the current Program-level learning outcomes and the Liberal Education Learning Goals, what action priorities has your Program set for improvement? Who was involved in setting these action priorities?
   APP section 5A

6. How has your Program communicated the current state of student learning outcomes and Program improvement priorities to students, faculty, staff, administrators, and other

appropriate stakeholders?

Students: Learning outcomes have a greater presence in syllabi.
Faculty and Staff: Internally through departmental meetings. No communication to other faculty or staff.
Administrators: Mandatory reporting.

7. Referring to the data in the APR Data Sets and other sources, discuss trends in student enrollment and completion in your program and efficiency of your course offerings as pertains to student's ability to graduate from the Program in a four-year period.
    APP section 2, 6C

8. Referring to the data in the APR Data Sets, discuss the costs associated with your Program. If the cost per student FTE of your Program deviates significantly from the average cost per student FTE for the University, discuss where in the Program plausible causes reside.
    APP section 8

9. How has your Program determined and communicated to prospective and current students what preparation is necessary to succeed in the Program's curricula, courses, and learning?

    Catalog, advising, advising forms, degree requirements, teaching, syllabi, face-to-face communication.

10. How does your Program advisee students? What advisement plan does your Program have? How does your Program assure the timely and effective advisement of students?

    Advisees are distributed based on declared concentration to faculty advisors who specialize in the concentration. Students are free to move between advisors and sometimes have multiple advisors. We do not have an advisement plan. Staff keep advisement hours with mandatory advisement sessions every semester before students can register for classes for the following semester. There is a lot of informal advising with individual students and entire classes that takes place within the classrooms. The advising Alert system is used in special circumstances.

11. How has your Program determined and documented effective teaching and learning? In what ways has your Program engaged students in high impact practices? How were these pedagogical expectations communicated to full-time and part-time faculty and staff?
    APP section 5C

12. How does your Program monitor the relevance and effectiveness of its curriculum? What process is in place for changing or discontinuing the Programs and courses?
    APP section 10A, 10B

III. Other Distinctive Objectives

Other Distinctive Objectives addresses the processes that contribute to the achievement of your Program's major objectives that complement student learning and fulfill other portions of your mission. These objectives may include pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, centers or institutes, economic stimulation and development of the community, creative and cultural enrichment, or any other major activities to which the Program commits substantial resources, energy, and attention.

1. What are your Program's distinct objectives that complement student learning and/or fulfill other elements of the Program, Departmental, or University Mission?
   APP section 9B

2. How does your Program determine your other distinctive objectives? Who is involved in setting these objectives?

   Faculty and staff are specialists in their field and know what is appropriate to include in their curriculum. Distinctive objectives are determined by faculty and staff individually and collectively during department meetings.

3. How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?

   Class assignments, faculty-led critique sessions, peer-led critique sessions, mentorship programs, student's reflections within curriculum. Feedback is collected as class assignments, formal discussion within classes, informal discussion, departmental meetings, etc. We communicate with each other verbally and in writing and make decisions (adjustments of affirmations) based on those conversations.

4. What are the results in accomplishing these objectives? Looking at your results for Accomplishing Other Distinctive Objectives, comment on the positive results as well as those in need of improvement.

   Students can transition more easily to post-graduation life; whether entering a graduate program (having gained an informed understanding of why they would choose this option), or entering a career, or lifeway with appropriate preparatory experiences and skills. Distinct objectives are not achieved with equal success.

5. What specific improvement priorities is your Program targeting and how will these be addressed?
   APP section 10A, 10B

6. How does your Program communicate the current results and improvement priorities to students, faculty, staff, administrators, and stakeholders?

Advising, course modification, topic emphasis within the classrooms, syllabi, face-to-face communication, modification of articulation agreements.

IV. Understanding Students and Other Stakeholders Needs

This section addresses issues outside of the classroom setting, such as student organizations, advising, and course scheduling/availability. Explain how your Program works actively to understand and address student, alumni, parent, employer and other stakeholder needs.

1. Discuss local/regional/national/global job markets needs, external support of and stakeholder's aspirations for your Program. Explain the sources of evidence used in these discussions.
      APP section 2C

<u>Students</u>

2. How does your Program identify the changing needs of student groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.
      APP section 2C
   Identification is both intuitive and statistically triggered. For example, a history of specific courses hitting registration caps early, accompanied by students' requests for overrides into overfull sections, buttressed by statistical confirmation that the overfull class is a recurring problem, makes us pay attention. The department chair decides what to do about the problem, often including the subject in a departmental meeting, where more heads can be put toward a solution.

   Another example: Several Visual Arts faculty independently began to acknowledge that art major transfer students from LSC had skill sets below expected levels. As listening to each other gripe is a valued communication strategy within Visual Arts, it soon came to light that this was a common understanding and we should do something about it. Therefore, we will be conducting a thorough review of our articulation agreement with LSC to determine what, if any, changes need to be made.

   Finally, departmental members pay attention to changes within the discipline evinced in the world at large, including changes specifically noted in professional organizations such as the College Art Association, the Department of Public Instruction, and the American Art Therapy Association. We want to make sure UW-S Visual Arts majors are learning in an environment aligned with the expectations of the post-degree world as well as UW-S' peer institutions.

3. What process does your Program have for students to report complaints? How does your Program analyze students' feedback both in a formative and summative manner and select a course of action? How does your Program communicate those actions to students?

   For serious matters, students are directed to follow the procedures outlined in the University Wide Student Complaint Process (found on the Provost's web page).

However, there have only been two of these from Visual Arts within the past decade.

Complaints recorded in course evaluations are part of the annual performance evaluation process.

Sometimes students visit the department chair to register their dissatisfaction about any number of matters. The department chair determines if the matter can be ameliorated to the satisfaction of all stakeholders with improved communication measures. If not, then the University Wide Student Complaint Process is followed. Written records of these complaints are requested and when received are kept in the departmental personnel files of the staff-member associated with the complaints.

4. What measures of student satisfaction does your Program collect and analyze regularly?
APP section 6C

Course evaluations, if applicable. Also, art majors are trained to be honest. Most of them are quite comfortable expressing their discontent in unambiguous terms. Department members pay attention and share any concerns regarding these expressions of discontent with the department chair or with the department as a whole at department meetings.

5. What are the results for student satisfaction with your Program?

These manifest as anything from indifference to righteous requital, but generally just a peaceful feeling or purposeful accomplishment. Or so I guess.

Other Key Stakeholders

6. How does your Program identify the changing needs of other stakeholder groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.
APP section 5C, 9D

7. What measures of stakeholder satisfaction does your Program collect and analyze regularly?

With the exception of student teaching and internship evaluations, no measures are formally collected; mostly just thank-you cards and emails.

8. What are the results for stakeholder satisfaction with your Program?

This is an ambiguous question. Satisfied teaching and internship sites are more likely to continue a symbiotic relationship.

9. With regard to the needs of your Program's key stakeholder groups, how are the targets for improvement set?

By engaging in a proactive response to feedback with the aim of aligning the goals/outcomes of the program and the stakeholder.

10. What specific improvement priorities is your Program targeting and how will these be addressed?

Superior Public Schools wishes to eliminate all but the most critical interaction with UW-S student teacher candidates. UW-S students oursuing the Visual Arts Education concentration are being directed elsewhere for their student-teaching experiences.

Art Therapy Graduate Internships are constantly nuancing relationships with internship sites. Placement supervisors communicate regularly with site managers to target improvements.

V. Valuing People
(Complete at the Department or Program level as appropriate)

Valuing People explores commitment to the development of faculty and staff.

1. What key faculty/staff orientation, enhancement and mentoring initiative are currently being undertaken or planned for the next one to three years?

   Mentorship: Gloria Eslinger is mentor to Kathleen Buday, our new Art Therapy Specialist.
   Orientation: Kathleen Buday is participating in N.F.O.

2. What support is provided to faculty for the professional development, retention, tenure, and promotion process?

   First-Year faculty are granted one-course release time for professional development and acclimation. New faculty are engaged in a mentor relationship. New faculty are supported (when possible) with T.E.R. compensation for affordable but meaningful professional development activities such as conference fees. Unfortunately, even incoming faculty know that the department is underfunded. Financial support for faculty development from operating funds is rare. Fortunately, out of necessity or design, the department is infused with a supportive camaraderie.

3. What support is provided to staff for their professional development and retention?

   Staff are supported (when possible) with T.E.R. compensation for affordable but meaningful professional development activities such as conference fees. Unfortunately, support for faculty development from operating funds is rare.

4. Using data from the APR Data Sets, discuss faculty and staff (full and part-time) load. Explain any significant deviations from expected University standard load. Explain any load reassignments and the process used to determine them.
      APP section 6C

   Visual Arts faculty teaching studio art courses have a 3:3 credit load due to the double-contact-hour requirement of studio art courses. The department chair receives one course release.

5. Using data from the APR Data Sets, discuss the average size of undergraduate and graduate classes. Explain any class that on average enrolls less than 10 students (undergraduate) or 8 students (graduate).

   No undergraduate Visual Arts classes average less than 10 students. Smaller sections are stacked, resulting in larger classes. For example; Spring Semester Art 101 painting (10 students), Art 210 (7 students), Art 310 (3 students), 410 (1 student) sections add up to 21 students in a single painting class. Graduate sections of studio art and art history classes

are stacked too. However, the Studio Art, Art History, and Art Education foci have been eliminated, so you won't be seeing many students enrolled in graduate level studio art and art history courses anymore. Graduate non-studio art classes are not stacked. Enrollment numbers in these courses average 8 students. We expect this to grow as the Graduate Art Therapy Program expands. Visual Arts faculty are easy targets for independent study arrangements for undergraduate and graduate courses, which will average about 1 student per section. Those are freebies, though.

6. Using data from the APR Data Sets, discuss student credit hour production among and across faculty/staff.

    Generally 3,500-4000 credit hours produced be the program annually. The distribution based on credit does not appear equitable; The most extreme example compares Famule (200-300/year) : Cleary (about 80/year). Famule teaches larger and more popular general education lecture courses and also some (overload) courses for DL.. Clearly teaches smaller and less popular studio art courses with prerequisites. He has no interest in teaching overload. His CHP is also reduced due to his Chair release-time.

7. If faculty and staff credit loads are higher than the University standard, what processes are used to insure that Program quality does not deteriorate and academic standards are upheld?

    A recent barrage of last-minute retirements has necessitated several overload situations, pushing credit loads past desirable levels. These are anomalies.   Staff morale and course evaluations are the primary means of monitoring quality.

8. How does the work environment contribute to civil and open communication and promotion of cooperation, innovation, and skill sharing?

    Visual Arts is a model of mutual respect, support, and collaboration. Treating each other well encourages those nice things you mentioned. Budget-cuts, prioritization exercises, deteriorating facilities, and other nasty impositions have not shattered our resolve to enjoy what we do. However, sudden retirements have caused short-term load challenges which make innovation (outside of classrooms) challenging.

9. Using data from the APR Data Sets, discuss how diversity among faculty and staff is advanced and supported.

    "Using the APR Data Sets?" OK. Specific numbers change over time, but at any given moment: Some of us are white. Some of us are black. Some of us identify as female. Some of us identify as male. No particular efforts beyond the standard "position announcement language" have been made to increase diversity.   We respect and treat each other well, and that seems to work nicely.

10. What assessment and planning processes are used to determine what faculty resources the Program will need?

    Does "faculty resources" mean staff or operating funds/stuff? We look at enrollment statistics, major enrollment pressures, and general education enrollment pressures in order to predict staffing needs and request positions. We also have a budget history and ever-present facilities/equipment/technology/ request list to refer to for other faculty resource needs.

11. What is the process for analyzing and selecting a course of action for improving current

processes and systems for valuing people? Provide some examples of actions taken since the last review.

Visual Arts does not have a formalized process for this. We employ an amalgam of intuition, compassion, sincerity, and talking to each other.

Example:
It was noted that Gloria Eslinger had a way more advisees than everyone else because she had inherited Susan Loonsk's advisee load when Susan retired. Tim volunteered to take on all incoming, freshmen, and sophomore advisees with the Art Therapy concentration. After that, Gloria was happier. Both Tim and Gloria felt valued.

Example:
At a department meeting, Visual Arts had to decide which ongoing equipment needs could be addressed with our operating funds. Mike Maguire noted "I got new electric potter's wheels last year. Let's buy painting easels this year, and then next year maybe we can get those lights installed in the drawing studio." Wole Famule said, "Yes. I noticed that the old easels are mostly falling apart. Someone could get hurt by those things." Everyone agreed, in a valuing each other sort of way, that taking turns is fair.

VI. Program Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve the Program mission.

1. Summarize the main findings for the Program associated with successful completion of the APR process. Describe this in terms of current program strengths and opportunities (i.e., areas in need of attention) for future planning.

   Undergraduate majors are choosing the art therapy concentration over other options within the Visual Arts program. This concentration draws students from outside the region, including international students. This is also true for Graduate Art Therapy. This trend has occurred even though minimal effort has been put into advertising this concentration. Also, the American Art Therapy Association has not been listing UW-S as an approved program because we have not sought accreditation with AATA. The first step of achieving accreditation, hiring our new art therapy specialist, Kathleen Buday has been accomplished. We will be seeking accreditation after a few curricular revisions, hopefully achieving this goal by spring 2018.

   Faculty and staff positions (post loss of Loonsk, Morgan, Wright, Hubbard) need to be maintained in order to provide needed courses.

   Facilities and equipment needs need to be addressed in order for safe, effective achievement of the program mission.

2. What is the Program's vision of what it will be like in the next 5-10 years?
   APP section 10A, 10B

3. Discuss the plan for funding projects for your Program to meet its objectives.
   APP section 10C

4. What are the Program's projected needs, space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?

Statement of Need	Cost (if any)	Rationale and Method of Evaluation	Planning Processes To Secure Resources

   APP section 10C

5. What are the Program's needs for support resources for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?

Statement of Need	Cost (if any)	Rationale, Benchmark, and Method of Evaluation	Planning Processes To Secure Resources

APP section 10C

6. What are the Program's projected needs for instructional information technology for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?

Statement of Need	Cost (if any)	Rationale, Benchmark, and Method of Evaluation	Planning Processes To Secure Resources

APP section 10C

Appendices

Appendix A. Curriculum

<Attach a hard copy of Catalog Copy Sheets for all programs (i.e., majors, minors, and credit-bearing certifications).>
You don't really want these. They're available online.

Appendix B. APR Data Sets

<Attach a hard copy of the APR data sets provided by the Office of Institutional Research.>
No. These are available online too.

Appendix C. Technology in the Classroom
Note: Indicate if you are including part-time faculty in your numbers.

Technology	Number of Faculty Who Regularly Use	Number of Faculty Who Would Use If Available
Overhead	1	
VCR/DVD	1	
Slide Projector	0	
Integrate tech. equipment (digital cameras, laptops, handheld computers, etc.)	7	
Computer lab	2	
Multimedia presentations by faculty	4	
Multimedia presentations by students	4	
Internet use in classroom presentations	7	
Online syllabi	7	
Internet assignments	7	
Chat rooms for student interaction	4	
Online bulletin boards/discussion boards	4	
Online quizzes or exams	4	
Online lecture notes or handouts	4	
Faculty has web page	7	
Resource links provided to students	unknown	
Wireless network	7	
D2L	7	
Electronic Reserves	unknown	
Other (identify)		

Appendix D. Academic Department Revenue Not Included in S&E Budget*

Source	FY	FY	FY	FY	FY	FY	15/16
DL support							1100
Lab Fees							30000
Workstudy							3000
Student Assist							4400
Foundation							13800

*This includes revenue from such sources as 136 funds (for course/lab fees, distance learning support, remedial tuition), foundation accounts, and grants.

Appendix E. Capital Equipment* Request for Continuous Improvement

Requested Capital Equipment	Cost	Rationale
Burnout Kiln	$45,000	Needed for sculpture studio. Existing kiln is falling apart and is not safe for use.
Room-Darkening Blinds Painting/Drawing studios	$5,000	Need to be able to control light in studios for still life and other life drawing exercises.
Foundry Furnace	$15,000	Replace existing. I can only rebuild it so many times. Ignition/fuel system is ancient.
Soundproofing lecture hall	Unknown (over $5k)	Sculpture class noises travel into the most-used/specialized lecture hall.
Electric Kiln	13,500	Bisque firing of ceramics. Existing kiln too small and unreliable due to age.
Assorted shop tools bulk (welder, horizontal band-saw, vertical band-saw) drill-press, oxy/acetylene torch kits)	$12,000	Replace equipment for art classes.
Digital Photography	$10000+	We have only one station

station(s)		that all photo students must share.
Expand Fibers studio	Unknown (over $5k)	Not enough room. Fibers exists on both the 1st and 3rd floor right now.
Remodel 3rd Floor Gallery	Unknown (over $5k)	The space is embarrassing. Does not meet minimum expectations of university gallery.

* This refers to anything costing more than $5,000 that has a useful life of more than one year.

Appendix F. Formal Program Articulations with Other Institutions

What type of Agreement	Other Institution	Date of Most Recent Signing	Evaluative Comment	Name of UW-S Contact
Articulation	FDLTCC	2007	Needs review	Cleary
Articulation	LSC	In development	In development	Cleary

Appendix G. Strategic Plan

<Attach a hard copy of the current Department strategic plan.>

Appendix H. Mentoring Plan

<Attach a hard copy of the Department mentoring plan.>