



Academic Program Review

Program Name: Art - Bachelor of Fine Art
Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

One of the major issues with our last program review was that the Student Learning Outcomes for all three of our programs were the same. We have updated our SLOs to reflect the unique qualities of each program. Because the BFA is a professional degree we added a SLO assessing Professionalism to the program. This requires students to demonstrate the ability to exhibit their work and create the materials needed to pursue professional opportunities. We have also further defined how we will assess each SLO.

Decline in majors - although the current number of BFA students is down from its peak in 2023 we still have more majors than in pre-pandemic times. We continue to encourage our best BA students to apply for the BFA program and foresee this program growing in the future.

Low pass rates among [REDACTED] students - although the pass rate for [REDACTED] students is still our lowest demographic, it has increased significantly since our low of 69.3% in 2022 and now sits at 76.3%. This is well above the CLA rate of 69.9% for 2025 and near the UAF-wide rate of 76.4%. Note: the PAIR data available to us does not distinguish BA and BFA students in this data.

High Impact Practices - "A narrative was provided for each HIP, but it was not clear where these HIPs fit into the program or if all students are required to complete them to meet graduation requirements." - This is addressed in the section on high impact practices.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

The Department of Art assesses its student learning outcomes through an e-portfolio that is submitted as part of ART 499, the senior thesis class, as well as a concurrent solo exhibition and public presentation. All full-time faculty attend a formal exhibition defense in the gallery, an evaluation of the public presentation and assessment of the e-portfolio. The e-portfolio contains images of the exhibition and individual work and a copy of their project report, an artist statement, biography, and resume. This ensures that graduates have the tools necessary to become professional artists or have a portfolio suitable to apply for a graduate program.

Below are the results of our assessment. Of note, our results incorporate an earlier method of tracking faculty assessment that utilized qualitative terms rather than a number-based scale between one and five. Going forward, we plan to use the more precise number scale.

The average score for questions pertaining to the BFA exhibition (which is tied to craft, design, interconnection, and exhibition logistics) is 4.37 out of five. The average score for questions pertaining to the written BFA Thesis (which is tied to written communication) is 4.28. The average for the presentation assessment (which is tied to oral communication) is 4.40. The artist statement (which is tied to oral and written communication and critical thinking) is 4.43 respectively while 92.7% of our BFA students adhered to College Art Association resume guidelines (industry standard). When we revise our assessment questions, we will change this question so that it can be assessed numerically. All in total, this brings the average for the BFA to 4.46.

The results show that our students' scores have stayed consistent since midcycle review, which was an average score of 4.47 in 2023. These numbers are significantly higher than our BA program. The department credits the high rating to the intensive mentoring within the program, which requires BFA students to regularly meet with a committee of at least three full-time faculty outside of the regular class contact. BFA students are also now required to meet with the Gallery Manager at least one month prior to their exhibition to address any lingering concerns and to relay any issues to the committee that needs to be immediately addressed.

Additionally, two years ago we made several changes to the BFA program. We added ART 488 Professional Practices for Visual Artists as a requirement. Previously the class had been offered but not required. This course assists students in preparing for a career in the arts and helps them build the skill sets they will need upon graduation. We also added three credits of ART F491 Fine Art Seminar. The Fine Art Seminar is a one-credit course that was developed to address a lack of higher-level critique experience in the BFA and MFA programs. BFA students now have to take three separate semesters of this course.

In putting together this report we have identified the need to completely revise our assessment questions so that they more clearly align with our new SLOs. We aim to have this done and have new data in time for our mid-cycle review in two years.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

Yes. Two years ago we made several changes to the BFA program. We added ART 488 Professional Practices for Visual Artists as a requirement. Previously the class had been offered but not required. This course assists students in preparing for a career in the arts and helps them build the skill sets they will need upon graduation. We also added three credits of ART F491 Fine Art Seminar. The Fine Art Seminar is a one-credit course that was developed to address a lack of higher-level critique experience in the BFA and MFA programs. BFA students now have to take three separate semesters of this course.

As of 2017, all Baccalaureate programs are required to embed communication outcomes within their SLOA Plans. This is optional for non-Baccalaureate programs.

Communication outcomes in the SLOA plan are: [Embedded](#)

Check the checkbox to certify completion of the following tasks:

- ☒ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.
- ☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? [Yes](#)

If so, please summarize what changes were made.

Response:

Yes. The Department of Art completely revised its SLOs this year while working on this report. Prior to this our SLOs were the same for the BA, BFA and MFA. We have refined the SLOs for the BFA program so that they are distinct from the other degree programs. Because the BFA is a professional degree we added a SLO assessing Professionalism to the program. We also tied each SLO to specific assessment materials.

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|---|--|
| ☒ Capstone Courses & Projects | ☐ Graduate Level Research |
| ☐ Collaborative Assignments & Projects | ☐ Writing-Intensive Courses |
| ☐ Diversity/Global Learning | ☐ Publications |
| ☒ ePortfolios | ☐ Communications |
| ☐ First-Year Seminars and Experiences | ☒ Scholarly Activities |
| ☐ Internships | ☐ Studios |
| ☐ Service or Community-Based Learning | ☒ Practicum |
| ☒ Undergraduate Research | ☐ Other |
| ☐ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

Feedback from mid-cycle review: "A narrative was provided for each HIP, but it was not clear where these HIPs fit into the program or if all students are required to complete them to meet graduation requirements."

ePortfolios, Capstone Projects and Practicum: All BFA students must take and successfully pass ART 499 Thesis Project. As part of this three-credit class, students submit an e-portfolio which includes an artist statement, resume, a selection of images of artwork from their area of concentration and solo show, and a final thesis report. All full-time faculty members review the e-portfolios as part of our assessment process. Additionally, all BFA students must now take and pass ART 491 Fine Art Seminar three times. This is a group critique class that requires students to think critically about their own work and the work of their peers. Finally, all BFA students must take ART 499 Professional Practices for Visual Artists. This course introduces students to a variety of required and routine tasks beyond the creative process that prepare them for success in the art world. Tasks include call for entry/art submissions, solo exhibition planning, grant and award writing, official copyright procedure, business and promotional material design, and basic business practices.

Undergraduate Research and Scholarly Activities: All BFA students conduct intensive research and design creative projects. The BFA Exhibition is a key high-impact practice for our BFA students as they create a cohesive body of work, arrange logistics, and assemble their public exhibition. Students create this exhibition with guidance and assistance by their faculty-led committee and with the help of the Department of Art Gallery Manager over the course of the last twelve months of their program. BFA students are also encouraged to submit work to the student exhibitions held each semester.

All BFA students also write a final thesis report that describes the evolution and conceptual development of the work created for their final exhibition. This paper also discusses how the student's work fits into the contemporary art world.

Several former BFA students have been successful in applying for a wide variety of URSA grants in the past. These students have used URSA funds to further their research and creative activity. Additionally, one student received the UAF People's Choice Award last year.

Studios: All students enrolled in hands-on, in-person studio classes have 24/7 access to those particular studios.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: **No Change**

Pass Rates: **Increase**

Student Credit Hours: **Increase**

Majors: **Increase**

Degrees Awarded: **Decrease**

Other Trends (if applicable):

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

The PAIR data shows that we only had one BFA student graduate in 2025. This only represents the spring semester of 2025; we will have an additional two BFA students graduate this fall. This number is lower than previous years, but this seems to be an anomaly instead of a trend. Currently, our BFA program currently has healthy numbers and all students are on track for graduation.

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

We assess our BFA students via the materials collected in the ePortfolio that students submit as part of their ART 499 BFA Thesis. These materials consist of an artist statement, resume and images of artwork. Additionally, students are evaluated on the quality of their solo exhibition and their public presentation during their last semester in the program. Learning Outcome 1 - Visual Communication: graduates will be able to analyze, interpret, contextualize, evaluate, and create visual materials in physical and/or digital formats with well-articulated formal and conceptual choices.

We assess visual communication by evaluating a student's images of their artwork.

HIPs - All BFA students must defend the body of work that they create for their solo show in front of all full-time faculty. Students discuss creative explorations throughout their studies, stylistic choices, historical/contemporary context of their body of work, conceptual intent, logistical choices and artistic inspiration.

The Fine Arts Seminar (ART 491) allows students to become familiar with the tools of visual communication through discussion about their artwork and the work of their peers.

Students present their work in a group setting regularly when registered for studio courses. Through this practice of presenting and evaluating peers, students learn to analyze, interpret, contextualize, and evaluate effectiveness of visual communication.

The program requires BFA students to regularly meet with a committee of at least three full-time faculty outside of regular class contact. During these meetings students must present their works in progress and discuss the progress they have made towards producing a body of work.

Learning Outcome 2 - Oral and Written Communication: graduates will be able to express ideas in a coherent, logical, and compelling way, both orally and in writing. Students will also be challenged to present their artistic process, research, and product during a public presentation with open Q&A.

We assess written communication by evaluating a student's artist bio and artist statement as well as their final thesis report. This report describes the evolution and conceptual development of the work created for their final exhibition. This paper also discusses how the student's work fits into the contemporary art world.

We assess oral communication by evaluating a student's ability to defend the work in their solo show and also give a public artist talk highlighting their thesis work.

HIPs - Fine Arts Seminar ART 491 allows students to engage in discussion about their work and the work of their peers. Students also prepare an artist statement as part of this class that is reviewed by peers and full-time faculty. Students take art history courses as part of their degree program. In these courses students research a topic within the scope of the course and are guided through the refinement of their ideas as they write and present on art historical topics. BFA students are required to take two more art history classes than BA students. The program requires BFA students to regularly meet with a committee of at least three full-time faculty outside of regular class contact. During these meetings students must present their works in progress and discuss the progress they have made towards producing a body of work.

Learning Outcome 3 - Skill and Technique: graduates will be able to produce works of art that demonstrate knowledge of their particular area of study. Students will have an elevated understanding of visual design. We assess skill and technique by evaluating a student's body of work presented in their final BFA exhibition.

HIPs - Within studio courses, visual demonstrations followed by hands-on application under observation allows students to learn the skills, techniques, and expectations within their medium. In these demonstrations they also learn about individual style through design, craftsmanship, and examples of creative expression from the professors' demonstrations and incorporation of art practice.

The department provides workshops for students outside of class time that allows students to further their knowledge about professional presentation practices. Attendance at these workshops is not mandatory but is encouraged.

Students are expected to submit their work to be included in a student exhibition held in the Department of Art Gallery. In preparation to include their work in this exhibition students learn the skills and techniques of artwork presentation. The experiences gained in their upper level studio courses also help prepare them to present their work for submission to the gallery exhibition.

The program requires BFA students to regularly meet with a committee of at least three full-time faculty outside of regular class contact to refine their body of work and redirect creative production through additional technique and skill exploration.

Learning Outcome 4 - Critical Thinking: Demonstrate critical thinking skills, including the ability to use rational and intuitive processes and to construct meaning using visual information. Students will understand the historical and global context of art. We assess critical thinking by evaluating a student's artist statement as well as their final thesis report. This report describes the evolution and conceptual development of the work created for their final exhibition. This paper also discusses how the student's work fits into the contemporary art world.

HIPs - Students take art history courses as part of their degree program. In these courses students learn about historical and global art movements and write papers that allow students to develop an understanding of their work within a global context. Through these courses students also learn to articulate how meaning is constructed with visual information. The program requires BFA students to regularly meet with a committee of at least three full-time faculty outside of regular class contact. During these meetings students must present their works in progress and defend their ideas.

Within individual studio courses, students present their work in a group setting regularly throughout each course. Through this practice of presenting and evaluating peers under the supervision of the instructor, students learn critical thinking skills and provide space for them to exercise the use of rational, intuitive, and critical thinking processes as they learn to construct meaning in the communication of their work. Fine Arts Seminar ART 491 allows students to develop critical thinking skills through the practice of group critique. Learning Outcome 5 - Professionalism: Students will demonstrate the ability to exhibit their work and create the materials needed to pursue professional opportunities.

We assess professionalism by evaluating a student's artist statement and resume.

Students are evaluated on their capabilities to exhibit their body of work in a professional manner consistent with international gallery standards for presentation, archival quality, and public accessibility. Students are expected to address a variety of logistical elements related to their exhibition, including but not limited to creating promotional materials, submitting press releases, assembling a cohesive visual style for both how work is presented and how additional materials (titles, artist statements, bios, etc) are assembled for their exhibition.

HIPs - All BFA students must take and pass ART 488 Professional Practices for Visual Artists. This course introduces students to a variety of required and routine tasks beyond the creative process that prepares them for success in the art world. Tasks include Call for Entry/Art submissions, solo exhibition planning, grant and award writing, official copyright procedure, business and promotional material design, and basic business practices.

ART 491 Fine Arts Seminar gives students a chance to develop their ability to speak about their ideas and creative production through the practice of group critique. Unlike studio courses which may silo students to particular specialized professional practice, this course introduces students to a broad set of cross-disciplinary students (MFA, BFA & BA) and what professionalism looks like for each unique approach to art and art making.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

As the premier Art program in the UA system, the UAF Department of Art is focused on place-based experiential learning. As the most northern Art program in the nation, there is a particular emphasis on the north and its diverse peoples. The department also includes the Native Art Center and is one of the only undergraduate programs to focus on indigenous art forms in the nation. The Native Art Center has been in existence for over 60 years offering art studio courses, workshops with Native Artists and elders, and artists-in-residence programs including outstanding Yupik, Inupiaq, Athabascan, Tlingit, Haida, Tsimshian, Alutiiq and Aleut artists from throughout Alaska.

How is your program related to others in the UA system?

Response:

UAA has a BFA program, but UAF offers studio concentrations that UAA does not, including photography, metalsmithing, computer arts and printmaking. UAF's Department of Art also has several more tenured faculty members and full-time faculty than UAA. The UAF Department of Art also houses the Native Art Center.

UAS has art classes but does not have an art program.

Who are your key community or external partners?

Response:

The Department of Art partners with many community non-profits and Arts organizations including the Fairbanks Arts Association, the Fairbanks Folk School, the Alaska Photographic Center, Festival of Native Arts, the Fairbanks Potter's Guild, and the Fairbanks Food Bank.

Many of the Department of Art Faculty are asked to jury local and statewide exhibitions, review local, state and national applications for fellowships and residency, lending their expertise to both the local and national creative ecosystem.

The Department of Art hosts community events including Visiting Artist Talks, Student and community exhibitions, student presentations, and workshops. Additionally, student clubs within the Department of Art, including the Student Ceramic Arts Guild; Student Learning Arts Guild; Student Arts Alliance North, host events and activities that are open to all students at UAF and also to the greater Fairbanks community.

What role do your services courses play, if any?

Response:

The Department of Art enriches UAF and the broader community with its service credits. The department has twice as many service credits as internal credit hours. We also offer 12% of CLA's service credits. This illustrates the demand for courses in the creative field.

How do your graduates succeed after leaving the program?

Response:

Many of our BFA students become professional artists after graduation or go into a career in the arts. Many students chose to use their talents to develop successful, self-operated businesses featuring a wide variety of their work at regular artisan markets throughout the community and state. We have several alumni who work at the UA Museum of the North, the Fairbanks Arts Association and other galleries in Fairbanks and elsewhere. Others have taken jobs in graphic design, gaming, and product development. Finally, our BFA students have also had success getting into graduate programs around the country.

Submitter and Collaborator Names:

Zoe Marie Jones, Da-ka-xeen Mehner, Sasha Bitzer, Teresa Shannon, Jason Lazarus

Submitter Email:

zjones@alaska.edu

Committee Review
Program Name: Art - Bachelor of Fine Art
Academic Year 2025/2026

Overall Recommendations

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with feedback tags to attach to this program review. Please select as many as applicable.

- | | |
|---|--|
| ☒ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/
Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☐ May be asked to share Effective
Practices | ☐ Recommendation to University-
Wide Committee |

Explanation of Overall Recommendations

Response:

Since the mid-cycle review, the Art Department has revised its SLO to distinguish the SLOs for the BFA Art program from other programs offered, notably adding a SLO assessing professionalism. The narrative clarifies a question from the mid-cycle review: that successful completion of the three-credit ART 499 Thesis Project is mandatory. A curricular addition has been made: students must now take ART 491 Fine Arts Seminar three times. Some SLOs could more usefully be broken up or made more specific. A rubric presenting a clearer meaning of the numerical scores would be helpful. Given that much of the assessment occurs toward the end of the program, the department could consider implementing midpoint assessments.

The Art Department is resourceful, sharing faculty, facilities and courses between the different programs it offers and stacking courses e.g. ART 491/ART 691. The HIP narrative notes a number of effective practices, including public exhibitions not listed as an HIP, and the mandatory ART 488: Professional Practices for Visual Artists. Advising practices seem strong with students working closely with faculty as they develop their thesis projects.

The "Closing the Loop" narrative illustrates that HIPs and assessment of SLOs occur repeatedly throughout the program. It would have been helpful to discuss the data provided in the assessment of the BFA thesis exhibition and BFA thesis as a measure of success of the HIPs and SLOs. Student success is noted in BFA students winning URSA grants, a UAF People's

Choice Award. Finally, a decrease in student numbers has been overcome, though it is unclear what the current "healthy numbers" in the program referred to are. Student numbers should be monitored and, if necessary, steps taken to increase enrollment.

Student Learning Outcomes Feedback

- | | |
|---|--|
| ☒ Strong | ☐ Developing |
| ☒ Requires Minor Revision | ☐ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|---|---|
| ☒ Strong Alignment with SLOA Plan | ☒ Clear, Concise Presentation of Findings |
| ☒ Compelling Learning Story | ☐ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☐ Missing Curricular Connection |
| ☐ Missing Collaboration within Department | |

SLOA Feedback Narrative:

The Student Learning Outcomes (SLOs) for the BFA program are included in the review, and also as a supporting document. These included improvement in oral and written communication, acquisition of artistic technique and skill, improving critical thinking skill and the development of professional skills. These SLOs make intuitive sense and seem to capture the array of skills one might acquire from a BFA degree. However, some of these SLOs seem to include multiple capacities (i.e. for visual communication, “analyze, interpret, contextualize, evaluate and create”). Breaking these up into specific SLOs would aid in their assessment. Also, some of them read as being a bit vague (i.e. for critical thinking, “rational and intuitive processes”). This again, makes assessing these SLOs a challenge (see below). SLOA are also presented in the report as well as a supporting document, and some curriculum changes are listed as a result of this assessment (the addition of ART F488 and ART F491) but it is unclear how these changes were shaped by the SLOA. Correction to some of the challenges related to the specification and measurability of the SLOs listed above should contribute to easier assessment and allow for a presentation of a clearer connection between assessment and curricular changes. In terms of the assessment procedures themselves, the attached rubric clearly illustrate the meaning of numerical scores provided as part of the assessment. The department might want to consider implementing some midpoint assessments given the bulk of the assessment occurs in the terminal stages of the program (i.e. project exhibitions).

Student Success and Equity Feedback

Narrative:

The mid-cycle review file does not identify any new trends in the number of majors, degrees awarded, SCH, persistence rates or pass rates. The department did not indicate any equity gaps as well. PAIR does indicate a drop off the number of degrees awarded, from 7 in fiscal year 2024 to 1 in fiscal year 2025. This may be a trend worth keeping an eye on.

High Impact Practices Feedback

Narrative:

HIPS include capstone courses & projects, portfolios, undergraduate research and scholarly activities, studios (described but not checked in the list) and practicum. Public exhibitions are not listed as a HIP, but are described. These give students meaningful opportunities to develop and refine their artistic practice and related skills. Student ability to meet SLOs is assessed using clearly defined criteria as part of these HIPs, evidencing that the HIPs are aligned with SLOA. The "Closing the Loop" narrative illustrates that HIPs and assessment of SLOs occur repeatedly throughout the program. The exhibition, presentation, artist statement & resume, and thesis criteria are clearly defined, and the data show that students are generally meeting the SLOs. Since these SLOs are also addressed during earlier courses with HIPs, it would also be helpful to have the rubrics used in those courses to see how student progress toward mastery of the SLOs is supported and assessed earlier in the program. Overall, the integration of HIPs is effective and prepares students for professional careers.

Profile Feedback

- | | |
|---|---|
| ☒ Mission-Centric to College and/or UAF | ☐ Unique within UA |
| ☒ Collaborative with other UA Programs | ☐ Provides Job Placement for Graduates |
| | ☒ Strong Service Teaching Component |
| ☐ Strong Post-Grad Success for Students | |
| ☒ Strong Ties to Community or Industry | |

Financial Feedback

- | | |
|--|--|
| ☐ High Tuition Revenues | ☐ High Grant Revenues |
| ☒ Operates at Low Cost | ☒ Productive Faculty |
| ☐ Opportunities to Increase Revenue | ☐ Low Enrollment |

Reviewer Names:

Gerri Brightwell, Denise Kind, Jeremy Speight

Dean Review

Program Name Art - Bachelor of Fine Art

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

I agree with the committee's careful and thoughtful review of the Art BFA program. I recommend department faculty focus on program recruitment to increase major numbers from the current 16 BFA students; this low major number is a concern. I recommend department faculty work closely with our PIO team to facilitate advertising and recruitment for the program, specific courses, and outreach activities. Recent updating to course fees to reflect the growing cost of materials, supplies, and studio upkeep and maintenance is important and needs continued vigilance. Overall, cost of Art Department programs is very high, so faculty should make efforts to reduce costs and increase departmental revenue through enrollment, tuition, fees, grants, and space rentals (if applicable).

Recommendation to University-Wide Committee

No

Vice Provost Review

Program Name: Art - Bachelor of Fine Art

Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The review comments for the BA, BFA, and MFA in Art are similar given the relatedness of the programs. The program followed the guidance from the 2023 mid-cycle review and revised the SLOA and SLOs, which are very strong and appropriately assess graduate knowledge, skills, and abilities while allowing for differentiation among programs—particularly between the BFA and MFA (well done!). Five SLOs were provided with assessment procedures and implementation plans, though more detail could be added on where in the curriculum each SLO is assessed. If additional rubrics or artifacts are used, these should be included in future reviews along with the data used to assess SLOs. The program provided a good overview of SLO assessments and documented curricular changes with rationale. For the 2027 mid-cycle review, include revised assessment tools and direct evidence in the supplementary folder, along with a narrative showing how data informs decisions and supports continuous improvement. Closing the loop on assessment is essential for NWCCU expectations and should include evidence for each SLO to demonstrate meaningful, evidence-based changes that enhance program quality and student learning.

The program references some PAIR data, such as pass rates for [REDACTED] students and degree counts, but does not systematically analyze all available metrics. Key trends like majors, persistence, SCH, and degrees awarded are mentioned only briefly, and only a single semester's graduation data is highlighted. [REDACTED] students are noted with low but improving pass rates, but the review does not fully disaggregate by track or course type. A multi-year or cohort-level analysis of PAIR data will be beneficial, and strategies beyond mentoring and professional practices could help close gaps. The program provides culturally and professionally inclusive experiences, including Indigenous-focused curriculum, public exhibitions, mentoring, and professional skills training. However, the narrative does not explicitly link these practices to retention or graduation trends. Evaluating where students drop off or fail to complete the program may help in creating targeted strategies.

The HIPs are integrated throughout the curriculum and closely aligned with the SLOA. Activities include courses at the Alaska Native Art Center, ART F698 as a required course, annual MFA group exhibitions, and opportunities for graduate TAs to teach under faculty supervision. These practices provide exposure to faculty and peer feedback, develop skills in exhibition logistics, grant writing, conceptual frameworks, and project development, and foster practical integration with the contemporary art world. Some HIP categories, such as undergraduate research and public exhibitions, were described but not listed and could be added for clarity in future reports.



Department Profile and Financial Data

Department Name: **Art**

Last updated: 2025/2026

Department Profile and Financial Data

This section aligns with Board of Regents Policy 10.06 and supports systemwide consistency in academic program review. Responses are maintained across review cycles and may not need to be updated annually. Please review your previous answers and update only if necessary.

When answering the following questions, refer exclusively to the standardized Financial Data Template provided by UAF. Work with your data liaison to interpret the template accurately. Do not include any additional or alternative data — consistency across programs is essential. To maintain integrity and standardization across all of UAF it is very important that you do not provide any additional or alternative data from this template.

Confirmation of Review

Have you reviewed the information in this section and made any necessary updates? **Yes**

Financial Data Spreadsheet

☒ I have reviewed the Financial Template for updates and accuracy.

Cost Effectiveness

Please describe strategies such as instructional efficiency, shared resources, cross-listed courses, or other ways your department uses resources thoughtfully. Response:

We cross-list courses with other departments including ACNS, ANTH, ANS, JRN, and FLPA. The cost of some adjunct-taught classes are shared between these departments. The lab that the Computer Arts classes are taught in are shared with Film and Theater (FLPA). The College of Indigenous Studies uses the Native Art studio for a beading class. One faculty member is 50% Journalism, however this faculty member will be retiring at the end of this year.

Associated Programs

Program Name	Degree Type
Art	BA
Art	MFA

Collaborator Name(s):

Collaborator Email(s):



Financial Data

Department Name: **Art**

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	3929	4258	4362	Provided in SCH tab in the student success data provided by PAIR.	
Service SCH				Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.	
Department FTEs	10.8	10.8875	10.95	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	363.80	391.09	398.36		
Service SCH per Department FTE	0.00	0.00	0.00		

Majors in Programs				Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	10.8	10.8875	10.95	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	0.00	0.00	0.00		

Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable	
Total Expenditures					

Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH.	Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)	Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)	Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds
Fees				Course Fees (9159)	
Other UA Receipts/Revenue				e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE	
Total Revenue					

Workload Allocation	FY2023	FY2024	FY2025	
Teaching Units	140	185	165.5	Department faculty's workload units assigned to teaching
Service Units	39.5	45	35.5	Department faculty's workload units assigned to service
Research Units	30.5	40	39	Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	6	6.5	6.5	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. P9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	2.175	1.7625	1.825	Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0.75	0.75	0.75	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	1.875	1.875	1.875	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Department FTEs	10.8	10.8875	10.95	Sum of all employee FTEs

*Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)

Information last updated by: **Cecelia Chamberlain**Date: **October 31, 2025**