

As part of the West Virginia University Board of Governor's Rule 2.2 Program Review process, the WVU Provost's Office required that a single Program Review Self-Study Form be completed on behalf of all identified programs in the department or unit. This Program Review Self-Study Form was to be submitted to the Provost's Office by end of day on August 1, 2023. The Provost's Office reviewed the submitted Program Review Self-Study Forms in early August.

Self-Study content is unvetted by the Provost's Office. As such, the WVU Provost's Office cannot attest to the accuracy of any data, analyses, or statements provided within. Also, redactions were made where warranted for the protection of individual identities around sensitive information.

**Q1.1.**  
BOG Program Review Self-Study Form

This is the self-study form that will be completed in support of the summer 2023 academic transformation program portfolio review.

Only one program review self-study is to be submitted per unit; all of the unit's *programs* will be covered by one self-study.

**Q1.2.** Select the appropriate academic unit under review.

College   
Department or School

**Q1.3.** List all of the unit's programs.

Example:

- BA Biology
- BS Biology
- MS Biology
- PhD Biology

Q1.4. Name and Email of the person completing the self-study

Name

Kristina Olson

Email Address

kristina.olson@mail.wvu.edu

Q1.5. How were faculty given the opportunity to contribute to, review and provide feedback on this self-study?

Faculty were sent the initial notice of program review by July 12 and had the process explained to them. Input for responding to some of the program-related questions was solicited from faculty in those areas. Coordinators of specific programs under review prepared additional evidence attached in the space provided at the end of this submission. As required, a draft of plans to address budget reduction and key data in the self-study was shared with all faculty and appropriate staff July 24. They were given the week to submit feedback and reminded of the official comment form. Following that, a Zoom meeting was convened July 26 for discussion with almost all faculty in attendance. Input was taken into consideration in formulation of the final draft that was shared with the Dean and submitted by August 1st.

Q2.1. Explain how the unit and its programs contributes to WVU's [mission](#).

This response is limited to 7500 characters, approximately 2 single spaced pages.

This response makes clear how the School of Art & Design and its programs contribute to WVU's mission. Preamble: With a focus on alignment with WVU's mission, the School of Art & Design (SoAD) has modified every degree program in the last five years (details in question six). Changes were driven by the goals to increase enrollment, provide responsive career preparation given the expanding professions in the visual arts today, serve the needs of the state, and adapt to the changing reality of the student population. Most significantly, the first phase of Academic Transformation provided an opportunity to create integrated, cross-disciplinary BFA and MFA Art & Design degrees (Fall 2022), discontinuing six separate studio majors for each degree. Degrees meet accreditation standards (reaccredited 2022) and ensure students have the best preparation for the job market. This report also demonstrates that faculty in Art & Design and Art History teach required courses for students in all majors as well as requirements for degrees in the Davis College design programs. Studio minors provide desirable options for the minor requirement for majors in Reed College. SoAD is particularly well positioned to integrate with related programs in Reed as merger plans proceed. We already share an Intercollegiate major and have programmatic cross over related to the presentation of visual information, graphic design, visual storytelling, moving image and sound creation, incorporation of A.I. in the creative process, and using creativity in research for scholarly and visual analysis. With direct access to Reed courses in advertising, marketing, journalism, and media, our students will be even better positioned to contribute to today's all-encompassing visual culture. Mission: The SoAD with its mission to contribute to the greater good of art, education, and culture welcomes a diverse student population inclusive of all including First Generation, BIPOC/AAPI, LGBTQI+, and neurodivergent students. Curricular diversity is woven throughout the curriculum with studio, art education, and art history project themes involving research into cultural/social history and identity issues related to the visual arts. Art and Art History courses have de-colonized content and incorporated global perspectives. The School's comprehensive portfolio of visual art degrees in Art & Design, Art Education, Art History & Technical Art History, Art Therapy, and Game Design & Interactive Media advance education by providing access and opportunity through international & national student exhibits, funding for student attendance at art conferences, workshops, and residencies. BFA Art Education students pursue a studio art major along with teacher certification. Each Art Ed student also takes the full range of studio requirements and a full curriculum in art history courses required by our accreditation organization, the National Association of Schools of Art & Design (NASAD). The MA Art Education provides access for teachers in the state to pursue an advanced degree essential for promotion. Students in the new Art Therapy major do coursework in studio art, art history, psychology, and counseling to prepare to gain certification to use visual art practices in a therapeutic setting to address the growing mental health crisis. Art History and Technical Art History students have opportunities for professional growth through visiting scholars/professionals, RAP/SURE/EXCEL research projects, SoAD-sponsored research trips to regional museums and archives, internships, and conferences. The School has the most credentialed and professionally active arts faculty in the state. With national & international engagement through exhibitions, publications, and presentations, faculty are well-positioned to guide students with high-impact research in the visual arts. This is advanced in the BFA/MFA Art & Design majors through student engagement in our visiting artist and scholar program, portfolio exchanges, workshops & residencies, and working with artists to produce professional prints, sculptures, and technically demanding ceramic work. The MFA has long been ranked in the top 100 by US News & World Report (latest ranking-2020) with the MFA Ceramics at #16. High-impact research is cultivated in recent MA Art Education projects that addressed student teaching in rural Appalachia and fostering student self-sufficiency through therapeutic art approaches. Art History and Technical Art history students preparing to go into art conservation have presented original research at national conferences, participated on archaeological digs in WV and internationally, received Gilman Scholarships to do research abroad, and taken specialized conservation coursework in San Gemini, Italy. Art History graduates have secured positions at prestigious institutions including the Smithsonian Museums, Jewish Museum of MD, Jacob Lewis Galleries, NYC, and both The Art Museum and Pharmacy Museum of WVU. The School's programs lead transformation in West Virginia and the world. Mindful of WVU's land-grant mission, SoAD provides free, inclusive cultural experiences in the visual arts for WVU and Morgantown communities with outreach across the state. These include cutting-edge exhibits of contemporary art in the CCAC's Mesaros Galleries, the annual lecture series by national & international artists, scholars, and arts professionals, special projects by studio faculty in local schools, making 500 ceramic bowls a year for the Empty Bowls fundraiser, support for young students in counties with little access to the arts to attend our summer arts academies, and community-based art & design projects in locations like Scotts Run, Weston, New Martinsville, and WV Botanic Garden. SoAD extra-curricular visual arts activities contribute to the cultural enrichment provided by the College of Creative Arts that makes living in the area more attractive and is an economic catalyst attracting new residents and businesses. Transformative global engagement for students is embedded in our place-based Global Positioning Studies courses in diverse locations including Chile, China, France, Italy, Hawaii, Maine, and Wyoming. SoAD provides funding to enable students to experience direct contact with these distinct environments/cultures as fertile ground for art making and critical research. Finally, SoAD more than meets President Gee's charge that we differentiate WVU in a competitive landscape. WVU has the only NASAD accredited Art & Design programs in the state. Curricular updates include the only BA in Visual Art Therapy in the state, the only online MA in Game Design in the region, the only pre-conservation undergrad program in Technical Art History in the world, the unique accelerated 3+3 track for art history & law, and plans for a unique combined 3D Studio and Public Art area. Additionally, we have the only ceramic production academic program in the country and oldest (since 1998) ceramics in China program, GPS courses, social impact & community design initiatives, and unique international articulation agreements. To conclude, this self-study uses data and further information to demonstrate the School's acknowledgement of the reality of the program's budget situation, willingness to change and implement solutions, and its ability to create impact and provide evidence of progress as we continue to make a vital contribution to the mission of WVU.

**Q3.1.**  
**Resources, Revenue, and Expenses**

The purpose of this section is to ensure the accessibility and adequacy of the unit's infrastructure and resources and its financial viability.

Responses in this section are limited to 7500 characters or approximately 2 single spaced pages.

**Q3.2. Has the unit experienced significant issues with any of the following during the past five years?**

By "significant," we mean issues that interfere with either the unit's ability to deliver its programs to its students or the students' ability to complete those programs in a timely manner.

Yes

No

Ability to schedule required classrooms	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate technological infrastructure	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate technological support	<input checked="" type="radio"/>	<input type="radio"/>
Access to adequate physical infrastructure (labs, performance spaces, etc.)	<input type="radio"/>	<input checked="" type="radio"/>

**Q3.3. Describe the issues the program has faced in the area(s) identified above.**

This response addresses issues related to adequate technological support to deliver programs to students. The College of Creative Arts has never had a dedicated IT staff member in the building. Although help is available through WVU IT, it has proved cumbersome and response time varies. There is a great deal of faculty time spent troubleshooting that detracts from teaching and research effort. This lack of support critical to today's technology-intensive instruction in art and design was cited by accreditation evaluators as a standards issue in the most recent National Association of Schools of Art & Design (NASAD) re-accreditation visit for inadequate technical staffing: "Professional technical staffing for the art and design studios appears to be inadequate (see NASAD Handbook 2021-22, Standards for Accreditation II.E.9. Support staff shall be provided commensurate with the art/design unit's purposes, size and scope, and its degrees and programs." A follow-up response demonstrating progress on this issue is due to NASAD Sept. 1. There is demonstrated need for a dedicated IT staff position for all three Schools in the CCA. The coming merger with the Reed College of Media will foreground the additional need for IT support across separate buildings. Disciplines in Reed, like all of those in the SoAD, are now very tech dependent and support is needed for everything from Mac-specific applications, to digital printing, video and sound editing software and equipment, 3D printing in ceramics, remote kiln firing, to canvas printing. As a stop gap, the School has been supporting an adjunct in recent semesters to cover some of these needs. With the reduction in adjunct spend available due to budget reduction, this limited support is now in question.

**Q3.4. Data have been provided on the unit's last three years of tuition revenue, expenses, and net revenue. Address any negative net revenue or any significant changes (positive or negative) to unit's net position.**

Revenue by department is the actual tuition revenue, net of any discounting, paid by students taking courses in course subject codes affiliated with the department.

Expense by department is the actual unrestricted, operating expenditures by department within the functions of instruction and academic support.

Net revenue is the revenue minus the expense.

This response addresses the School's current revenue, expenses, and net revenue and provides a plan to address the current negative net revenue that includes:

- Increase tuition revenue through continued growth in all majors but especially in newer ones with demonstrated upward trends.
- Continued production of modest revenue beyond tuition.
- Reduction in faculty since data capture and possible further reduction.
- Reduction of expenses and ability to move central fund expenses to on-going foundations funding where appropriate.

The WVU Program Review Data File states that SoAD revenue is down \$79,943 in the last three years. Some of this can be attributed to the drop in enrollment in the BFA Art and Design degree program (not the BFA Art Education which has even enrollment) though overall enrollment in the School is up when growing new majors are considered. According to the Data File, expenses are up \$337,588 in the last three years, and SoAD revenue net expenses three-year average is over budget \$1,332,871. Information is provided here to clarify these revenue and expense figures to improve the actual net position over these three years and to suggest a plan for improving the net position going forward. Data Clarifications: The School has modest additional annual cash revenue not included in the Data File revenue figures from bi-annual Pottery Sales and Visual Arts Summer Academies with increasing combined totals over the last three years: \$53,281 (2020); \$41,739 (2021); and \$66,911 (2022). Additionally, the School has back billed substantial expenses each year to on-going foundation funds described below. These back bill figures should be deducted from total expenses: \$208,586 (2020); \$163,004 (2021); \$152,148 (2022). Adjustments to revenue and expenses modestly improve our 3YR average net. Tuition Revenue: Non-endowed scholarships, tuition reciprocity, and waiver hours are negative factors in tuition revenue. For example, according to the CCA Director for Recruitment, of the 58 new students enrolled in the Fall 2023 incoming class, 49 are receiving scholarships from WVU. These scholarships total \$294,851. Additionally, out of state students enrolled in the BFA Graphic Design and BA Technical Art History programs receive in-state tuition reciprocity. Waiver hour support and an expansion of GA/GTA offerings also reduced tuition revenue. We recognize that tuition is the most significant source of revenue. According to the Data File, enrollment in the BFA Art & Design degree has dropped 29 students from the median 2018-2022. However, according to APS, there is even enrollment in the BFA Art Education, substantial increase in the MA Art Education, modest increase in the BAs Art History/Technical Art History, and steady growth in three new degrees: BAs in Art Therapy and Game Design & Interactive Media (GDIM) and the MA in Game Design. This growth will continue to increase tuition revenue. According to APS, Art Therapy has seen a 320% increase in enrollment from 5 students to 21 in three years. Game Design and Interactive Media BA Degree student enrollment is also up from 5 in 2018 to 94 (with half credit of 47 to SoAD) in 2022 which equates to a 5-year trend of +300%. Salary Expense: We acknowledge that the largest expense in the WVU budget is salary. SoAD lost one, non-replaced faculty (SAP) as of fall 2023 putting us back down to 20 FTE. Given the decrease in enrollment in the BFA Art & Design over three years and the lower SCH generation for ART faculty, any additional reduction that won't impact ability to deliver curricular requirements and meet accreditation would need to come from the studio faculty.



Faculty lines outside of the studio areas in Art Education, Art Therapy, and Art History are all essential for delivering course requirements for every major offered. The single faculty teaching in the Art Ed program is essential and steady enrollment and SCH generation support this interpretation. The single faculty in Art Therapy is also essential to deliver curricula to this growing major and to increase the therapy offerings across the College. Faculty teaching in the BA programs in Art History must be retained to teach art history requirements for most other majors: minimum 12 hours of ARHS per both BFAs, 9 hours for Art Therapy, 6 hours for Game Design & Interactive Media, 6 hours for Davis-BS FDM and Interior Architecture, 9 hours for the MFA, 6 hours for MA Studio Art, and 3-9 for the MA Art Education in addition to BA Art History and Tech Art History majors (there is no dedicated FTE in Tech Art History). The spend for lines directly tied to instruction in art history has been greatly reduced in recent years due to the replacement of a retired full professor (2020) with a TAP and the change in workload for another full professor who moved to the administrative role of director (2022) reducing teaching to one course per year. Reduction of Expenses on Tuition Funds: Not included in the Data File revenue and expenses numbers is the approximately \$650,000 total annual spend from eleven different SoAD foundation accounts. Included in this are the substantial and on-going Myers Foundations with an average \$160,000 annual spend and the Mesaros Foundation with a \$250,000 average. While all foundation funds support the SoAD mission, the substantial Myers and Mesaros funds specifically give us the ability to cover expenses otherwise drawn from tuition funding. Over the last five years the SoAD has increasingly transferred ongoing expenses off of tuition revenue and onto Myers and Mesaros including: salary, assistantships, equipment & repairs, general office expenses, instructional materials & supplies, printing, travel, art acquisitions for the museum, books for the library, honoraria, exhibit expenses, hospitality, facility rental, etc. According to the CCA EBO, these expenses were back billed to foundation funds but have been included in the expenses paid from tuition revenue on the Data File as noted above. The SoAD is in a position to reduce and move additional expenses currently drawn on tuition funds to foundation funds as appropriate to address further budget reduction.

#### Q4.1.

#### Faculty Composition and Productivity

Responses should be concise but also specific and supported by evidence. Responses in this section are limited to 7500 characters or approximately 2 single spaced pages.

Specific data definitions for these metrics are available on the [Academic Transformation](#) webpage.

Q4.2. Data have been provided on the unit's faculty full-time equivalency (FTE) to the median of all majors for fall 18 to fall 22.

Address any differences in the unit's student to FTE ratio and the institution's student-to-faculty ratio of 18-to-1 per IPEDS reporting for academic year 2021-2022.

This response addresses differences between the School's current student to FTE ratio of 12-to-1 to the institution's ratio of 18-to-1 by:

- Updating enrollment and faculty count that positively affects the ratio.
- Offering context for low-capacity ART classes and a plan for increasing student to FTE ratios among ART faculty.

FTE: The total FTE on the Data File for 2023 has been reduced by 1. As of spring 2023, a non-tenure track Service Assistant Professor (SAP) teaching two courses per semester resigned and was not replaced bringing the total down to 20, for no change since 2020. As of fall 2023, the School has 20 FTE (17 tenure-track faculty, 1 TAP, 1 SAP, and 1 full-time lecturer). Tenure-track faculty have a 40% teaching percentage which means a heavy 3/3 course load in the College of Creative Arts. Important recent context includes:

- The TAP replaced a tenure-track line in art history (retired 2020) and teaches an increased 4/4 load. The SAP (primary, non-instructional assignment at Art Museum, 80%) teaches a maximum of 3 courses/year in art history (SoAD, 20%), yet this position is counting as fully 1 more in the FTE total.
- Full-time lecturer teaches 4/4.
- Former Director (chair) had a tenure-track line in ART teaching one course/year through 2022, returning to the art faculty after sabbatical, fall 2023.
- As of fall 2022, the new Director has a tenure-track line in ARHS teaching one course/year.

Student Enrollment: The Data File has missing unit enrollment for the Intercollegiate BA Game Design & Interactive Media (former major code 1202, now 1204). The SoAD has official credit for half of the 94 majors (shared with Reed) to add 47 students to fall 2022. Also, although the new BA Art Therapy major is exempt from this review, the additional 21 majors in fall 2022 who are being taught by all the faculty in their ART and ARHS requirements should be counted. There were also 8 dual/double majors. The corrected UG enrollment count for fall 2022 should start with the Data File figures of 187 confirmed in APS (BFAs Art & Design, Art Education) + 12 (BA Art History) + 5 (BA Technical Art History) + not included drawn from APS: 47 (half of 94 BA Game Design & Inter. Media) + 21 (BA Art Therapy) + not included drawn from ARGOS: 8 (dual/double majors) = 280. This puts the UG fall 2022 difference from median at +54 with a positive enrollment trend of a little under 24%. GR enrollment from Data File is 14 (MFA, MA Studio) + 8 (MA Art Education) + not included 3 students being taught out in the discontinued MA Art History = 25, an increase of 7 from the median or positive trend of about 39%. The corrected total UG+GR enrollment for fall 2022 is 305. Divided by the 20 faculty at the time, the corrected teaching ratio is: 15.25: 1, rounded down to 15:1. This is a substantial upward correction of 25% from the 12:1 ratio given in the Data File, and brings the SoAD's ratio close to the institutional ratio. According to our accreditation organization's (NASAD's) Higher Education Arts Data Services (HEADS) project designed to provide comprehensive management data on the arts in higher education, a 15:1 ratio is within the per FTE norm for accredited public peer institutions with enrollment of 201-400 (and above the average of 13.9). As has been stated, all faculty are involved with teaching requirements for students across all majors. Of the four art history FTE included in the fall 2022 data capture, only two were teaching full time 3/3+4/4. The SAP taught one ARHS course and the full professor, now director, taught none. In fall 2022 these 3 ARHS faculty averaged a teaching ratio of 74:1. ARHS faculty have much higher teaching ratios due to the larger capacity possible in lecture-format courses. Only one faculty was teaching fully in Art Education. The second TT faculty who taught partially in the Art Ed program when first hired in 2018 was tasked with creating the successful Art Therapy separate major and is now teaching exclusively in that program. The lower than institutional teaching ratio of 12:1 on the Data File (now corrected to 15:1, see above) can be attributed to the necessity for low studio art class capacity. The vast majority of ART classes are taught in the hands-on environment of specially equipped studio classrooms in the Canady Creative Arts Center. SoAD must follow accreditation guidelines regarding studio courses not exceeding 25 students with a goal of 18 or fewer. In some studio classrooms, safety considerations--also an accreditation issue--and specialized equipment require class limits of fewer than 18. (Importantly, during the COVID semesters captured in the Data File, course capacity was lowered further to meet mandated room capacity limits.) Personalized instruction in low-capacity classes is the norm for academic art programs. It is comparable to the necessary low faculty/studio ratio for the other two Schools in the CCA, though Art & Design has the highest of the three. Finally, as described in the budget section above, the plan to increase the teaching ratio within accreditation standards for studio faculty is already being implemented. Where appropriate, studio faculty will be teaching an ART 100S level foundations course (18 student capacity), an ART 200S level AoE specific introductory course (15), and a 300S/400S cross-listed AoE specific advanced and senior projects level course (9). Each reassigned ART faculty will be teaching approximately 15 more students. (ART 500S and 600S graduate courses will be taught as an overload by regular studio faculty.) To conclude, it is well understood by our accreditation body that the higher teaching ratio possible in lecture courses (ARHS) offsets the low ratio for studio courses (ART) as is the case for our unit.

Q4.3. This question is optional and required only if a unit's doctoral programs are under review.

Data have been provided on the unit's tenure-track / tenured FTE to doctoral student headcount ratio across all of the unit's doctoral programs.

Address any differences in the unit's doctoral student to tenure-track and tenured faculty FTE ratio to the institutional expectation of 2-to-1.

Not applicable.

Q4.4. Data have been provided that show the changes to the unit's total number of faculty over the review period. Data have also been provided that show the total student headcount enrolled in all of the unit's programs over the same period of time as well as a three-year trend in student credit hour (SCH) production.

Explain the relationship between the change in the number of faculty in the unit and the change in the units total headcount enrollment and SCH production trends.



This response addresses the School's change in the number of faculty, changes in total enrollment, and SCH production trends and provides a plan to increase SCH production that includes:

- Reduction in faculty and adjustments to faculty teaching assignments and/or workload to generate higher student to FTE ratios.
- Increase SCH production through increased non-major and GEF offerings.

The Program Review Data File shows, a slight increase in total number of faculty since 2020, a slight decrease in student headcount for the BFA degree, and a slight decrease in SCH. SCH production is down a fairly modest but notable 171 credits since 2020. APS shows ART courses have a positive five-year SCH generation trend of +1.9% and ARHS courses with a -11% five-year trend in SCH. Faculty: The total FTE on the Data File for 2023 has been reduced by 1. As of spring 2023, a non-TT SAP teaching two courses per semester resigned and was not replaced bringing the total down to 20, for no change since 2020. As of fall 2023, the School has: 17 TT faculty, 1 TAP, 1 SAP, and 1 full-time lecturer for a total of 20. TT faculty have a 40% teaching percentage which means a heavy 3/3 course load in the College of Creative Arts. The TAP replaced a tenure-track line in art history (retired 2020) and teaches an increased 4/4 load. The SAP (primary, non-instructional assignment at the Art Museum, 80%) teaches a maximum of 3 courses/year in art history (SoAD, 20%). The full-time lecturer teaches 4/4. The former Director (chair) had a tenure-track line in ART teaching one course/year through 2022, returning to the ART faculty after sabbatical, fall 2023. As of fall 2022, the new Director has a tenure-track line in ARHS teaching one course/year. Enrollment: The Data File shows a negative trend of -13% enrollment since 2018 or a loss of approximately 29 students in the BFA (Art Ed and Art & Design) degree. As characterized above, the Data File has missing unit enrollment for the Intercollegiate BA GDIM (former major code 1202, now 1204). The SoAD has official credit for half of the 94 majors (shared with Reed) to add 47 students to fall 2022. Also, although the new BA Art Therapy major is exempt from this review, the additional 21 majors in fall 2022 who are taught by all faculty in their ART and ARHS requirements should be counted. There were also 8 dual/double majors. Corrected UG enrollment count for SoAD for fall 2022 (inclusive of dual/doubles) is 280. This puts the UG fall 2022 difference from median at +54 with a positive enrollment trend of a little under 24%. The corrected total UG+GR enrollment for fall 2022 is 305. SCH: When calculating average SCH per FTE in the SoAD, the Data File shows 8,412 SCH generated in 2022 divided by 21 faculty equals 400 SCH per faculty member. APS shows a similar number of 8,502 SCH generated in the SoAD during the 2022-23 academic year, or 404 SCH per faculty. When looking at NASAD HEADS data, this puts the faculty in the 75th percentile out of 275 art programs at public institutions with similar enrollment. A single TT faculty teaches the new BA Art Therapy (21 majors) and online Therapeutic Art grad certificate. UG majors not only take Art Therapy specific ART classes but also studio ART specific courses and multiple ARHS courses. According to APS, Art Therapy enrollment has been increasing and, according to ARGOS, SCH generation for this single faculty member has increased 95% since 2022. A single TT faculty teaches in the Art Education program, which has 43 majors in the BFA program and 8 in the MA who take not only Art Ed specific ART classes but also studio ART AoE specific courses and multiple ARHS courses. BFA Art Education enrollment has been steady over the last five years, and according to ARGOS, SCH for this one faculty member has risen 27% since Fall 2020. Art History has two TT faculty, a TAP, and a SAP that is split 20% to the SoAD and 80% to the Museum, non-instructional (there is no dedicated FTE in Tech Art History). APS shows a 2022-23 enrollment of 17 students in the BA Art History and the BA Tech Art History combined and there were 3 students in the discontinued MA degree being taught out. ARHS faculty teach requirements for most other majors: minimum 12 hours of ARHS for both BFAs, 9 hours for Art Therapy, 6 hours for GDIM, 6 hours for Davis-BSs FDM and Interior Architecture, 9 hours for the MFA, 6 hours for MA Studio Art, and 3-9 for the MA Art Education in addition to BA Art History and Tech Art History majors. The -11% decline in SCH generation can be explained through a combination of a reduction in large GEF#6 courses and fluctuations in faculty teaching assignments. During this period, the SoAD reduced GEF ARHS seats as guidance indicated a focus on serving majors. Additionally, over the last five years ARHS faculty have had teaching loads reduced due to various administrative assignments at the School and WVU levels and in preparation for reaccreditation. The reduction in teaching alone translates to a loss of more than 500 SCH annually. Moving forward, the ARHS TAP position will be offering two ARHS 101 courses for non-majors at 100 seats each. Looking at historical enrollment data, ARHS 101 courses have a reliable history of an average of 100% enrollment. An adjunct faculty member will continue to offer 50 additional seats of ARHS 101 online course each semester (+May/Winter). This boost in ARHS 101 alone will generate enough SCH to create positive yearly production. Also, as of Fall 2023, teaching loads have been re-assigned as one FT-TT ARHS faculty member is no longer on a WVU level administrative assignment, and their teaching load will be back to a 3/3 load, one FF-TT ARHS faculty member who is the main administrator of the SoAD will shift their teaching from ART 191 to a fully enrolled, GEF course. The addition of a 20% SAP faculty member, as of Fall 2022, will also help generate a positive SCH trend moving forward. Finally, there are 14 FTE faculty who teach ART courses that range from 100 & 200 level courses taken by all students enrolled in the BFAs Art Education and Art & Design, BAs in GDIM, Art Therapy, Art History/Tech programs as well as 300, 400, 500, 600 level courses for specific BFA and MFA major AoEs. While SCH generation in all ART courses showed modest growth in the last five years, plans are in place to generate more SCH in ART, cut adjunct spend, and create more equal SCH distribution among faculty. We will offer GEF and non-major courses (ART 109S & 110S, Basic Drawing 1 & 2 for Non-Majors) and continue the popular ART 102S Non-Major Ceramics course. The increased enrollment in the BAs GDIM & Art Therapy will continue to filter through 100 and 200 level ART courses and impact SCH generation. APS shows that the largest SCH generation in ART courses is at the 100/200 levels, evidence of this expansion of students moving through our curriculum. Additionally, the SoAD has already adapted teaching assignments for tenure-track BFA Art & Design faculty to create a higher percentage of SCH per FTE and decrease adjunct use. ART 500S and 600S graduate courses, previously counted as part of the 3/3 teaching load following NASAD recommendation, will be taught as an overload. While this strategy will not impact general SCH production overall, it will create SCH equity among faculty and will allow the SoAD to dramatically decrease adjunct spend and reduce our total expenses.

Q4.5. Data have been provided that shows the unit's research expenditures per the Higher Education Research and Development Survey (HERD).

Does this data capture all of the unit's research expenditures? If not, explain the difference here and provide evidence of additional research expenditures below.

Not applicable.

Q4.6. Upload evidence of research expenditures here.

Q5.1.  
Student Enrollment and Graduation History

Responses in this section are limited to 7500 characters (approximately 1.5 single spaced pages). Responses should be concise but also specific and supported by evidence.

Specific data definitions for these metrics are available on the [Academic Transformation](#) webpage.

Q5.2. Data have been provided on all of the unit's program's student enrollment trends.

That data includes:

4-year median fall enrollment (fall 18 through fall 21);  
Fall 2022 change from 4-year median (in headcount and in percentage).

Units should address any programs with enrollment below the median for the program level or which has experienced a negative change in enrollment.

This response addresses the School's current enrollment trends and provides a plan to address programs with enrollment below the median or which have experienced a negative change that includes:

- Context for slightly negative enrollment trend in the BFA Art & Design program and plan for improvement
- Confirmation of even and growing enrollment in the BFA/MA Art Education programs
- Plan to increase the growing enrollment in the BA programs for Art History & Technical Art History

The Data File identifies one major as having an enrollment below the median of 13%. This number has captured the count for two, separate but related majors: the BFA Art & Design (2565) and the BFA Art Education (2586). APS confirms that enrollment in the Art Ed major is even over 5 years (currently at 43). The decrease is only in the Art & Design major. According to the Data File, enrollment in Art & Design has dropped 29 students from the median, 2018-2022. Enrollment in all other degrees is identified as having positive, above median growth. In terms of total SoAD enrollment: the Data File has missing unit enrollment for the Intercollegiate BA Game Design & Interactive Media (former major code 1202, now 1204). The SoAD has official credit for half of the 94 majors to add 47 students to fall 2022. Also, although the new BA Art Therapy major is exempt from review, the additional 21 majors in fall 2022 should be counted. There were also 8 dual/double majors. The corrected UG enrollment count for fall 2022 is 280. This puts the UG fall 2022 difference from median at +54 with a positive enrollment trend of a little under 24%. GR enrollment from the Data File is 14 (MFA, MA Studio) + 8 (MA Art Education) + not included 3 students being taught out in the discontinued MA Art History = 25, an increase of 7 from the median or positive trend of about 39%. The corrected total UG+GR enrollment for fall 2022 is 305. For context, it is worth noting that enrollment in the BFA was at its lowest in 2015 when WVU's enrollment hit an all-time high. SoAD has been on a significant upward trend since then and currently has the highest enrollment in the CCA. Our hands-on learners are also back post-COVID semesters, unlike those in many other disciplines. They need the specialized studios and equipment in the CCAC to make their work and struggled under remote learning. In fact, according to the CCA Director for Recruitment, the Fall 2022 BFA Freshman class was the largest since 2018 and is up by two more for Fall 2023 along with a record BA GDIM class of 45. There is an issue with migration in the APS data. It is very common for students to begin in either the Art & Design or Art Ed BFAs with a declared studio in one AoE and then migrate to a different AoE after being exposed to new media. APS is tracking migration at the AoE level as if students are still in separate major codes but they were not as of fall 2022. Changing AoE is natural and expected in cross-disciplinary Art & Design programs like ours and doesn't affect major enrollment. The BFA Art Education continues to be one of the largest majors in the SoAD and it is led by one faculty member who teaches all art ed courses. Art Ed students are also required to complete a full studio AoE taking classes with all studio faculty in addition to four courses with the art history faculty. The second TT faculty who taught partially in the Art Ed program when first hired in 2018 was tasked with creating the successful Art Therapy separate major and is now teaching exclusively in that program and the online Therapeutic Art grad certificate. According to APS, the enrollment for the MA Art Ed program has a 26% five-year enrollment trend from 5 students in 2018 to 8 in 2022-23. There is an unofficial enrollment cap necessitated by the ability for a single faculty member to balance the needs of one of the larger undergraduate degrees with the time and attention needed to successfully mentor graduate students. Most students coming to the MA are professionals in the field teaching in the K-12 system in the state. The graduate credential they receive is essential for their professional development and advancement making this degree of critical importance to the state's educational system and economy. According to APS: BA Art History and Tech Art History has a combined 5-year trend of +68%. ARHS enrollment is up 41% over 5 years from 6-12. As described elsewhere, the application (submitted in CIM) to move the Technical program from a stand-alone major to an AoE under the Art History major is appropriate and will combine that enrollment. The number of faculty teaching in ARHS has declined over 5 years: retirement of a tenured full prof replaced with a TAP and reassignment of another tenured full prof to admin appointment. A SAP housed in the Art Museum (80%) teaches one ARHS course per semester (20%) and will be essential to the new Museum Professions AoE and minor, making the art history major even more attractive. Though discontinued as of spring 2022, three MA Art History students were being taught out as of fall 2022 and one remains. Though these three students were not counted toward GR enrollment; they have continued to be part of the art history faculty's teaching load and SCH generation. The SoAD-MFA continues to be ranked in the top 100 Best Art Schools by US News & World Report, 2020 (#73) with the MFA Ceramics program at #16: [www.usnews.com/best-graduate-schools/top-fine-arts-schools/fine-arts-rankings?name=West%20Virginia%20University&\\_sort=rank-asc](https://www.usnews.com/best-graduate-schools/top-fine-arts-schools/fine-arts-rankings?name=West%20Virginia%20University&_sort=rank-asc). In 2020 SoAD waived the application fee (covered by our foundation funds) for all MA/MFA applications. We saw a 103% rise in applications from 2019 to 2020, and application numbers have held steady since. APS shows the same enrollment (14 students) from 2018 to 2023. The MFA program is limited by availability of individual studio space (comparable to lab access in STEM disciplines) and pressure on faculty teaching load. As mentioned elsewhere, studio faculty will be teaching grad courses as a voluntary overload as part of our plan for improvement and commitment to continuing this essential aspect of our national reputation. There is further evidence of the improving trends for student success across all majors in terms of continuance. According to APS, the continuance rate for WVU is 57%, and 74% for the CCA. All SoAD majors are significantly above the WVU rate (ranging from 71-91%) and most are at or above the college rate (5 out of 7). To summarize: 3 of the 4 UG majors captured on the Data File are growing. There is a modest loss of 29 students over 5 years in the BFA Art & Design which is within norm of variation over the lifetime of the major. However, we recognize the need to reduce faculty and increase BFA enrollment. We have suggested that one TT faculty from the studio area could be reduced and a second possibly phased out over two years to reduce total faculty in the BFA. As addressed above, there was significant enrollment from the Intercollegiate degree and the new Art Therapy major not counted for fall 2022. These new BAs have demonstrated strong growth and we anticipate continued growth will increase overall enrollment (and SCH per FTE). Additionally, enrollment in the new online MA Game Design not included in the Data File has increased for fall 2023 and continued growth is anticipated as the program builds a reputation.

Q5.3. Data have been provided on the unit's three-year trend in student credit hour (SCH) production.

Units should address any programs with a negative trend in SCH production.

This response addresses the School's three-year trend in SCH production and provides a plan to address the negative trend that includes: • Indications of continuing enrollment growth and SCH production in new majors. • Plan for adjustments to faculty teaching assignments to generate higher SCH per FTE. • Plan to increase SCH production through increased GEF capacity and new enrollment streams. The SoAD has a multifaceted plan to grow SCH production through enrollment growth especially in new BAs (GDIM and Art Therapy) and MA (Game Design), potential new majors or ART courses as a result of the CCA merger with Reed, a shift in assignment of ART faculty courses, more GEF and non-major course offerings, and new recruitment strategies. The Data File shows SCH production down a fairly modest, but notable 171 credits since 2020. However, according to APS, ART courses show 4% growth in SCH generation over the last five years. APS shows Art Education specific ART courses have a -4.8% drop in SCH generation over the last five years. In 2018-19, Art Ed ART courses generated 365 SCH, and although a large drop occurred during the 2019-20 academic year (due to requiring majors to be able to waive the PRAXIS exam with high ACT/SAT), Art Ed SCH production has climbed every year since now that the state no longer requires passage of PRAXIS. (See attached Art Education Self-Study.) APS shows that in the last three years Art Ed ART courses have a +23% SCH generation. Also, SoAD will expand GEF and non-major course offerings in ART (109S & 110S, Basic Drawing 1 & 2, one per semester), and offer the popular ART 102S Non-Major Ceramics course every semester. Historical data shows enrollment in these courses to be full or near full, and we predict this will produce approximately 90 SCH per year for ART courses. APS shows a five-year trend in ARHS course SCH production of -11%. This can be explained through a self-initiated reduction of large art history GEF#6 courses as guidance at the time indicated a focus on serving majors and lack of benefit to the unit. To turn this trend around, starting Fall 2023, the SoAD will use the Art History TAP position to grow ARHS GEF offerings in ARHS 101 (Landmarks of World Art), a course for non-majors. Fall 2023 already has two full sections of ARHS 101, 75 seats total (up from 39 in Fall 2022) generating 225 SCH. Historical data also shows enrollment in ARHS 101 courses to be full or near full. An adjunct faculty member will continue to offer at least 50 seats of ARHS 101 online course each year (+May/Winter). Going forward, SoAD will offer a combination of ARHS-GEF 150 seats and ART non-major/GEF 30 seats for a total increased SCH generation of 540. (See attached Art History Self-Study for further analysis.) The creation and steady growth of new BAs in Art Therapy and GDIM and the MA Game Design should grow overall SCH production. ART courses are taken by all students enrolled in the BFA Art & Design, BFA Art Ed, BA GDIM, BAs Art History/Technical, & BA Art Therapy programs. According to APS, the Art Therapy major has seen a 320% increase in enrollment from 5 students to 21 students in three years. GDIM major student enrollment is also up from 5 in 2018 to 94 in 2022 (with half credit to the SoAD) which equates to a 5-year trend of +108.2%. When looking at Degreeworks and our own internal enrollment data, the MA Game Design is up to 8 majors as of fall 2023. New ART courses have been created for these programs which is reflected in the SCH data in APS. For example, SCH production has grown 30% at the ART 600 level in the last five years, reflecting enrollment from this new MA. BA Art Therapy and GDIM students are also taking existing ART and ARHS classes, again reflected in the data. According to APS, SCH generation in 100 level ART classes show a five-year trend of 1.4% growth, and ART SCH generation is highest at the 100 and 200 levels, as these new students make their way through the curriculum. Additionally, the SoAD faculty see potential in the merger with the Reed for opportunities to create new majors and course offerings leading to more SCH production in SoAD. As addressed in the faculty productivity question above, the SoAD has already adapted teaching assignments for some TT BFA Art & Design faculty to create a higher percentage of SCH per FTE. For the standard 3/3 teaching load (40%), studio faculty will be teaching an ART 100S level foundations course (18x3=54 SCH), an ART 200S level AoE specific introductory course (15x3=45 SCH), and a 300S/400S cross-listed AoE specific advanced and senior projects level course (9x3=18 SCH) for a total semester SCH generation per studio faculty of +/- 117. ART 500S and 600S graduate courses will be taught as a voluntary overload. While this will not impact SCH production overall, it will create SCH equity among faculty and will dramatically decrease adjunct faculty spend for ART classes, decreasing total expenses. We also acknowledge how the modest but significant drop in BFA Art & Design enrollment of 29 students in the last three years has negatively impacted overall SCH production. To counteract this and help ensure the continued growth of our other degree offerings, faculty have a plan to expand recruitment efforts. We are following demographic trends and working to adjust our market accordingly. Starting in Fall 2023, we will be attending recruitment opportunities at regional Art Education Association conferences in West Virginia, Pennsylvania, Ohio, and Maryland (WVAEA, OAEA, MDAEA, PAEA). These conferences offer an opportunity to speak directly to art teachers about our program. We will also continue our practice of offering portfolio review days at the Canady Creative Arts Center for traditional high school students. We know that recruitment is more effective when students are in our building, walking through our state-of-the-art facilities and talking with our enthusiastic and supportive faculty. Additionally, faculty also have initiatives to create new, non-traditional enrollment streams that will contribute to increased SCH. These include international articulation agreements with the Royal University for Women in Bahrain for our Graphic Design and Technical Art History programs (completed in 2022) and additional ones under way with Alamein and Badya Universities in Egypt. We have articulation agreements with regional associate programs for degree completion and are pursuing enrollment streams beyond the declining high school pool including returning students, those seeking professional accreditation (especially the MAs Art Education and Game Design), Veterans, and inmates at FCC Hazelton for continued education.

#### Q6.1. Assessment of Learning and Program Improvement

The Provost's Office will review the self-studies from the most recent Board of Governor's five-year program reviews for this section.

Units may provide updated information below if they so choose.

#### Q6.2. Provide the unit's plans or ideas to make significant changes to its operations, structure, offerings, or personnel in order to reduce its costs or improve its efficiency.

Provide any significant changes to the department's program curricula, its assessment of learning practices, or any other improvements that have been made since the department's programs completed their most recent Board of Governor's five-year review.

PART I: PLAN This response summarizes the School of Art & Design's proposed plans to make significant changes to its operations, structure, offerings, and personnel to meet the goal of reducing costs and improving efficiency. Key plan elements include: • Reduction in faculty since data capture and possible further reduction. • Increase tuition revenue through continued growth in all majors but especially in newer ones with demonstrated upward trends. • Continued generation of revenue beyond tuition. • Reduction of expenses and ability to move central fund expenses to on-going foundations funding where appropriate. (Part II identifying significant changes and improvements since the last BOG five-year review is submitted as an attached PDF document.) Context for School Expenses: The Data File indicates a change in total expense for the unit 2022-2020 of \$337,588 though the College EBO records indicate balanced budgets through these years. Any increased expenses were covered by non-tuition, foundation funds as appropriate. New initiatives with associated expenses were created to meet the specific guidelines for each foundation fund. These initiatives include: a bi-annual sculpture tour, new GTA line for the Art Museum, awards for student travel and workshops, substantial subvention of student materials for studio courses, and equipment and technology purchases and fees. As stated in answer to the budget question, over these three years, a combined total expense of \$523,738 was appropriately back billed to foundation funds. Major items to reduce expenses are summarized below. Additionally, we have outlined a plan to dramatically cut adjunct spend and will be looking to other cost-savings measures like moving our Ceramic Production studio from a rental facility to campus. With an assured on-going annual spend from foundation accounts we can move substantial expenses that exceed tuition income to these foundation funds. Reduction in Faculty: The faculty has already been reduced by one (SAP) from the 2023 data capture. We can successfully support our educational mission while reducing one more

All other studio faculty are essential to the needs of the program as a whole and will have teaching assignments adjusted to reflect their ability to teach in both their primary studio area and the foundation program. This will greatly reduce the need for adjunct spend to cover foundation classes reducing overall expenses. Related to faculty in these studio areas, a plan is already underway for a new AoE in "3D Studies and Public Art" to combine and replace current BFA and MFA AoEs in Ceramics and Sculpture with appropriate reassignment of faculty load. Plans for reassignment include: current associate professor to coordinate new area and teach sculpture, foundations, and public art; current associate professor continues to coordinate foundations program and teach in sculpture and foundations; current associate professor continues to teach in ceramics and coordinate ceramics abroad program; and last associate professor continues to coordinate ceramic production program and teach in ceramics and foundations. The full professor is not essential to teaching in this new AoE. It is possible that a second, assistant level position in studio art with an entry level salary could also be phased out over two years. Though more challenging to cover teaching areas for a second studio faculty, load adjustments could be made with existing personnel and adjuncts. Increase Tuition Revenue: Three out of the four UG majors captured on the Data File are growing. The BAs in Game Design & Interactive Media and Art Therapy have demonstrated strong growth and we anticipate continued growth along with more modest growth in remaining majors: Art Therapy has seen a 320% increase in enrollment from 5 students to 21 in three years, Game Design & Interactive Media enrollment is also up from 5 in 2018 to 94 in 2022 (with half credit of 47 to SoAD) which equates to a 5-year trend of +300%. Additionally, enrollment in the new online MA Game Design has increased for fall 2023 and we anticipate continued growth as the program is advertised and builds a reputation. The merger with the Reed College presents further possibilities for creating integrated degree tracks of high interest to today's students seeking in-demand careers in visual media. Continued Generation of Revenue Beyond Tuition: SoAD will continue to generate modest revenue beyond tuition from bi-annual Pottery Sales and Visual Arts Summer Academies following increasing combined totals over the last three years: \$53,281 (2020); \$41,739 (2021); and \$66,911 (2022). Reduction of Expenses and Use of On-going Foundation Funding: • 1.0 staff position has already taken voluntary reduction to .75. • Greatly reduce spend for adjuncts based on reassignment of FTE teaching to cover foundation classes described above. • Move Ceramic Production from rental facility to campus to increase enrollment, SCH, and retention. • Move additional expenses from tuition revenue onto substantial, on-going foundation funds. Please see the attached PDF for Part II with information regarding changes to program curricula and other improvements made since the last BOG five-year review.

Q6.3. The program may provide additional evidence of program improvement here.

[PART II CURRICULAR CHANGES.pdf](#)

97KB

application/pdf

Q7.1. The unit may provide any additional context or information about the unit's programs here.

Jobs EQ provides compelling evidence of need for graduates from all School of Art & Design degree programs: Art and Design Jobs EQ Report: -median wage for linked occupations is \$81,400 -3 out of 6 Linked occupations require at least a bachelor's degree for job entry -employs 258,676 workers in the linked occupations, employment which is expected to increase by 568 jobs over the next ten years; 175,799 additional new workers in these linked occupations will be needed for this industry Art Teacher Education Jobs EQ Report: -Median wage for linked occupations is \$82,500 -2 out of 4 Linked occupations require at least a master's degree for job entry and the other 2 linked occupations require a bachelor's degree is required for job entry - Occupations linked to Art Teacher Education in the WVU main recruiting states was 454,134 and linked occupations in the region and are expected to need in aggregate approximately 225,934 newly trained workers over the next seven years Art History Jobs EQ Report: -Median wage for linked occupations is \$78,900 -3 out of 5 linked occupations require at least a master's degree for job entry and the other 2 linked occupations require a bachelor's degree is required for job entry -The single industry most employing these occupations in the region is Colleges, Universities, and Professional Schools. This industry employs 24,780 workers in the linked occupations, employment which is expected to increase by 356 jobs over the next ten years -In the region, expected to need in aggregate approximately 26,636 newly trained workers over the next seven years Art Therapy Jobs EQ Report: -median wage for linked occupations is \$106,900 -2 out of 2 linked occupations require at least a bachelor's degree for job entry -Employs 47,177 workers in the linked occupations, employment which is expected to increase by 7,730 jobs over the next ten years; 41,859 additional new workers in these linked occupations will be needed for this industry GDIM Jobs EQ Report: -median wage for linked occupations is \$80,000 -2 out of 2 linked occupations require at least bachelor's degree for job entry -This industry employs 19,356 workers in the linked occupations, employment which is expected to increase by 331 jobs over the next ten years; 16,175 additional new workers in these linked occupations will be needed for this industry Technical Art History and Museum Professions Jobs EQ Report: (CIP 30.1401 - Museology/Museum Studies) -The expected aggregate of newly trained workers to replace current workers in museum professions is 24,785 over the next seven years. -There is a predicted growth of 0.5% or 1095 newly created positions in addition to replacement positions. -The total number of newly trained workers for all museum positions under this CIP specially in WVU's recruitment area is 25,880. -Currently there are 715 open job ads. -The median wage for occupations linked to this CIP is \$69,500. The median wage of all occupations is \$48,100. Graduates going into Museum Professions can expect to earn \$21,400 more or 144.9% over the median salary in the U.S.

Q7.2. You may use this section to provide any additional evidence referenced in the program review.

[ART EDUCATION Self-Study.pdf](#)

335.5KB

application/pdf

Q7.3. You may use this section to provide any additional evidence referenced in the program review.

[ART HISTORY Self-Study.pdf](#)

758.2KB

application/pdf

Q7.4. You may use this section to provide any additional evidence referenced in the program review.

Q8.1.

Thank you for completing your self-study for the West Virginia University Board of Governors program review. You may now submit the survey and your self-study will be passed on to the Provost's Office for review.

**Location Data**

**Location:** [REDACTED]

**Source:** GeolIP Estimation

