1.1: Mission and Goals
IU East goals represent a good balance between the academic and the creative. Goals for FINA were in section 1.2. The FINA goals represent clear and ambitious objectives for the program.

1.2: Goal Alignment
The FINA program goals align well with the overarching goals of IU East.

1.3: Goal Monitoring
The ability to monitor and assess goals appeared to be well established. The two primary mechanisms (Yearly Faculty Activity Reports and Program Learning Outcome assessments) are used to monitor program and faculty goals. There are concerns that the means of monitoring faculty scholarly and creative achievement (App. 2.6; SAFARI) are not sufficiently defined (e.g., what is the difference between a conference presentation vs. a top-tier journal publication? What is the difference between passively attending a conference and a one person show in Paris). This is important, and it will be critical if the program hopes to hire full-time faculty in Art History.

2.1: Faculty and Staff
The committee was impressed by the quality of both the full-time and part-time faculty. Full-time faculty are dedicated and active professionally. They hold the terminal degree (MFA) in their areas. Adjunct faculty also come from accredited programs and most hold the terminal degrees (MFA or Ph.D.). It is likely that if the program wants to grow, it will need to hire two more full-time faculty, one in Art History and one in Graphic Design. Both of these slots would allow for extensive online delivery.

2.2: Instructional Quality
The faculty seem to be doing an excellent job in the classroom, although teaching evaluations and scores were not included with the report. One faculty member won a New Faculty teaching award for 2014/15 and another is involved with the Faculty Colloquium on Excellence in
Teaching (FACET). All full-time and three part-time faculty have obtained Quality Matters level 1 certification.

2.3: Faculty Staffing
The FINA program has 2 full-time faculty and 8-10 part-time faculty. This is a rather lopsided distribution, but it would appear that there are sufficient faculty to deliver the programs as currently organized. However, as mentioned above, the program and the campus would benefit from two additional hires, one in Art History and one in Graphic Design. Currently there is no one qualified to teach Non-Western curriculum even though this is a stated goal (1.1.2). Graphic Design is an area that has enormous potential for IU East; this also ties in with the stated goals (5). Both areas can largely be delivered online. The number of majors is relatively low and is declining (at least short term), but the number of credit hours for the campus has risen steadily. New hires would grow both categories.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINA majors</td>
<td>30</td>
<td>26</td>
<td>26</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>FINA course credit hours</td>
<td>546</td>
<td>624</td>
<td>561</td>
<td>681</td>
<td>594</td>
</tr>
</tbody>
</table>

2.4: Support Staff
The FINA program shares two administrative assistants with other areas. FINA also shares four professional advisors with other areas. The program recently added a part-time studio technician (which will be even more essential when the new outdoor kiln area opens). The campus Art Director has two part-time assistants. The program seems to have sufficient support staff to cover their needs at present.

2.5: Faculty Teaching Load
Teaching load is 3-3 for full-time faculty and 4-4 for Lecturers. For studio faculty this is appropriate to the size and mission of the program and in line with faculty expectations for scholarly/creative research. The load is realized through a combination of in-person and online offerings. In some instances, classes are stacked, which is often necessary for a program of this size.

2.6: Faculty Scholarship/Creative Activity
The FINA faculty are active in creative/scholarly pursuits based on the information reported in the Standardized Assessment of Activity Reports Initiative (SAFARI). The diversity of areas within FINA means that there are a wide variety of ways that creative/scholarly activity is reported. It would be best if the FINA faculty were able to provide a matrix for differentiating between activities; local vs. regional vs. national/international, etc. These items should also be ranked by importance…a one person show at the Whitney in New York City is more prestigious than a one person show in Richmond; attending a conference is not really “activity,” but presenting materials at a conference is. The same pertains to scholarship. For the size and scope of the program at IU East, faculty professional activity appears to be appropriate.
2.7: Faculty Service Involvement
The committee was impressed by the level of service performed by the faculty. Full-time faculty serve on a high number of school, university, and other committees. Full-time faculty also are highly involved in community projects. This “outside” involvement maintains a vital link to the local community.

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<tr>
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<tbody>
<tr>
<td>Juried or invitational exhibitions</td>
<td>12</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>Inclusion in field specific print and/or web catalog, bibliography, or other publications.</td>
<td>4</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Serving as a juror or adjudicator in the field.</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Giving an invited campus-based or community-based presentation.</td>
<td>3</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Participation in professional conference (e.g., attendance, chairing, responding, or presentation)</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Giving a demonstration, workshop, masterclass, or invited lecture.</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

3.1: Physical Facilities
There appears to be adequate spacing in all labs, classrooms, and facilities for a program this size, although the clay area is quite tight when there is a full load of students. Reducing the cap for ceramics courses is recommended for safety. The new outdoor hotshop for kilns and welding will be a great addition for faculty and students. The gallery space is a valuable asset to the university and to the program. If a graphic design program is implemented, the program will certainly need dedicated lab space for it with an understanding that it will probably grow quickly. Budgets will need to plan for regular hardware and software updates.

3.2: Technology Infrastructure
The committee was told that IU East has excellent technological infrastructure, and the smart classrooms for FINA attest to that.

3.3: Equipment Inventory
The committee did not review the complete inventory of equipment, but a tour of the facilities indicated that there was sufficient equipment in all areas for the size of the program. The committee had no concerns about the equipment available to faculty, staff or students.
4.1: Budget
The budget model, especially money from online classes, seems to work very well for the FINA program. Budgets are controlled by the Dean, who is willing to fund professional development, as well as unique experiences for FINA students. Equipment is up to date, and the expansion of the exterior hotshop reiterates the administration’s commitment to FINA programs and opportunities.

4.2: Enrollment and Retention Budgetary Contribution
In spite of declining majors, the credit hours generated by FINA classes are rising. The use of online courses has helped to balance and sustain budgets. Larger offerings of online Art History and Graphic Design courses will continue this trend.

4.3: External Funding Sources
FINA faculty have regularly and successfully applied for funding from HSS for facilities upgrades, to their credit. There may also be opportunities through regional and/or national NEH or NEA grants. With the current Federal administration, seeking funding for the arts may become significantly more difficult and more necessary.

5.1: Library Resources
The committee had no concerns about the library resources available to faculty, staff and students. Faculty felt those facilities were sufficient.

5.2: Library Technology
The committee had no concerns about the library technology available to faculty, students and staff.

6.1: Instructional Programs- Curriculum
The FINA program at IU East aims at a broad-based, general visual arts education, and the current curriculum delivers it. The FINA curriculum is in line with the mission of the program and IU East. As suggested elsewhere, the university and the FINA program would benefit from the addition of non-Western Art History courses and Graphic Design courses.
6.2: Ongoing Curriculum Revision
The recent (2015) revisions to the Program Learning Outcomes succinctly identify the key elements of the FINA program. The addition of FINA-S400 is great, and the unstacking of classes in various areas (esp. ceramics) is essential. The addition of a FINA minor was a good idea, as was the addition of a Graphic Design concentration. Keep it up!

6.3: Advising and Mentoring
The use of professional advisors in the FINA program is a successful model and is in line with national trends. Faculty in FINA will still mentor students and will have roughly 8-12 students each. This model is really good, especially for a program of this size and scope.

6.4: Course Scheduling
The rotation of courses appears to be adequate. The rotation of courses outlined (App. 6.4) is appropriate and ensures that courses will be available for students throughout their academic careers. Several courses are cross-listed with other disciplines, a good way to increase exposure and to ensure sufficient enrollment numbers.

6.5: General Education Course Offerings
FINA offers eight General Education courses. Those courses have been crucial to the financial viability of the program and can aid in internal recruitment for majors and minors. The course rotations ensure that they are offered at least once each year.

6.6: Co-curricular Student Activities
This is one of the most exciting and successful components of the entire FINA program. They are normally included in the “Experiential Learning” or “Experiential Travel” initiative, which takes students to larger cities and museum, such as Chicago, Indianapolis, Dayton and Cincinnati. This is crucial considering the demographics of most of the students at IU East. Faculty have also taken students to academic conferences. Empty Bowls, a program that exists at universities across the country, is an excellent way to interact with the local community and to raise money for important local charities; other events such as Pottery Palooza and Student Art Sales are also important.

Section VII

Assessment

7.1: Program Assessment
The FINA program primarily uses its capstone as its assessment measure. The items associated with this assessment are good (exhibition, website, artist statement, research; exit survey), but the program could go further to get a better picture of student development earlier in their careers. A sophomore review might do this quite effectively, where similar questions to those in the capstone are asked/evaluated. Those items would allow faculty to close the loop and to gauge student improvement, and it would essentially function as an assessment of the foundations program as well. The program has been collecting assessment data from its General Education courses as well, which can be a mixed bag because many of them are not majors. A
sophomore review would allow FINA to assess only majors (and minors) to get a clear and accurate picture of what is happening to their target students.

The data presented in this area are a little confusing. There is no clear explanation of what a 70% or 80% target actually means or how it is determined, unless each of the PLOs is tied to specific questions on each exam/assignment, then collated for the larger percentage. Whereas collecting Gen Ed. information is valuable for HSS more broadly, it is perhaps not as useful as determining items that are specific to FINA; items pertinent to a history or literature course are only rarely relevant to FINA courses.

7.2: Assessment-based Program Revisions
The changes to the FINA program PLOs are a direct result from assessment, and this is exactly what assessment is for…making positive changes after using data to identify areas for improvement and/or revision. Assessment is ultimately a waste of time if the information is not used to affect change. It is important to document systematically the results of student learning outcomes assessment and the processes for using the results for program improvement as well as for school and campus strategic planning and budgeting.

Section-VIII
Outreach and Community Involvement

8.1: Outreach and Community Involvement- External Constituencies
As mentioned previously (section 6.6 above), FINA faculty work in various ways with the community and raise money for local charities. There may be further opportunities for outreach and collaboration with the community through Graphic Design.

8.2: Publicity and Marketing
Most of the publicity and marketing for FINA programs is internal. They are developing a database of local, community and regional organizations for future marketing campaigns. FINA also collaborated with a local TV station to make a promotional video for regional high schools.

8.3: Professional Association Involvement and Community Organizations
Faculty are active in professional organizations and present their work and/or attend conferences. In some instances, they take students to those conferences, which is highly lauded.

Section-IX
Summary

9.1: Program Strengths
The FINA program has many strengths. They get good support from the dean, and the faculty are active professionally. Faculty are well-qualified, and they have revised the PLOs to more accurately address the needs of the program. The facilities are appropriate to the size and scope
of the program, and the curriculum offers broad-based training in the visual arts on an intelligent rotation. Even with enrollment down in terms of majors, the number of minors is way up as are the course credit hours by offering a range of online courses and courses for the General Education curriculum.

9.2: Areas for Improvement
The FINA program would benefit from a more aggressive approach to recruitment throughout the region. This might be accomplished through mailers, but also through a systematic effort to meet with regional schools and their students. It might also help if summer programs, targeted at juniors and seniors, were offered.

A sophomore review program might help to identify issues earlier in student careers, and it could tie in nicely with the existing capstone assessment.

A better means of assessing faculty professional work is needed, with clearer distinctions between the type of involvement and what weight it should carry.

Non-Western Art History courses need to be offered, either online or in the classroom.

9.3: Key Issues Facing the Program
The decline in majors should be addressed or the program will become exclusively a service area for HSS. Even if the course credit hours are rising, the lack of majors will become a problem at some point if/when budgets get tighter. A decline of 10 students is not alarming for larger programs, but in this case it means a drop of 33% in two years…that suggests a problem.

Substantial and sustainable growth for the program will probably be linked to the Graphic Design area. The addition of a concentration is a key step in that direction, and an independent major in that area would be a very valuable means of recruitment. This is particularly useful for the demographics at IU East; students who can get jobs immediately out of school with their BA is precisely what students and parents want to hear.