



2024-2025

ANNUAL ASSESSMENT REPORT
Art Therapy

CARRIE MCCRAY

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2024-2025 Assessment Narrative on Findings

Art Therapy Minor

Mission and Introduction

Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).

Narrative:

Art therapy utilizes creative techniques to improve physical, mental, and emotional well-being. It is an integrative mental health and human services profession in increasing demand. Our minor in Art Therapy prepares students for both professional and higher educational opportunities in the world of the therapeutic arts. It would serve as a useful companion to students working in the medical field, education, psychology, social work, art, and any other creative or human-centered area of study. It is housed in the Art Department.

Evidence:

- [ArtTherapyINSIGHTS](#)

Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle? Why were these changes made? Are any revisions planned?

Narrative:

Current Mission Statement: The Art Therapy Minor serves as an introduction to art therapy, including theory, use of materials, and interdisciplinary applications.

No revisions to the mission statement have been made and none are planned at this time.

Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

Narrative:

These two missions align in their interdisciplinary approach and focus on professions-oriented education. The Art Therapy minor serves as a positive companion degree to assist students in a deeper understanding of the therapeutic abilities of the arts assisting students

in creating a more inclusive and creative understanding of their careers, speaking directly to the mission of the institution.

Student Learning Outcomes Assessment and Curriculum

Program Student Learning Outcomes

1. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
2. Describe the extent to which students in the program have met these outcomes.

Narrative:

1. Changes have been made to the objectives and outcomes at the end of the academic year due to faculty changes, lack of assessment being run, and a desire to make the objectives more relevant and measurable. As previously written, the objectives and assessments were not conducted or measurable. The new outcomes were created to align more closely with measuring the interdisciplinary element of the program mission and the University at large as well as build an understanding of the ethical and cultural concerns that are involved with art therapies.
2. We do not have data to discuss how students have met the outcomes at this time. Assessments will begin for the new outcomes next academic year.

Evidence:

- [Art Therapy Annual Assessment 2023-2024](#)
- [Art Therapy Minor 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Curriculum Map

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

Narrative:

The assessments for the Art Therapy Minor have been altered and the map updated to reflect the actual learning pathway. Students are introduced to the interdisciplinary ideas of art production and psychology in the ART 317 course and the fundamentals of psychology in PSY 102. The additional course concepts are reinforced and then measured in their Art Therapy Courses with a more interdisciplinary approach housed within the Art Dept.

Measures and Results

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?
2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

Narrative:

1. Students portfolios, a new measure of assessment, will be used to assess all three outcomes/objectives and will be assessed by full time faculty to create a sense of continuity within the program as we have recently had a faculty change and will be running art therapy courses with adjuncts for the upcoming academic school year. These outcomes will be assessed in a secondary location as well in ART 317 (Objective 3: Students will analyze and demonstrate an understanding of the connections between art production and psychology) and ART 417 (Objective 1: Students will demonstrate proficiency of application of a variety of art therapy theories and Objective 2: Apply psychological theories and principles to design art therapy interventions that are both culturally sensitive and ethically sound for diverse client populations.). These are new measures and will not be changed in the upcoming cycles.
2. These measures have not yet been run or assessed but will run in the upcoming academic year.

Evidence:

- [Art Therapy Minor_2024-2025 Curriculum and Assessment Findings_2024-2025](#)

Participation in Assessment

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

Narrative:

Previously only one faculty member in the art dept. participated in the art therapy minor assessment. However, since that faculty member has left the University, we have decided to alter that practice and incorporate all full-time faculty into the assessment process as well as the adjunct/faculty teaching the art therapy courses.

Action Items and Use of Results

1. Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

Narrative:

Assessments were not run during the 2024/2025 academic school year due to faculty changes but are now in place to run for the 2025/2026 academic year.

Evidence:

- [Art Therapy Minor 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Gen Ed

1. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill gen ed requirements?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

The Art Therapy specific courses are not gen. ed. requirements.

NSSE Focused Activities

In the Spring of 2024, the faculty voted on the following NSSE objectives for focus.

2B - Connected your learning to societal problems or issues.

2F - Learned something that changed the way you understand an issue or concept.

9A - Identified Key information from reading assignments.

6A - Reached conclusions based on your own analysis of numerical information (numbers, graphs statistics, ...)

How has your program incorporated these learning objectives into the program curriculum?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

Due to faculty changes, we do not have the data to support a thoughtful discussion on the NSSE focused activities conducted in the Art Therapy courses at this time.

Concentrations

Concentration Information

Please list the concentrations that relate to your program. If you do not have any Concentrations, please note N/A in the text box.

Narrative:

There are no concentrations within the art therapy minor.

Faculty Qualifications, Activities and Scholarship

Scholarship and Research

1. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.

Narrative:

Simms:

24/25 Academic Year

Solo Art Exhibition- *Reply*, Osage Arts Community, Belle, MO

Installation- *Flowers*, Art in the Park, Columbia, MO

Mural Commission- *Belle*, Osage Arts Community, Belle, MO

Women's Art Exhibition group show-Mildred Cox Gallery, Fulton, MO

Mural- *This Body*, William Woods University, Fulton, MO

Faculty Awards and Honors

1. Discuss and highlight awards and honors received by faculty over the course of the cycle.

Narrative:

Simms:

24/25 Academic Year

Delta Gamma Faculty Appreciation Award 24/25

Teaching Support and Monitoring Teaching Quality

1. How are faculty being supported to ensure high quality teaching and learning?

Narrative:

Faculty order supplies for their classrooms based on their own curriculum and faculty are evaluated regularly by the Dean of the College of Art, Design and Media in accordance with their rank and years served. The art department faculty have monthly meetings that not only cover academic updates and concerns but allow time and space for faculty to discuss any issues or difficulties they may be having. Additionally, Professor Frohling is the Dean of the College of Art, Design and Media. With direct access to the Dean of our college, concerns can be reported immediately and dealt with swiftly.

Program Data: Student Experience

Enrollment and Recruitment

1. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?

2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

Narrative:

1. The Art Therapy Minor is relatively new, but popular on campus as it has an enrollment of 12 growing to that number since Fall of 2021. We briefly lost the faculty member who taught that minor and the program was halted in Fall 2022 but reinstated in Fall 2023. The faculty of the Art Dept. have a continued dedication to keep the Art Therapy minor supported and growing. We have 9 continuing majors and 1 first time and 2 transfers into the program a significant growth from the previous year of 9 total minors. See Enrollment Statistics here: [Enrollment](#)

2. There have not been considerable recruitment efforts conducted on behalf of this minor. Most of the recruits for this minor have been done internally with students enrolling through their own discovery of the program.

Evidence:

- [2425AYArtTherapyMinro](#)

Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. Discuss strategies or actions that the program is doing to impact student retention within the program?

Narrative:

1. Student retention rates for the minor are at 100% at this time. There were 9 students enrolled of Fall 2023 and 9 returned students reflected in the Fall 2024 numbers. See Retention Evidence here: [retention evidence](#) This is clearly an acceptable retention for the program.
2. At this time with the faculty changes there are no strategies in place for retention efforts.

Evidence:

- [2425AYArtTherapyMinro](#)
- [2425RetentionArtTherapyMinor](#)

Curriculum/Course Retention and Success

1. Describe enrollment trends in the courses within the program.
2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?
3. Assess student performance and success in online vs. on-campus courses.

Narrative:

1. Art 317 had 10 students this AY and ART417 had 5 students.
2. Students proved successful in these courses as none of the students failed or withdrew from the two classes. This is line with the best set expectations for courses.
3. The online student is not a norm for this course, but the online and on ground Art therapy courses both shared equal levels of success.

[See Evidence Here](#)

Evidence:

- [ARTTHERAPYDFWs](#)

Completion

1. How many students are graduating from the program? Have the completion rates been in line with expectations?
2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.

Narrative:

1. Completion rates have been in line with expectations for the program as most students who begin the program also complete the program, we have illustrated very few withdraws over the course the of the 24/25 academic year.
2. We do not conduct exit or alumni surveys at this time.

Course Evaluation Data

1. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.

Narrative:

Over the course of this cycle, students in Art 317 rated the course primarily in the 4 to 5 noting high satisfaction with the course and a few 3 ratings. This course rated close to the University benchmark in all categories. [Evidence here for Evals ART317](#)

ART 417 rated even higher with student satisfaction with every rating, but one in "presents though provoking questions" where a single 3 rating was given. However all other ratings were a 4 or 5. [Evidence here for Evals ART417](#)

There were no written notes left about the course in student evaluations.

Evidence:

- [evalsART317-2425AY](#)
- [evalsART417- 2425AY](#)

Student Advising

1. What advising mechanism is in place for the student?

Narrative:

Advising for the art therapy minor is conducted primarily by the student's advisor for their major area of study.

Student Awards and Achievements

1. Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

Narrative:

There are no awards and achievements to report at this time. Current faculty do not have on-going relationships with prior graduates from the program as the faculty that initially developed and ran the program left the University.

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

Strengths: Currently our program's strength is in the consistent and growing numbers of students as well as the increased interest in encouraging mental health among the up-and-coming generations.

Weakness: Weakness historically has been assessment and maintaining program consistency as faculty members have left. The first faculty member who developed the program left without a strong paper trail of expectations and objectives for the minor. Current faculty have defined expectations for the program putting a stronger sense of direction and longevity of assessment in place. This program sets students up for further investigations into art therapy, but not to work as an art therapist as a full BA, graduate degree, and then credentialing is required to work as a trained and licensed art therapist.

Opportunities: The job areas of counselors and therapists is on the rise with an [8% increase](#) in each area over the last year, which showcases the continuing need for therapists. Our program prepares students to apply methods of art therapy into their other work environments from therapists, educators, or artists.

Threats: The same insights that show growth also shows that therapy at large does come in 50% lower in job openings compared to other fields.

Evidence:

- [ArtTherapyINSIGHTS](#)

Industry and Program Trends

Senior Exit Surveys

1. What were some positive and negative feedback received from students as they complete their degrees? Highlight any trends or insights that came from exit surveys over the course of the cycle.

Narrative:

We do not conduct senior exit surveys at this time.

Recommendations from Previous Annual Assessment Reports

1. Summarize Action Items, goals from the program that were listed in the previous Annual Assessment report, describe how/if those recommendations were applied this year.

Narrative:

We do not have action items in place from the previous year's academic cycle to report any changes made as a result of those recommendations.