

## Student Learning Outcomes (SLOs) Report for Accredited Programs

(updated 9/17/24)

Program Type: **Accredited Program**

Program Name: Department of Art + Design

Submitted By: Chris Kahler, Department Chair

Email: cbkahler@eiu.edu

Submission Date: 10/15/2024

Review Cycle:

- Even Year
- Odd Year

**Review Round and Instructions** ○ **Round A** (Associate Dean review): Submit this cover sheet and a copy of the annual (or periodic) report most recently submitted to the accrediting agency; your accreditation report should address assessment.

- **Round B** (Associate Dean + VPAA review): Submit this cover sheet and the following:
  - evidence of ongoing accreditation (document confirming accreditation status, which could be a letter from the accrediting agency)
  - annual (or periodic) accreditation report submitted to agency
  - this SLO report, which provides a summary of the program's collection and evaluation of its annual assessment data\*
  - an optional cover memo (not to exceed one page), which briefly describes any information or highlights the department believes would be important to demonstrate academic excellence and program quality

*\*If your program completed a significant review (accreditation application and/or the full 8-year IBHE report) in the last calendar year, then you may, with permission from the VPAA or designee, substitute either of these major reports for your typical Student Learning Outcomes report. **To be approved, these documents must substantively discuss assessment, outcomes, and data, and have been prepared and submitted within the same calendar year.***

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php> DUE: **October 15<sup>th</sup>** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name:

### **PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES**

| <b>SLO(s)</b><br><i>Note: Measures might be used for more than 1 SLO</i> | <b>ULG*</b> | <b>Measures/Instruments</b><br><i>Please include a clear description of the instrument including when and where it is administered</i> | <b>How is the information Used?</b><br><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i> |
|--|-------------|--|--|
|--|-------------|--|--|

|   |                |  |  |
|---|----------------|--|--|
| <p>Students will demonstrate visual and Art Historical literacy</p> | <p>C, W, S</p> | <ul style="list-style-type: none"> <li>• Artist Research Paper (ART 2400)</li> <li>• Children’s Book (ART 2400)</li> <li>• Art analysis activities, written and verbal (ART 2400, 3400, 3410, 4740) in Sophomore Senior year.</li> <li>• Art-making activities and projects (ART 2400, 3405, 3415) in Sophomore/Junior year. Illinois Certification Test for Visual Arts (Completed before student teaching) Senior year. on certification subject area test for Visual Arts, Subarea II: Creating &amp; Producing works of Visual Art, score of 240 to 269 to meet expectations and score of 270 or more to exceed expectations (maximum score is 300)</li> <li>• Critiques and discussions of artworks throughout the semester (ART 3405, 3415) in the Junior year.</li> </ul> | <ul style="list-style-type: none"> <li>• Art Education students expected to maintain a C-average across major coursework described here. To date, all current students meet this target, judged by specific rubrics designed for each task</li> <li>• All Art Education students 2023-2024 have passed the Illinois Certification Test for Visual arts before student teaching after Senior year.</li> </ul> |
|---|----------------|--|--|

| <p><b>SLO(s)</b></p> <p><i>Note: Measures might be used for more than 1 SLO</i></p> | <p><b>ULG*</b></p> | <p><b>Measures/Instruments</b></p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p> | <p><b>How is the information Used?</b></p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p> |
|---|--------------------|---|---|
|---|--------------------|---|---|

|   |                   |   |   |
|---|-------------------|---|---|
| <p>Students will demonstrate a critical understanding of contemporary issues and approaches in the field of Art Education</p> | <p>C, W, S, R</p> | <ul style="list-style-type: none"> <li>• Reading journals &amp; discussions (ART 2400, 3400, 3410, 4740)</li> <li>• Observations at area art classrooms (ART 2400, 3400, 3410).</li> <li>• Lesson and curriculum development (ART 3400, 3410)</li> <li>• Reading presentations (ART 3400, 3410, 4740)</li> <li>• Research paper (ART 4740)</li> </ul> | <ul style="list-style-type: none"> <li>• Art Education students expected to maintain a C-average across major coursework described here. To date, all current students meet this target, judged by specific rubrics designed for each task</li> <li>• Students across Art Ed coursework fill out and submit clinical experience logs during their observations and teaching experiences. All students to date have met the 20 and 30 hour thresholds for their respective courses.</li> </ul> |
|---|-------------------|---|---|

|  |                      |  |  |
|--|----------------------|--|--|
| <p>Students will apply theoretical models of curriculum development in their own teaching work</p> | <p>C, W, S, Q, R</p> | <ul style="list-style-type: none"> <li>• Reading presentations (ART 3400, 3410, 4740)</li> <li>• Lesson development and practical experience for teaching in schools and at Tarble (ART 3400, 3410)</li> <li>• Extended curriculum development projects (ART 3400, 3410)</li> <li>• Development of quantifiable assessments and rubrics for teaching (ART 3400, 3410)</li> </ul> | <ul style="list-style-type: none"> <li>• Art Education students expected to maintain a C-average across major coursework described here. To date, all current students meet this target, judged by specific rubrics designed for each task</li> <li>• During practical teaching experiences in schools and Tarble (ART 3400 &amp; 3410), student teaching performance is assessed by instructor using a specialized rubric of teaching behaviors. Repeated efforts teaching, feedback, and revising has allowed students to grow in all required areas between their first and final teaching sessions</li> <li>• Curriculum projects are submitted via D2L and assessed with a specialized rubric.</li> </ul> |
|--|----------------------|--|--|

| <p><b>SLO(s)</b></p> <p><i>Note: Measures might be used for more than 1 SLO</i></p> | <p><b>ULG*</b></p> | <p><b>Measures/Instruments</b></p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p> | <p><b>How is the information Used?</b></p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p> |
|---|--------------------|---|---|
|   |                    |   |   |

|   |                   |   |  |
|---|-------------------|---|--|
| <p>Students will gain and reflect on practical experience in the profession of teaching art</p> | <p>C, W, S, R</p> | <ul style="list-style-type: none"> <li>• Observations/practical experience at area art classrooms (20 hrs - ART 2400, 30 hrs - 3400, 3410)</li> <li>• Observation journals (ART 2400)</li> <li>• Teaching at area elementary schools and Tarble (ART 3400, 3410)</li> </ul> | <ul style="list-style-type: none"> <li>• Art Education students expected to maintain a C-average across major coursework described here. To date, all current students meet this target, judged by specific rubrics designed for each task</li> <li>• During practical teaching experiences in schools and Tarble (ART 3400 &amp; 3410), student teaching performance is assessed by instructor using a specialized rubric of teaching behaviors. Repeated efforts teaching, feedback, and revising has allowed students to grow in all required areas between their first and final teaching sessions</li> <li>• Students across Art Ed coursework fill out and submit clinical experience logs during their observations and teaching experiences. All students to date have met the 20 and 30 hour thresholds for their respective courses. Observation journals are checked for completion and guide inperson discussions of student learning</li> </ul> |
| <p>Students will develop competence in</p>  | <p>C, S, Q</p>    | <ul style="list-style-type: none"> <li>• Art-making in K-12 curricula (ART 3405, 3415)</li> </ul>   | <ul style="list-style-type: none"> <li>• Target of C-average across all Art Ed coursework has been met by all</li> </ul>   |

| <b>SLO(s)</b><br><i>Note: Measures might be used for more than 1 SLO</i> | <b>ULG*</b> | <b>Measures/Instruments</b><br><i>Please include a clear description of the instrument including when and where it is administered</i>  | <b>How is the information Used?</b><br><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>   |
|--|-------------|---|--|
| art and design techniques  |             | <ul style="list-style-type: none"> <li>• Art @ Home Activity (ART 2400)</li> <li>• Visual lesson exemplar creation (ART 3400, 3410)</li> <li>• Children’s Book project (ART 2400)</li> <li>• Portfolio Review (ART 2400, 3405, 3415) in Spring semester.</li> </ul> | <p>students currently enrolled in the program</p> <ul style="list-style-type: none"> <li>• Students’ completion of a portfolio review of artistic work at the end of ART 2400 has indicated all students are meeting expectations for artistic work. Continued reviews during 3405 and 3415 indicate a continual building of varied skills for teaching K-12 visual arts.</li> </ul> |

*\*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

## Improvements and Changes Based on Assessment

- 1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?**

There have been no major curricular actions for the art education degree in the past 6 years. All coursework has remained the same, as well as the broader learning goals of the program. At this time, the Art Ed program coordinator is reviewing curricular materials and hoping to revise and update a number of readings, course materials, and assignments in order to more accurately reflect current state and contemporary issues of Art Education. In particular, building on the integration of technology into visual arts classrooms will be a focus, as well as introducing topics of standards-based assessment, research informed practice, LGBTQ+ issues, diversity and inclusion, Teaching Artistic Behaviors, and other emerging issues.

We have held off from developing/implementing any future revisions until our NASAD re-accreditation was completed in Spring 2024. We now have re-accreditation and can move forward with suggestions from NASAD. The main thing the department was able to achieve as a response to the NASAD report was to justify the hiring of a Unit B Art Education Instructor that is already having a positive effect in the area by mid-semester of Fall 2024.

- 2. Please provide a brief description or bulleted list of any improvements observed/measured in student learning over the past two years. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).**

The past few years have been difficult for many in the profession of teaching getting back to a regular academic environment Post-Covid, especially for students pursuing degrees such as Art Education. Efforts were made to keep in-person learning a priority for core Art Ed coursework. Students have been able to observe in classrooms for clinical experience. Students performance in Art Ed class has persisted at a high level, enthusiasm for their work has remained consistent, and as a whole, all students enrolled in Art Education coursework have met the goals set out for them by the program.



3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

| History of Annual Review |                                  |     |   |
|--------------------------|----------------------------------|-----|---|
| Date of Annual Review    | Individuals/Groups Reviewed Plan | who | Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc..) |
| Spring 2024              | Advisory Committee               |     | Confirmed improvements #1 and #2 above  |
| Spring 2024              | Art + Design Faculty             |     | Confirmed improvements #1 and #2 above  |
| Spring 2024              | Curriculum Committee             |     | Confirmed improvements #1 and #2 above  |
|                          |                                  |     |   |
|                          |                                  |     |   |
|                          |                                  |     |   |
|                          |                                  |     |   |

**Dean Review and Feedback**

The highlight of the 2023-2024 cycle was, of course, the successful completion of the re-accreditation process with NASAD, for which the Department is to be commended. Along with the other degrees, the visiting team cited the strength of the program and its curriculum— we agree. The recommended addition of a Unit B faculty will broaden possibilities for assessment in the program.

The Department delayed any review of curricular action until the NASAD final report had been released with any recommendations they might have had, which we feel was a wise decision. Nevertheless, under the current curriculum and its SLOs/measures, the results continue to be highly positive, indicating targets are being met. The only things missing are in the third and fourth SLO brackets: (1) the confirmation during practical teaching experiences that students indeed do grow in all required areas as per the individual evaluation by instructor; and (2) in the fourth bracket the summary of results for the curriculum projects.

Overall, the BFA-TL is well-positioned for the years ahead as it begins its first years under the accreditation renewal.

  
Dean or designee

12/6/24  
Date

**National  
Association of  
Schools of  
Art and  
Design**

May 21, 2024

Christopher Kahler  
Chair, Department of Art  
Eastern Illinois University  
600 Lincoln Avenue  
Charleston, IL 61920

Dear Professor Kahler:

Thank you for submitting your application for review by the NASAD Commission on Accreditation. The Commission, at its April 2024 meetings, took action on the institution's application.

Please find enclosed a Commission Action Report describing this action in detail. This report contains information of note and, if applicable, any requests for further information from the Commission. Please note the Association's policy regarding *Disclosure and Confidentiality*, a copy of which has been enclosed.

This action is taken based upon a review of Eastern Illinois University according to the NASAD accreditation standards in effect in April 2024.

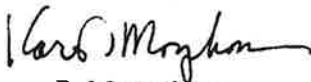
As an accredited institutional member of NASAD, the institution is reminded of its responsibility to participate in reviews and revisions to the NASAD *Handbook*, and to maintain its operations and programs current with NASAD standards as these are developed and approved.

The Commission on Accreditation and the Association appreciate the institution's efforts with regard to its application, and its careful consideration of and attention to NASAD accreditation standards and guidelines. Further, the Commission and Association appreciate the work accomplished by the institution on behalf of the visual arts and design and higher education.

Please contact the NASAD National Office staff if you have questions or need assistance with regard to this action or any other aspect of the work of the Association.

We offer congratulations on your achievements and best wishes for the continuing success of the institution. Thank you.

Sincerely yours,



Karen P. Moynahan  
Executive Director  
KPM:jrk  
Enclosure

cc: Jay Gatrell, President  
Eastern Illinois University

11250 Roger Bacon Drive  
Suite 21  
Reston, Virginia 20190-5248  
Tel 703 437 0700  
Fax 703 437 6312  
Email [info@arts-accredit.org](mailto:info@arts-accredit.org)  
Website [nasad.arts-accredit.org](http://nasad.arts-accredit.org)

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**National Association of Schools of Art and Design**  
11250 Roger Bacon Drive, Suite 21  
Reston, Virginia 20190-5248

**COMMISSION ACTION REPORT**

This document provides the official action of the Commission as indicated in the cover letter of the same date.

**May 21, 2024**

**EASTERN ILLINOIS UNIVERSITY**  
**Department of Art**

**Action:**

**Action 1 of 1: Application for renewal of Membership – Response**

The Commission voted to accept the Response and grant renewal of Membership with the degree listing indicated below.

**NASAD Degree Listing:**

Bachelor of Arts-4 years: Art History; Studio Art (2-D, 3-D).

Bachelor of Fine Arts-4 years: Art (Graphic Design, Studio Art [2-D, 3-D], Teacher Licensure [Art Education]).

Master of Arts-1 year: Studio Art.

*Bachelor of Arts-4 years: Graphic Design.*

*Bachelor of Science-4 years: Fashion Merchandising.*

*Master of Arts (Distance Learning)-2 years: Art (Art Education, Community Arts).*

**Next Full Review:**

2030-2031 Academic Year

**Note:**

With regard to the Digital Media Technology degree discussed in the Recommendation below, the institution is strongly advised to review the NASAD Advisory on federal regulations regarding misrepresentation, which is available online at <https://nasad.arts-accredit.org> (see "Publications," beneath that "Brochures and Advisory Papers," and beneath that "Compendium: NASAD Advisories on Federal Issues").



**EASTERN ILLINOIS UNIVERSITY**  
**Department of Art**  
NASAD Commission Action Report  
May 21, 2024  
Page 2

**Recommendation:**

In addition to, and separate from, the accreditation action outlined above, the Commission also wishes to transmit the following additional recommendation:

Although the Digital Media Technology degree does not fall under NASAD's purview at this time, the Commission wishes to caution the institution that language pertaining to the Digital Media Technology degree program found on the institution's website suggests that "82,000 job openings are waiting for digital media technology graduates each year." The case could be made that this statement implies a likely job outcome, and conversely, that such a degree may not lead to employment, or is not "in demand," to quote the language used on the Digital Media Technology webpage. It is recommended that the institution review its statement with an intention to amend information provided to ensure that published materials avoid any claim or suggestion thereof that completion of any degree is a guarantee of employment.

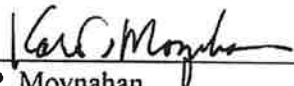
This recommendation is made in order to assist the development of Eastern Illinois University. The institution is under no obligation to respond to the Commission concerning this recommendation.

**Commendation:**

The institution is commended for its efforts to differentiate its degree offerings and clarify the intent of each degree in its published materials and on its website.

**Completion of Process:**

The acceptance of this Response brings to a close the comprehensive evaluation process that began in 2023. NASAD appreciates the institution's extraordinary efforts clearly evident in its application. To assist with future planning, the institution may wish to note that its next comprehensive review is scheduled to be conducted during the 2030-2031 academic year.

  
\_\_\_\_\_  
Karen P. Moynahan  
Executive Director

KPM;jrk

## NASAD Handbook 2023-24

### RULES OF PRACTICE AND PROCEDURE, PART II

#### ARTICLE XIII DISCLOSURE AND CONFIDENTIALITY

**Section 1.** NASAD provides numerous services that include the publication of policy statements, reports, and surveys. These are available to the public, some for a fee. Upon request, NASAD will provide the academic and professional qualifications of the members of its policy and decision-making bodies and its administrative personnel.

**Section 2.** Upon request, NASAD will make publicly available all information about an institution/program that is published in NASAD literature (see Rules of Practice and Procedure, Part II, Article XI., Section 3.). NASAD will also indicate whether or not an institution/program holds or has held accredited membership.

**Section 3.** NASAD will not make publicly available any information supplied by the institution or by representatives of NASAD in the course of the accreditation process. This includes Self-Study reports, Visitors' Reports, and correspondence. While NASAD encourages institutions/programs to make publicly available information about their accredited status and to share accreditation materials with individuals and agencies having legitimate claim to information beyond that available to the general public, the Association regards all accreditation materials as the property of the institution. Therefore, release of these materials is either through the institution or by its permission.

**Section 4.** NASAD will not make publicly available any information provided in third-party comment or an institution's response to third-party comment or any correspondence related to third-party comment (see Rules of Practice and Procedure, Part II, Article IV., Section 1.).

**Section 5.** If an institution releases information that misrepresents or distorts any action by NASAD with respect to any aspect of the accreditation process, or the status of affiliation with NASAD, the chief executive officer of the institution and the program director, where applicable, will be notified by the NASAD Executive Director and informed that corrective action must be taken. If the misrepresentation or distortion is not promptly corrected, NASAD, at its discretion, may release a public statement in such a form and content as it deems necessary to provide the correct information.

The same rule and sequence are applied to individuals and organizations misrepresenting or distorting accreditation actions of NASAD.

NASAD reserves the right to correct false or misleading information at any time.

**Section 6.** Certain relationships yield information which legally cannot be disclosed without the consent of the person who provides it—for example, the relationship between physician and patient, between attorney and client, between clergy and penitent, etc. Should such information, or other information that is protected under law by a comparable privilege or safeguard, come into the hands of NASAD or an NASAD evaluation team, its disclosure to persons other than the immediate recipients is forbidden.

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

**Institutional Evaluation of the Accreditation Process**

**PART II**

Your institution has just completed the NASAD accreditation process. We would appreciate your response to the following questions. This will enable us to monitor our effectiveness from the perspective of member institutions.

Please note that **Part I** of this evaluation is conducted only between receipt of the NASAD Visitors' Report and initial Commission action.

This document is for National Office use only.  
It is confidential and will not be shared with  
any individual, committee, or commission.

Please return to:

Stephen Cannistraci, Accreditation and Materials Assistant  
[scannistraci@arts-accredit.org](mailto:scannistraci@arts-accredit.org)  
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN  
11250 Roger Bacon Drive, Suite #21  
Reston, Virginia 20190-5248

This questionnaire should require  
no more than ten minutes to complete.

Please indicate the extent to which you agree with the following statements by responding to each with a number as appropriate to the categories shown in the guide below.

| <u>Yes, Excellent</u> | <u>Yes, Satisfactory</u> | <u>For the Most Part</u> | <u>To a Limited Extent</u> | <u>No</u> | <u>Not Applicable</u> |
|-----------------------|--------------------------|--------------------------|----------------------------|-----------|-----------------------|
| 5                     | 4                        | 3                        | 2                          | 1         | N/A                   |

**A. Commission Action**

- 1. Commission action(s) reflected attention to all primary elements of the process such as the self-study, the report of the visiting evaluators, the optional institutional response, etc.
- 2. Commission action(s) dealt with major issues identified in the self-study.
- 3. Commission action(s) were consistent with NASAD's standards, procedures, and responsibilities as an accrediting agency.
- 4. Commissions action(s) were diagnostic, focused on function, rather than method, and left detailed solutions to the institution.
- 5. Additional comments about the Commission action:

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|                           |                              |                              |                                |           |                           |
|---------------------------|------------------------------|------------------------------|--------------------------------|-----------|---------------------------|
| <u>Yes,<br/>Excellent</u> | <u>Yes,<br/>Satisfactory</u> | <u>For the<br/>Most Part</u> | <u>To a Limited<br/>Extent</u> | <u>No</u> | <u>Not<br/>Applicable</u> |
| 5                         | 4                            | 3                            | 2                              | 1         | N/A                       |

5. The accreditation review resulted in improvements to our art/design unit.

6. Additional comments about the process in general:

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**Name and title of individual completing this survey.**

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**Name of Institution**

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**Signature**

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**Date**



To the Commission:

Thank you for the opportunity to respond to your questions. You will find that we responded directly to your areas of concern, and I hope that this provides you with the information that you are requesting.

In summary, the School of Technology has responded to your request and feels that they made adequate changes to their website to respond to NASAD's comments. I have met with the new coordinator of their Digital Media program, and we hope to collaborate more in the future. The Graphic Design area enjoys having their students in our classes, so we have no interest in jeopardizing our relationship. The Graphic Design area has redone their section of the Department of Art + Design Website and they have taken the initiative to differentiate their program from Digital Media. Samantha Tableriou (Graphic Design, Assistant Professor) and I just met with Admissions and the Freshmen class EIU advisors to help explain the GD curriculum and the important differences between our programs. It is our hope that this annual process will help students make sure they are enrolling in the correct Major when they attend EIU.

[https://www.eiu.edu/art/undergrad\\_graphic\\_design.php](https://www.eiu.edu/art/undergrad_graphic_design.php)

Dr. Stephen Eskilson, Professor of Art History, helped craft the response to your question about the Art History major and its future in our department. I think he did an excellent job describing our challenges and I responded to your questions.

We are very thankful to be a part of NASAD and it is my hope that you would agree to renew EIU's membership. If you need further clarification, please do not hesitate to reach out to me.

Sincerely,



Chris Kahler  
Professor Painting/Drawing  
Department Chair  
Director of the School of the Arts

Item 1: The Bachelor of Science degree with a Major in Digital Media Technology. NASAD suggested that it was in the students' best interest to find a way to clarify their website in order to avoid confusion when selecting one's Major.

Technology response:

*The Digital Media Technology (DGT) website within the School of Technology has been updated based on the feedback received by NASAD. Our main focus was to enhance the differentiation between the DGT program and the Art+Design major. We have updated the messaging on the website to accurately reflect the unique focus, objectives, and career pathways associated with Digital Media Technology. We have also provided detailed descriptions of the curriculum, learning outcomes, and professional opportunities available to students within our program. We have revised the website layout and navigation to streamline access to relevant information and minimize any ambiguity regarding program offerings. By restructuring the content and highlighting key distinguishing features of Digital Media Technology, we aim to eliminate any potential confusion and provide prospective students with a comprehensive understanding of what our program entails.*

*Additionally, we have prominently showcased the accreditation status of the Digital Media Technology program by ATMAE accreditation on the website. We believe these updates will effectively address the concerns raised by the NASAD Accreditation visiting team and reinforce the distinct identity of our program within the School of Technology. We always seek to improve and welcome further feedback or suggestions to ensure ongoing alignment with accreditation standards and best practices in higher education. Thank you for bringing your concerns to our attention. Please don't hesitate to reach out if you have any further questions or require additional information.*

*Dr. Mahmoud Al-Odeh, PhD, CSSBB, CSSGB, CSTM, CSTP, CQMMR  
Chairman- School of Technology  
Lumpkin College of Business and Technology  
Eastern Illinois University  
Klehm Hall 1018  
2010 7th Street  
Charleston, IL 61920  
217-581-7259  
[Malodeh@eiu.edu](mailto:Malodeh@eiu.edu)*



The following Screen shots indicate the changes that were made to the Digital Media Website.

Jay Grabiec, Instructor in Digital Media:

As requested, I have added a line on our website that credits the Art + Design program with the courses that we have in the Digital Design focus area. This is on our home page and on the focus area page:

<https://www.eiu.edu/digital-media/>

<https://www.eiu.edu/digital-media/digital-art-and-design.php>

# BACHELORS DEGREE DIGITAL MEDIA TECHNOLOGY

SCHOLARSHIPS

JOBS AND INTERNSHIPS

## DIGITAL MEDIA TECHNOLOGY

We prepare students to become technical professionals for employment in creative, advertising, educational, and other commercial environments.

**82,000 JOB OPENINGS ARE WAITING FOR DIGITAL MEDIA TECHNOLOGY GRADUATES EACH YEAR.**

### A degree with in demand skills

The Digital Media Technology degree program emphasizes the study of processes and management of digital media, web development, game development, animation, visual effects, media communication, digital art and design, audio technology and media production. According to IBISworld.com, these services combined account for more than 400 billion dollars of the United States economy. It is projected that 151,000 new jobs will be creation in media and communications between 2020 and 2030.

Students will complete 37 hours of [Required Courses](#) and must complete three courses from one of the below focus areas. Students are strongly encouraged to complete [one of several minors](#) to complement their academic and career pursuits. Browse this site to find out more about the available focus areas.

#### Game Development Focus Area

With approximately 287,200 video game designers in the United States, the video game designer's job market is predicted to grow by 9.3% between 2016 and 2026. [Click here to learn more about the Game Development Focus Area.](#)

#### Web Development Focus Area

Businesses every year will hire 17,900 front end developers, search engine specialists, content managers, or UI/UX designers. [Click here to learn more about the Web Development Focus Area.](#)

#### Animation and Visual Effects Focus Area

Employment of special effects artists and animators is projected to grow 16 percent from 2020 to 2030, much faster than the average for all occupations. [Click here to learn more about the Visual Effects Focus Area.](#)

#### Audio Technology Focus Area

About 18,000 openings for broadcast, sound, and video technicians are projected each year, on average, over the decade. [Click to learn more about the Audio Technology Focus Area](#)



# BACHELORS DEGREE DIGITAL MEDIA TECHNOLOGY

SCHOLARSHIPS

JOBS AND INTERNSHIPS

## DIGITAL MEDIA TECHNOLOGY

We prepare students to become technical professionals for employment in creative, advertising, educational, and other commercial environments.

**82,000 JOB OPENINGS ARE WAITING FOR DIGITAL MEDIA TECHNOLOGY GRADUATES EACH YEAR.**

### Degree with in demand skills

Digital Media Technology degree program emphasizes the study of processes and management of digital media, web development, game development, animation, visual effects, media communication, digital art and design, audio technology and media production. According to world.com, these services combined account for more than 400 billion dollars of the United States economy. It is projected that 151,000 new jobs will be created in media and communications between 2020 and 2030.

Students will complete 37 hours of [Required Courses](#) and must complete three courses from one of the below focus areas. Students are strongly encouraged to complete [one of several minors](#) to complement their academic and career pursuits. Browse this site to find out more about the available focus areas.

#### Game Development Focus Area

With approximately 287,200 video game designers in the United States, the video game designer's job market is predicted to grow by 9.3% between 2020 and 2026. [Click here to learn more about the Game Development Focus Area.](#)

#### Web Development Focus Area

Businesses every year will hire 17,900 front end developers, search engine specialists, content managers, or UI/UX designers. [Click here to learn more about the Web Development Focus Area.](#)

#### Animation and Visual Effects Focus Area

Employment of special effects artists and animators is projected to grow 16 percent from 2020 to 2030, much faster than the average for all occupations. [Click here to learn more about the Visual Effects Focus Area.](#)

#### Audio Technology Focus Area

At least 18,000 openings for broadcast, sound, and video technicians are projected each year, on average, over the decade. [Click to learn more](#)

# DIGITAL ART AND DESIGN FOCUS

## DIGITAL MEDIA TECHNOLOGY

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## About Digital art and Design

According to the Bureau of Labor Statistics, about 23,900 openings for digital art and design are projected each year, on average, over the decade. Digital artists and designers create visual content using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers. **See the BLS.GOV Website for more information on this Career Path.**

**Click here to see a complete list of coursework and descriptions for courses in Digital Media Technology.**

Courses in Digital Media Technology are offered on rotated basis. Click here to see the current rotation

### The following courses are offered in the Digital Art and Design Focus Area:

**ART 2910 - Introduction to Graphic Design.**(0-6-3) F, S. Concept and communication development through black-and-white compositional studies and an introduction to color applications. Prerequisite: ART 1110, or permission of instructor. Credits: 3

**ART 2920 - Digital Imaging for Design.**(0-6-3) S. Simplification of an object into black-and-white and subsequent color translations. Prerequisites & Notes: ART 1110, or permission of instructor. Credits: 3

**ART 3200 - Digital Art I.**(3-3-3) F, S. An introduction to the concepts, principles and techniques of the use of computers and digital technology as a visual arts medium, and as a means toward digital expression. Prerequisites & Notes: ART 1000 and ART 1110 (or equivalent) or permission of instructor. Credits: 3

**ART 3201 - Digital Art II.**(3-3-3) F, S. Continuation of ART 3200 with further mastery of the concepts and techniques. Prerequisites & Notes: ART 3200. May be repeated once with permission of instructor. Design Department Chair. Credits: 3

**ART 3912 - Interactive/Motion Graphics I.**(0-6-3) F. An introduction to effective visual production through interactive/motion graphics design. Fundamentals of interactive media will be emphasized. Prerequisites & Notes: ART 1110 and ART 2910. Limited to students pursuing Graphic Design minor, admitted to Design BA or BFA program, or permission of instructor. Credits: 3

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# DIGITAL ART AND DESIGN FOCUS

## DIGITAL MEDIA TECHNOLOGY

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*Required Coursework*

*Game Development Focus*

*Web Development Focus*

*Animation and VFX Focus*

*Audio Technology Focus*

*Media Communication Focus*

*Digital Art and Design Focus*

## About Digital art and Design

According to the Bureau of Labor Statistics, about 23,900 openings for digital art and designers are projected each year, on average, over the decade. Digital artists and designers create visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers. [See the BLS.GOV Website for more information on this Career Path.](#)

[Click here to see a complete list of coursework and descriptions for courses in Digital Media Technology.](#)

Courses in Digital Media Technology are offered on rotated basis. [Click here to see the current planned rotation](#)

Courses in this focus area are offered through the [Department of Art + Design](#).

### The following courses are offered in the Digital Art and Design Focus Area:

**ART 2910 - Introduction to Graphic Design.**(0-6-3) F, S. Concept and communication development of black-and-white compositional studies and an introduction to color applications. Prerequisites & Notes: ART 1110, or permission of instructor. Credits: 3

**ART 2920 - Digital Imaging for Design.**(0-6-3) S. Simplification of an object into black-and-white form and subsequent color translations. Prerequisites & Notes: ART 1110, or permission of instructor. Credits: 3

**ART 3200 - Digital Art I.**(3-3-3) F, S. An introduction to the concepts, principles and techniques related to the use of computers and digital technology as a visual arts medium, and as a means toward creative self-expression. Prerequisites & Notes: ART 1000 and ART 1110 (or equivalent) or permission of instructor. Credits: 3

**ART 3201 - Digital Art II.**(3-3-3) F, S. Continuation of ART 3200 with further mastery of the subject matter and techniques. Prerequisites & Notes: ART 3200. May be repeated once with permission of the Art & Design Department Chair. Credits: 3

**ART 3912 - Interactive/Motion Graphics I.**(0-6-3) F. An introduction to effective visual problem-solving in interactive/motion graphics design. Fundamentals of interactive media will be emphasized. Prerequisites & Notes: ART 1110 and ART 2910. Limited to students pursuing Graphic Design minor, admitted to Graphic Design BA or BFA program, or permission of instructor. Credits: 3

**ART 3922 - Interactive/Motion Graphics II.**(0-6-3) S. Effective visual problem-solving in interactive/motion graphics design. Fundamentals of animation/motion design will be emphasized. Prerequisites & Notes: ART 3912, or permission of instructor. Credits: 3

Students in this focus area are strongly encouraged to pursue the [Graphic Design Minor](#). The 18-hour Graphic Design minor allows students to gain training in design thinking (concepting, prototyping, iteration, testing) to solve visual communication design problems in print and interactive/motion graphics. Students will develop a working knowledge of aesthetic and design principles.

[Apply now to the Degree in Digital Media Technology at EIU.](#)

[Want to learn more about the Degree in Digital Media Technology? Fill out this form and we will answer your questions.](#)

r Revision

Item 2:

**NASAD: Individual Curricula: Bachelor of Arts – 4 years: Art History**

**It is not clear the institution is meeting standards regarding size and scope for this degree.**

Eastern Illinois University's BA in Art History has proceeded with low yet stable enrollment for decades. Currently the teaching responsibilities are fulfilled by two tenured faculty members whose expertise complements one another. These two faculty members are assisted by adjuncts when necessary/available to cover introductory classes. Our Art History curriculum (see below) is set up in such a way that our majors can effectively finish their degrees on schedule. To wit; the five courses listed under section 1 have always been taught on, at the minimum, an annual basis so are widely available. Students need to complete 10 courses from section 2; 10 have been offered over the last 2.5 years with plans for an 11th. Additionally, students can take up to 6 credit hours of Art 4400 Independent Study to complete the Art History Elective requirement. (There are 3 courses on the books, Art 3630, 3641, and 3642, for which we do not have a faculty member with the required expertise and so do not plan on offering them in the near future.) As is often the case, we could always benefit from a new faculty line. The Foreign Language component of section 3 is continually available. In sum, the Art + Design Department at EIU is confident that we can continue to offer our curriculum—including advanced courses—so that students will finish their BA degrees on schedule.

**1. 15 Semester Hours of Required Art History and Art Coursework**

ART 2012G - Asian Art. Credits: 3

ART 2601G - Art in the Pre-Modern Era. Credits: 3

ART 2602G - Art in the Modern Era. Credits: 3

ART 4775 - Seminar in Twentieth-Century Art History and Criticism. Credits: 3

ART 1000 - Drawing I. Credits: 3 or ART 1110 - Design Fundamentals 2D. Credits: 3

**2. 30 Semester Hours of Art History Electives**

ART 3610G - African Art. Credits: 3

ART 3611G - Art in India and Southeast Asia. Credits: 3

ART 3612G - Art in China and Japan. Credits: 3

ART 3630 - Greek and Roman Art. Credits: 3

ART 3641 - Early Medieval Art. Credits: 3

ART 3642 - Romanesque and Gothic Art. Credits: 3

ART 3651 - Italian Renaissance Art: Fifteenth Century. Credits: 3

ART 3652 - Italian Renaissance Art: Sixteenth Century. Credits: 3

ART 3660 - Baroque Art. Credits: 3

ART 3670 - Nineteenth-Century Art. Credits: 3

ART 3680 - Modern Art. Credits: 3

ART 3681 - Contemporary Art. Credits: 3

ART 3685 - Women in Art. Credits: 3

ART 3940 - History of Graphic Design. Credits: 3

ART 4400 - Independent Study I. Credits: 3



### 3. 8-16 Semester Hours of Required Foreign Language Coursework

FL 2201G Foreign Language

FL 2202G Foreign Language

Final Thoughts:

As for the question of enrollment numbers of Majors over the past five years, see the chart below:

|      | FALL | SPRING |
|------|------|--------|
| 2023 | 2    | 3      |
| 2022 | 2    | 2      |
| 2021 | 1    | 3      |
| 2020 | 1    | 1      |
| 2019 | 1    | 1      |

Speaking on the question of planning for the future, the department realizes that one of our two tenured faculty members will soon be retiring. We recognize the need for us to be hiring someone who has expertise in several areas, but we will still need to supplement with adjunct hires for more comprehensive coverage of our courses. We expect the vacant tenured line (Unit A position) to be renewed once the vacancy is announced and a search can proceed. We are currently in the process of hiring a new Unit A tenure-track professor in the Foundations area due to another recent retirement. It will be important for us to see an increase in student enrollment in the department in order to move towards demonstrating a need for a third line.

We do not see an issue with following our current path with the BA degree and it can be sustained with the current enrollment. Strategies the department is considering is focused on the next Art History professor's areas of concentration and how that person would best serve the needs of our students and program. The department is engaged in Strategic Planning for the next five years and this is part of the discussion. We hope to continue our Strategic Planning into Fall 2024 with the addition of our new hire in the Foundations Area. A unified plan created by all faculty members will guarantee the success of our vision.

#### **Optional Response to Visitors' Report Eastern Illinois University**

"It is strongly recommended that each institution submit an Optional Response to the Visitors' Report, which may be used to correct (1) errors of fact, (2) conclusions based on such errors, and (3) any documented changes made in the program since the on-site review. In particular, information in the Optional Response should address noted issues of apparent noncompliance,

such as those included in Section P of this report, and any areas where the provision of further information has been deemed advisable by the institution.”

### **Size and Scope**

There are gaps in HEADS data on enrollment 2019-2020 and 2020-2021  
See Attached

The Art History concentration appears to have very low enrollment.

The Art History concentration has had low enrollment for years, which is in line both with other studies in the humanities writ large as well as the discipline itself. As a major that does not offer a clear career track, it is also somewhat out of sync with EIU's student body. The art historians take pride in providing a historical viewpoint to the department's studio majors. See below.

Of note, most studio areas have a single full-time faculty member, and several studio areas rely on adjunct faculty to cover the area courses. This situation could disrupt the students' education in a specific area as part-time faculty may more easily make other career choices. The Department's assessment regarding faculty lines suggests additional Faculty needs based mainly on shifting enrollment trends.

Agreed.

### **Finances**

The visiting team recommends including updated Heads Data sheets in an Optional Response, with consistent data and dates coordinating the Self-Study and Heads data content to achieve that goal. These would include financial information for the academic years 2019-2020, 2020-2021, and 2021-2022.

See Attached.

The Self-Study does not appear to frame a formal Department budget process. The visiting team recommends outlining the Department's methods to evaluate and prioritize spending in an Optional Response. The current methods may be informal, and the faculty appeared comfortable with the approach and its fairness. While functional, the current system may be structured on understanding and personality, putting into question the approach's viability based on future personnel changes.

This is a fair point. It is true that the department has tended to rely on the institutional memory of the Chair and veteran faculty in regard to budgeting. As a first step to address this situation, in 2023-2024 the Chair is working with the Advisory Committee to create an informational document clarifying the budget process that will be distributed to the department's faculty.

The University appears to be operating with relatively lean resources. The impact of the ongoing budget constraints places a strain on the Department's current operations and its ability to develop both short and long-term operational plans. These include hiring, new equipment, replacement equipment, and the maintenance of existing equipment. The Department maintains an equipment priority list; however, the \$0 annual equipment budget limits planning.

The Department agrees with this point. As of the beginning of Fall 2023, there is only the solution of using the existing department budget to cover Equipment costs and faculty applications for our

University Redden Grants. The EIU Foundation makes available funds for instructional development grants from the Redden Fund for the Improvement of Undergraduate Instruction. Announcements regarding these grants are published in the University Newsletter in the spring. Proposals are solicited via each College or Library. Consult your Dean for further details.

Deferred maintenance is evident with some of the Department's resources. The superbly designed Doudna Fine Arts Center is a relatively new art and design education facility. The facility thoughtfully integrated learning spaces, tools, and mechanical systems to support an exceptional art and design education. Long-term fiscal and operational planning will be vital in maintaining excellence in these spaces.

This is an important point as it would be a shame to see this magnificent facility suffer from neglect.

The tight budgets have also limited available funds for faculty travel and visiting artists/lectures— section VI.A: SPECIFIC INSTRUCTIONAL, OPERATIONAL, AND EXHIBITION BUDGET FOR 2021-2022, Q2. Heads data (2021-2022) indicate an annual travel budget for the Department of \$1,000.00 and visiting artist/lecture funding of \$1,150.00.

The loss of travel money has been keenly felt by the faculty over the last decade. Notably, this item involves less overall funding to rectify than many larger structural problems and has a significant impact on faculty morale. The Department supports the reinstitution of sustainable faculty travel funds.

The rural nature of the University limits opportunities to bring in local artists and designers. The constraints would be particularly challenging in applied areas such as Graphic Design, interaction design, motion design, fashion, and other technical areas. Equally, travel and faculty participation in conferences and exhibitions is expensive, again constrained by the rural location. While still possible, philanthropic options are limited compared with universities in more urban areas. The visiting team recommends developing funding options that address the University's regional limitations.

In concert with the Tarble Art Center, the department has managed to maintain a significant visiting artist presence, especially in the context of the Studio MA degree. It would be desirable to be able to bring in more professional guests in the design areas. Recent Tarble Visiting Artist lectures and critiques have included: Ben Gould in January of 2023, Jeanne Dunning in November 2022, Marie Bannerot McIncrny in September 2022, Rafael E. Vera in February 2022, Micha Cardenas in October 2021 and Addoley Dzegede in March 2021. The department used to bring in 4-6 visiting artists per year due to a \$5000 allocation from the College of the Arts and Humanities that was discontinued in 2016. Since then, the department has only been able to bring in an artist if the budget allows.

### **Governance and Administration Art/Design Executive's Load and Responsibilities**

The Department Chair has a long list of responsibilities (see Self-Study, pp. 14-15). The Heads data, EIU NASAD Section 5A, notes that 42% of the Department Chair's time is assigned to teaching. This significant commitment would appear to limit the Chairperson's ability to attend to other core responsibilities such as service, recruitment, and fundraising.

Speaking for the faculty, it is clear that the Chair has an immense workload that includes unusually high teaching responsibilities. It would be hoped that this staffing situation could be addressed as EIU continues to emerge from a difficult financial era.

It appears the Department has thirteen full-time faculty, and eleven tenured or tenure-track Faculty. The exact number needs to be clarified based on the time gap between the Self-Study date of 2020 and the site visit in 2023.

At the time of the site visit, the Art + Design Department consisted of 12 full-time faculty (excluding Chair), of whom 10 were tenured or tenure-track.

The students voiced high praise for the faculty's skill and commitment to the students and their education. However, the lean budgets have contributed to course overloads for the faculty, involvement in the maintenance of teaching resources, delays in maintenance and replacement of tools, restricted support for work-related travel, and limits on new hires. The combination of these conditions over an extended period appears to have a negative impact on faculty morale. In discussions with faculty, it appeared that faculty had significant course overloads from moderate to significant in several areas. While this information did not appear to be documented in the Self-Study, the visiting team request that the Department supply current documentation for faculty course loads covering academic years 2021-2022 and 2022-2023 in an Optional Response. So stipulated. See Attached.

Technical support for the Department is through the University's Facilities Planning and Management department and Information Technology Services (ITS). The Department has a good working relationship with the facilities and ITS teams. However, the University's fiscal situation has impacted the Facilities Planning and Management department and Information Technology Service's (ITS) ability to address maintenance and technology support issues. Faculty noted that classroom computers were not capable tools for instruction. The faculty is maintaining some instructional resources in studio areas, and when more complex repairs were required, there was a lag time.

This is an ongoing challenge.

### **Technology**

The primary area within the Art and Design Department that utilizes technology is the Graphic Design area. As noted above, the teaching and learning spaces consist of an appropriate number of Apple desktop computers, a large format scanner, and a color printer. There appear to be challenges in maintaining these machines and keeping the software applications current. Much of the responsibility for this upkeep falls to the faculty, as opposed to a centralized networking or IT department. The University also seems to have fallen behind in its replacement policy for student and faculty computers. An upcoming University-wide laptop program will provide a free Dell laptop to incoming Fall of 2023 first-year students. However, the sustainability and impact of this program on curricular matters and network infrastructure do not appear to have been adequately explored or delineated.

Secondary areas regularly using technology include Sculpture, Jewelry and Metalsmithing, and Printmaking. The Sculpture space includes a large laser-etching/cutting machine and a small 3D printer. Both appear to be employed in support of traditional processes and in creating standalone artwork. The Jewelry and Metalsmithing studio contains a small 3D printer used

primarily for creating models and maquettes for cast pieces. The Printmaking area uses some desktop technology to prepare graphic files used in traditional processes.

As Art + Design practices become more and more digitally-intensive, this issue can only be expected to become more impactful without greater financial commitment from the university.

### **Health and Safety**

The floor in the Painting area was crossed with cords from stand-alone lights, presenting a trip hazard. These could be exchanged for ceiling-mounted fixtures in many cases to eliminate this risk. There was a discernible odor of solvent in the studios that may be attributed to the lack of proper covering or disposal of saturated rags or towels. More widespread use of odorless spirits may also mitigate exposure to fumes. Finally, the inclusion of MSDS, the availability of PPE, and First Aid in the framing room needed to be more apparent and should be addressed.

These safety concerns have been addressed per the visitors' report. In the Painting room still-lives are positioned against the wall and extension cords for lamps are now flush against the wall. Students have been trained in proper usage of solvents and disposal, weekly monitoring is in place. Required safety signage and medical kit have been added to the woodshop.

### **Recruitment, Admission, Retention**

The site visitors also met with the University Director of Admissions, who reported that the partnership with the Department Chair has been integral in recruitment and admission. The Director explained that it had been a challenge to communicate to prospective students the difference between the Digital Art and Design program offered through the School of Technology and the Graphic Design program offered through the Department of Art and Design. Some programs in the School of Technology appear to advertise similar instructional outcomes and career goals as those offered through the Department of Art and Design.

This is perhaps the most significant finding to come out of the NASAD visit; it is imperative that these two programs are clearly differentiated for students and are not operating in a redundant silo. Discussions are ongoing.

### **Published Materials and Websites**

As noted above, the Department website contains all pertinent information relating to the practical matters of academic planning, degree progression, and course materials. However, it appears the Department would benefit from prioritizing the unique narratives of their students, Faculty, and alums by increasing the visibility of these stories in their web and social media presences.

The department is working to ramp-up its social media presence and consistently update our website.

### **Community Involvement**

The Self-Study written in 2020 did not include the Tarble Art Center community programs or their connection to the Department of Art and Design. The visiting team recommends updating community involvement in the Optional Response if the Department is involved.

While the Department enjoys a rich and varied collaborative relationship with the Tarble Art Center, the center is an independent operating unit and the Department has

no official role in its programs. The Tarble's Director reports directly to the Dean of the College of Liberal Arts and Sciences. In the past, the Department of Art + Design's Advisory Committee would suggest Visiting Artists and Exhibitions at the Tarble. The Director of the Tarble worked closely with the Department Chair to sustain a collaborative relationship for 29 years. Traditionally, the Tarble also hosted an Annual Faculty Exhibition every Fall semester. When the long-time Director retired in 2015, his replacement decided that the Tarble needed to assert its status as a separate entity and severed ties with the department's Advisory Committee. Also, the annual Faculty Exhibition at the Tarble turned into a Biennial; then in 2019 a new Director eliminated the Faculty Exhibition altogether in favor of the possibility of a single faculty member's inclusion in one of the center's curated exhibitions.

The department still collaborates with the Tarble on our annual EIU Undergraduate Art Exhibition, which is juried by three outside professionals. Concurrently, the Tarble also hosts the Graduate MA in Studio Art Exhibition. One highlight of our collaboration is the Art Education area works with the Tarble on a K-12 outreach program. The Tarble hosts an after-school program for junior high and high school artists. Registered participants explore the center's exhibitions and collections, meet other artists, and take part in exciting art-making activities in the Education Lab.

Conversations with faculty noted that Master of Arts students and faculty were involved in exhibitions using gallery spaces and storefronts in Charleston's historic downtown. The Self-Study, page 69 notes faculty participation in the regional Art Councils. The visiting team perceives an opportunity for outreach and the development of program awareness through increased community involvement. The visiting team shares this recommendation with an understanding that current conditions may inhibit the Department's ability to respond. The Department's Bachelor of Arts, Bachelor of Fine Arts, and Master of Arts students produce outstanding work. Seeking to partner broadly within the region with art councils, galleries, and corporations would suggest excellent opportunities to tell the Department's compelling story.

The 2023 graduating class of Studio MA students did indeed arrange a hugely successful exhibition in collaboration with the Mattoon Arts Council. This show at the Mattoon train depot exhibition space garnered significant local attention. It is hoped that similar events that bring EIU art to the community will continue to enrich the local art scene.

### **Individual Curricula: Digital Media Technology**

Just before the site visit, the visiting team became aware of what appears to be a set of programs that would fall under NASAD's purview. The programs are located in the Lumpkin College of Business and Technology. University website links to these programs are listed below. The visiting team would like to thank the representatives from the various departments, Colleges, and the University for their openness and willingness to speak frankly regarding these programs. The visiting team strongly recommends that the institution include information regarding the degree in its Optional Response so the degree programs will be available for the Commission's review. The required information includes curricular charts, how the degree meets applicable competencies, and how facilities, faculty, budgets, enrollments, and other College and University resources are sufficient to support the degree programs. The institution may wish to review the *NASAD Handbook 2022-23*, Standards for Accreditation II, III, IV, VIII, IX, and X.

See attached response from the School of Technology.

**Individual Curricula: Bachelor of Arts – 4 years: Art History**

It is not clear the institution is meeting standards regarding size and scope for this degree. The visiting team recommends, in an Optional Response, submitting updated enrollment data for the Fall of 2020 and the Fall of 2022, examples of outcomes such as research, monographs, or curatorial writing aligned with the degree program, and a list of advanced courses offered in Art History, with a focus on the advanced courses that provide students depth in a particular area (see NASAD Handbook 2022-23, Standards for Accreditation II.B.1.a. and b.).

*It appears that The Bachelor of Arts: Art History degree may have a standards issue.*

See attachments:

- Enrollment data
- Student outcomes
- List of advanced courses

**Individual Curricula: Bachelor of Arts in Art with option in Graphic Design**

Students appeared unaware of Graphic Design professional organizations such as AIGA, STA, SEGD, and the Art Directors Club. AIGA has chapters in St. Louis, Indianapolis, Cincinnati, and Chicago. A student AIGA Chapter and its affiliation with a regional chapter would be an excellent way for students to join a regional and national design network. Based on EIU's rural location, membership and network through professional organizations would be an excellent pathway connecting students to the broader design world.

Excellent suggestion.

**Individual Curricula: Bachelor of Arts in Art – 4 years: Art Studio with option in 3D** The Ceramics and Jewelry/Metalsmithing areas rely exclusively on adjunct faculty. Re-establishing full-time positions in these areas would improve their consistency and curricular development.

The department of course wholeheartedly agrees; there has been continual turnover in these positions because of their adjunct status which is unfair to students trying to develop a mature and consistent artistic voice.

Additionally, faculty in these and other areas requiring specialized equipment are required to maintain studio equipment and facilities in addition to their teaching responsibilities. The site visitors recognized a need for a dedicated studio facilities coordinator (or similar) to support faculty in maintaining and upkeep equipment and tools. Funding for such a position would be greatly appreciated.

**Individual Curricula: Bachelor of Fine Arts in Art – 4 years: option in Graphic Design** EIU is on a six to seven-year computer replacement cycle. This cycle has been extended due to the University's budget crisis. While it appears the Graphic Design area has been given priority in replacing some computers, other computers appear to be at the edge of their useful life. Overall, the level of work demonstrated serious study in the discipline of Graphic Design. The visitors note that more consideration could be given to designing for screen-based information environments, such as product design, interactivity, motion design, and branding for media. Clearly, the technology deficiency and relative lack of screen-based student outcomes are directly related.

### **Individual Curricula: Bachelor of Science – 4 years: Fashion Merchandising**

Enrollment in the Bachelor of Science Fashion Merchandising major has grown significantly since joining the Department of Art and Design. Information shared by students in the program and as observed by the visiting team, minimally meet the needs of the major. The visiting team recommends a review of studio spaces in the Doudna Fine Arts Center with the goal of assigning studio space that meets the major's current and future needs.

Agreed.

### **Individual Curricula: Master of Arts (Distance Learning) – 2 years: Art Education and Community Arts**

A single full-time faculty member appears responsible for this and the Bachelor of Fine Arts in Art Education program due to a faculty retirement. Heads data, EIU NASAD Section 2C, listed 85 Art Education graduate Masters students in Fall 2021. Conversations appeared to indicate a much higher number of enrolled Art Education Masters students currently. It appeared to the visiting team that there is a need to fill the vacancy with a full-time faculty member to share the teaching and administrative roles required to maintain the quality of instruction. This is a definite staffing need.

The visiting team strongly recommends, in the *optional response*, enrollment figures for the Masters of Arts in Art in Art Education or Community Arts for fall 2022.

See Attached.

### **Exhibition**

Historically the Tarble Arts Center hosts the Department of Art and Design faculty exhibition. It appears that a change of focus at the Tarble Arts Center may affect the use of the space for a faculty exhibition.

To be frank, this has been something of a contentious issue over the last few years. The department is working with the Tarble Arts Center on an appropriate resolution.

### **Evaluation, Planning, and Projections Development**

The visiting team understands the difficulty of planning within the unpredictable conditions and constraints of the past six years. To be better prepared to address short and long-term conditions impacting the Department and its programs, the visiting team recommends engaging the faculty, as a whole, in the development of a short and long-term strategic planning process.

The department is committed to this process. Now that the faculty are back from a difficult school year, we are committed to creating a new strategic plan to address our needs going forward. The Advisory Committee is tasked with creating an initial report that will be shared with the faculty and together we will make decisions about the future of the department. The department feels fortunate that the administration believes in our potential and invested in a Unit A, tenure-track search to replace Professor Ann Coddington for a Foundations position starting in Fall of 2024. We also were awarded a Unit B, Full-time position to address the urgent need for support in the Art Education. We view these two searches as essential for department growth and stability in our Foundations area going forward.



## **Standards Summary**

1. While not all of the six programs listed under the Bachelor of Science in Digital Media Technology degree would appear to fall under NASAD's purview, the four programs listed below, based on title and content, would appear to be subject to NASAD's guidelines. Those titles are 1. Game Development Focus Area, 2. Web Development Focus Area, 3. Animation and Visual Effects Focus Area, and 4. Digital Art and Design Focus Area.

The institution is asked to submit applications for Plan Approval and Final Approval for Listing regarding these degrees in an Optional Response in order to ascertain the status of the degrees, should they fall under NASAD purview, and if so, how the institution is meeting applicable standards (see *NASAD Handbook 2022-23*, Rules of Practice and Procedure, Part II, Article 1., Section 3. and Article VI.).

See Above

2. It is not clear the institution is meeting standards regarding size and scope for the degree, Bachelor of Arts – 4 years: Art History. The visiting team recommends, in the Optional Response, updated enrollment data for the fall of 2020 and the fall of 2022, examples of outcomes such as research, monographs, or curatorial writing aligned with the degree program, and a list of advanced courses offered in Art History, with a focus on the advanced courses that provide students depth in a particular area (see *NASAD Handbook 2022-23*, Standards for Accreditation II.B.1.a. and b.).

See Above