

National Association of Schools of Art and Design

Visitors' Report

California State University, Fullerton

800 N. State College Blvd., Fullerton, CA 92831

Jade Jewett, Chair

Department of Art

Date of Visit: April 7-9, 2014

Visiting Team

William J. Mowder, Kutztown University, Chair
Jeff Bellantoni, Ringling College of Art and Design
Peter Pinnell, University of Nebraska, Lincoln

Degrees for which renewal of Final Approval for Listing is Sought

Certificate in Museum Studies—1 year

Bachelor of Arts—4 years: Art History; Studio Art*; Art Education**

Bachelor of Fine Arts—4 years: Art (Ceramics/Glass, Crafts, Creative Photography, Drawing and Painting, Entertainment Art/Animation, Graphic Design, Illustration, Sculpture)

Master of Arts—1 ½ years: Art History; Studio (Crafts)

Master of Fine Arts—3 years: Art (Ceramics, Crafts, Creative Photography, Drawing and Painting***, Sculpture)

Degrees for which Plan Approval and Final Approval for Listing is Sought

Master of Arts—1½ years: Art (Illustration, Graphic Design, Glass, Exhibition Design, Creative Photography, Ceramics, Drawing and Painting, Sculpture)

Master of Fine Arts—3 years: Art (Illustration, Graphic Design, Glass, Exhibition Design)

* CSU-Fullerton lists this as General Studio Art

** CSU-Fullerton lists this as BA-4 years: Art (Teaching)

*** NASAD lists Drawing, Painting.

In addition, NASAD lists an MA: Studio (Design), but CSU-Fullerton does not list this degree on title page of the *Self-Study*, a curricular table was not submitted. It has submitted requests for Plan and Final Approval for MA and MFA programs in Graphic Design to replace this degree.

Disclaimer

The following report and any statements therein regarding compliance with NASAD accreditation Standards represent only the considered opinion of the visitors at the time of the visit. Definitive evaluation of compliance and the accreditation decision will be made by the appropriate Commission following a complete review of the application, including the *Self-Study*, the Visitors' Report, and any Optional Response to the Visitors' Report submitted by the institution.

Acknowledgements

As visitors to CSU, we wish to express our appreciation to the faculty, staff, students and administration for the courtesy and kindness that we were shown. Professor Jade Jewett, Dean Joe Arnold, and the coordinators or directors of the department's programs were particularly gracious and attentive to detail, which allowed us to make good use of our time.

The team met with members of the administration, including Provost Jose Cruz and Dean Joe Arnold. We appreciated their willingness to take time out of their schedules and their candor in discussing the art/design unit's programs.

We also had the pleasure of meeting separately with a group of over 100 undergraduate students and a group over 30 graduate students. They all spoke candidly, and they were particularly supportive of their teachers and enthusiastic about their programs.

A. Purposes

References: *Self-Study*, Section I.A, p. 11-15; *NASAD Handbook*, II.A.

California State University, Fullerton was authorized by the legislature in 1957 and opened in 1959 as Orange County State College with 452 full and part-time students. In 1960, the College opened classes on its own campus, and in 1962 it changed its name to Orange State College. Like many other state colleges, the name changes progressed from Orange State College, to California State College at Fullerton, and finally to California State University, Fullerton. Today, the campus enrolls approximately 35,000 students. The purposes of California State University, Fullerton are clearly stated in numerous institutional documents and include the institution's mission statement that states that it is "a comprehensive, regional University with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural, and economic development of our region."

The mission statement and goals of CSUF are also well-publicized on the institution's website. The art/design unit, the Department of Art, is housed within the College of the Arts, which also houses a Department of Music and a Department of Theatre and Dance. The learning goals and objectives of the programs within the art/design unit are aligned with the University mission and clearly stated in the catalog and on the website. As the *Self-Study* notes, "As stated in the university catalog the general objectives of the programs are to provide a comprehensive learning environment that contributes conceptually and technically to the development of the art historian, the visual artist, and the art teacher." (*Self-Study*, p.11)

Statements related to and about CSUF and the art/design unit's mission, vision and core values appear to be appropriate to the institution's goal of higher learning and the fundamental pedagogical purposes of this institution and its art/design units.

The institution appears to meet NASAD standards in this area.

B. Size and Scope

References: *Self-Study*, p. 16-17; *NASAD Handbook*, II.B.

From academic year 2004-2005 through 2013-2014, the number of declared total art majors has remained fairly consistent, ranging from 1461 to 1473. The number of full-time tenure-track faculty during this period ranged from 32 to its current number of 30, but in-progress hires and expected retirements will return the unit to 32 full-time tenure-track faculty. Teaching loads are determined by a somewhat complicated algorithm that determines weighted teaching units or (WTUs)—it appears teaching loads are typical.

During the recent “lean” years due to mandated class cancellations, the Department has not always been able to offer enough sections of certain classes required by the students; however, faculty over enrolled classes and retained a focus on program integrity and appear to have successfully navigated these tough times. The University has stated that a reduced time to completion is a priority, and the department has initiated strategies to meet this request, such as the use of portfolio reviews, additional facilities, more efficient class scheduling and room utilization, and strengthening the advising process.

Baccalaureate programs: Undergraduate enrollment is currently at 1399 and has fluctuated very little from 2004 to 2014, currently up by 51; during the same period the number of full-time faculty dropped slightly but will, according to the self-study, return to 32—the same number of full-time faculty the unit had in 2004. Individual program enrollments are healthy in all BA and BFA programs with the exception of the BFA concentrations of Crafts, Sculpture and Ceramics, each with 6 or fewer majors, a potential issue given the expense of materials and facilities necessary for these 3D areas.

During the visit, students spoke of concerns about not being able to take electives they desired that were relevant to their major because classes were quickly filled, and either registered for courses they didn't want to take or delayed completion. The visitors noticed that the total number of credits required to complete the BFA, 132, is high and exacerbates the time to completion problem. Further, the number of credits in “general studies” was at 51 credits or 43% of the total, well above the minimum 25-35% NASAD guidelines. Recommendation: Investigate the possibility of reducing the number of credits in “general studies” thereby reducing the total number of credits required for the BFA and time to completion.

Graduate programs: Graduate enrollment has decreased from 113 to 74 over the past ten years; however, this is consistent with trends and demographics of graduate enrollments nationwide. The enrollment in some of these graduate degree programs is low; several concentrations within both the MA and MFA curricula have just a few students and several show 0 enrollment (*Self-Study Curricular Tables*, p. 120-158).

While it appears that the institution needs to develop strategies for increasing enrollments in the 3D baccalaureate programs, and consider the numerous concentrations it offers within the MA and MFA degree with little or no enrollment, it does appear that the institution generally meets NASAD

standards in this area. Specific Size and Scope standards issues related to low enrollments in individual programs are discussed under N.2., Specific Curricula, below.

C. Finances

References: *Self-Study*, p. 18-23; *NASAD Handbook*, II.C.

Funding for the entire Fullerton campus was cut drastically in response to state shortfalls beginning in 2008-09. In response to steep cuts, the faculty and staff were forced to accept salary reduction furloughs and funding for normal operational expenses were cut to a minimal level. Since that time the state budget has slowly recovered and funding for the campus has slowly increased. For the years 2010 to 2014, funding has gradually improved, though HEADS data indicates that funding (compared with similar institutions) still puts them in the lower fiftieth percentile.

During the last two budget years, the campus has begun to address delayed repair and replacement of equipment. This has included a new campus-wide IT program that allowed the department to replace all the lab computers (so they would all be the same model and age), add an additional computer lab for their most popular programs and to address other studio equipment needs that were identified by the faculty. While these additional (outside) funds have allowed the department to begin to address these needs, there is some concern on the part of the department that there is no guarantee of continued funding, as these funds were in response to special programs. This makes it difficult for the department to plan ahead.

The budgeting process appears to be transparent and well-organized. Aside from the unknowns about equipment, the budget for the ordinary running of the department is clear and allows for predictable spending.

Overall financial support for the department is in the lower half for similar units, but it does appear that current funding meets NASAD standards.

D. Governance and Administration

References: *Self-Study*, p.23-29; *NASAD Handbook*, II.D.

As the University catalog notes, the individual California State Colleges were brought together as a system in 1960. By 1982 this system became the California State University with campuses across the state. The system is governed by a Board of Trustees appointed by the governor, and the Trustees appoint the Chancellor, who is the chief executive officer of the system. The Trustees also appoint campus presidents, who are the chief executive officers of their campuses. The Academic Senate of the CSU system, made up of representatives from each campus, recommend academic policy to the Board of Trustees through the chancellor. The policies of the CSU system are set forth in a series of documents known as University Policy Statements, which cover almost all aspects of life at CSU, Fullerton, including responsibilities of department chairs, leaves, appointments, tenure and promotion, new course proposals, etc.

The Chair of the Department of Art reports to the Dean of the College of the Arts, which also houses a Department of Music and a Department of Theatre and Dance. The Dean reports to the Provost and Vice President for Academic Affairs. The Dean meets with the department chairs on a weekly basis. Everyone spoke highly of the Dean's support for the art/design programs, although it was noted that the Dean will be retiring at the end of the 2013-14 academic year.

The department Chair is elected by the faculty for a three year renewable term and is appointed by the Provost and Vice President for Academic Affairs. The Chair serves on a 12 month basis and teaches one class per semester, unless given release time by the Dean.

Fifteen area coordinators act as the direct liaison for their programs with the department Chair, and they are responsible for such functions as course scheduling for their concentrations, and part-time faculty evaluations. Area coordinators meet monthly with the Chair. In addition, there is a graduate coordinator who administers the graduate programs in the department.

With regard to the Chair, as the *Self-Study* notes (p.29), “No other unit on campus the size of the Art Department maintains only a chair, and indeed some smaller ones have two vice-chairs.”

Given the size and complexity of the department, which has grown significantly over the years and encompasses a multitude of functions, it appears to the visitors that the Chair may be stretched beyond the ability of one person to adequately manage the department. It is unclear to the visitors how the art/design unit meets NASAD standard “The institution shall provide the art/design executive and other administrators of specialized areas sufficient time and staff to execute the required administrative and/or teaching duties effectively.” (NASAD *Handbook 2013-14*, II.D.1.d.)

Though the art/design units are housed in several buildings on campus, there seems to be a general camaraderie that works well to sustain the goals and objectives of their respective curricula. As the *Self-Study* notes, the faculty “strive to uphold . . . ‘The Fullerton Way,’ which is characterized by open communication and collegiality.” Overall, communications between the various areas, the chair, the dean’s office, and upper administration appear to be effective.

E. Faculty and Staff

References: *Self-Study*, p. 30-43; NASAD *Handbook*, II.E.

It appears that all full-time faculty hold the necessary qualifications, including terminal degrees appropriate to their areas of specialization or doctoral equivalency. The part-time faculty hold terminal degrees in their fields or at least a graduate degree supplemented by additional coursework, certificates or professional experience. Faculty remain active in scholarly and creative work i.e. professional activity, public exhibitions and presentations, and publication of research. Those faculty teaching graduate-level courses represent the professional standards expected by graduate students in their fields and specializations.

In fall 2013, there were 30 full-time and 70 part-time faculty, representing a sufficient number and distribution, and an appropriate range of expertise, to cover the necessary curricular offerings. In-progress hires and expected retirements will return the unit to 32 full-time tenure-track faculty (the number it had a decade ago), and it appears the department is filling these vacancies in the disciplinary areas that are most in need. The more than two-to-one ratio of adjunct to full-time faculty is not desirable but also not unusual—the use of adjunct or temporary faculty can be an effective method to bring in expertise and to more directly create ties to professional practice, but too much reliance is not desirable for long term planning and curriculum development. The institution has clear, published definitions of common faculty classifications.

Collective bargaining at CSUF is authorized by the Higher Education Employer-Employee Relations Act (HEERA) between the Trustees and the California Faculty Association (CFA), the "exclusive representative," for the faculty. It is a state-wide process, with active participation and representation at the local level. Salary increases and equity finding are dictated by the California Faculty

Association contract. Policies regarding the appointment of new full-time faculty are set forth in the university's policy statement "...appoint a high quality and diverse faculty utilizing an effective nondiscriminatory recruitment process. New faculty who show promise of satisfying the criteria for retention, tenure, and promotion should be selected in accordance with the announced position description." Tenure-track positions are submitted for consideration and approval to the dean, provost and vice president for academic affairs, and ultimately the president of the university. Position descriptions and interview questions are reviewed and approved by the Division of Human Resources, Diversity and Inclusion (HRDI). The department chair, the dean, the associate vice president for Faculty Affairs, and the director of HRDI are responsible to ensure fair hiring practices are maintained. A search committee of tenured faculty is elected and they select a chair.

Policies regarding rank, tenure, and promotion are set forth in the University Policy Statement on Faculty Personnel Policy and Procedures. This document provides for peer review, identifies criteria and time basis, established steps of review, and avenues of redress. It also provides that individual departments establish their own criteria and guidelines for interpretation of those criteria. Teaching effectiveness and evaluation are clearly outlined in the Department Personnel Standards as well as the University Personnel Standards. A Student Opinion Questionnaire is distributed for all classes and is used in the teaching effectiveness and evaluation process.

It appears that the policies and procedures for appointment, evaluation and advancement are understandable and effective.

Faculty teaching loads are calculated using a complicated algorithm, but the visitors did not hear any concerns from faculty that loads prohibited them from carrying out their responsibilities effectively. Faculty appear to have adequate time to provide effective instruction, advise and evaluate students, participate in service activities, and stay active professionally. The workloads and teaching requirements appear to be within NASAD standards.

Ratios of undergraduate students to full-time faculty average 50.5:1. Ratios of combined undergraduate and graduate students to all faculty (FT and PT) average approximately 20:1. The self-study did not break down student/faculty ratios within individual programs; however, the visitors observed student/faculty ratios in some degree programs as lower than desired and in other programs appearing to exceed NASAD guidelines.

Class sizes appear to fall within NASAD standards: Studio courses cap at 24 students, and seminar courses average enrollments of 15 students. The largest classes are art history and introductory courses, serving both majors and non-art majors, which can range from 40-112 students and may require teaching assistants. A smaller class cap for studio courses (20 or fewer) is desirable and would enhance the learning environment in the studio, and studios with safety considerations and specialized equipment limitations should cap at 15.

Graduate Teaching Assistant duties include preparation and maintenance of chemicals and equipment; reading and grading of papers and exams; clerical support and exhibition research; and digital photography of instructional materials. A pilot advising program with trained graduate assistants providing "peer-to-peer" advising for undergraduates students is underway and appears to be promising. The unit appears to provide adequate mentoring opportunities for Graduate Teaching Assistants and meets NASAD standards.

Faculty are eligible to apply for sabbatical after six years of continuous, full-time service, and the unit has a success rate of approximately 80% in the approval of sabbatical proposals. Within the last three

years, nine full-time faculty have been granted sabbatical leaves. University-wide support for faculty development includes the Faculty Development Center, faculty research grant programs, and the Outstanding Professor Award. Additional opportunities include Faculty Enhancement and Development Grants available in cash or in WTU (weighted teaching units: assigned time/release time); the Institute for the Advancement of Teaching and Learning grants and professional development; and the Office of Faculty Research and Development's enhancement programs. Fee waivers are available for classes in the university and CSU Summer Arts, and symposia on university teaching are held periodically. It appears NASAD standards for faculty development are being met.

Three full-time staff with specialized training work in the department office, supplemented by part-time student assistants. Specialty technicians with advanced degrees operate other areas within the department, including Information Technology, equipment management and repair, photography lab, a visual resource specialist who also interfaces with the campus library, and an administrative coordinator for the art gallery and Museum Studies program. Faculty in the studio areas of glass, ceramics, jewelry, and wood shop do much of the maintenance and management of the equipment-heavy studios. These faculty appear to be overburdened with the maintenance of these spaces and lack staff to assist in the safe upkeep and monitoring of this equipment.

The institution does not appear to meet NASAD standards regarding sufficient staff (NASAD *Handbook 2013-14*, II.E.9.a.)

F. Facilities, Equipment, Health and Safety

References: *Self-Study*, p. 43-55; NASAD *Handbook*, II.F.

Facilities

The Art Department is located in the Visual Arts Center, a complex of six buildings on the west side of the Fullerton campus. There is also one off-campus facility, Grand Central Arts Center, located about 25 minutes south of campus in downtown Santa Anna, CA; this facility is not under the control of the art/design unit. Four of the Art Department's buildings were completed in 1970 and the other two were completed in 1980.

Due to a lack of spending over the last decade, the facilities are clean but faculty report that this is not always the case. The buildings are overcrowded, generally rundown and suffering from varying degrees of delayed maintenance. Faculty and students alike report that they struggle to find adequate space for classwork. Buildings are in need of general painting, both inside and out. While HVAC systems have been recently upgraded, electrical and plumbing systems are no longer adequate for the job, with a shortage of sinks reported in some buildings. Electrical service needs to be increased in classrooms, both for university equipment and so that students can charge the personal laptop computers that they use for their classes (students currently have to leave class so they can sit in the hallways to charge computers).

The department needs upgrades in a number of other areas, from a general critique space to replacement chairs, and new studio lighting equipment.

There is a major shortage of graduate studio space on the main campus. In addition, graduate student studios that do exist on campus appear to lack sufficient ventilation and lighting. Because of this, students who use those spaces are limited in the materials they are allowed to use (or they may be tempted to circumvent these restrictions and hope to avoid detection).

Students expressed some concern about gaining sufficient access to the group studios and work spaces (in their major areas) outside of classes. Classes in some areas go through the late evening, so graduate students can only access the facilities late at night. There were also complaints that the wood shop had limited availability to students outside of class time.

Grand Central Arts provides attractive graduate spaces for some mediums in the MFA program. It also provides a residential situation that is attractive in an urban area. There is a wood shop in the building and residents have good access to facilities. However, that facility is 25 minutes away from the main campus and other facilities necessary for an MFA program (such as a library and IT support, faculty offices, undergraduate studios and administrative offices). That said, faculty in the Art Department have reportedly been accommodating to students at Grand Central Arts, making frequent trips to meet with them and provide critique.

Equipment

Most repair and replacement of equipment was delayed or deferred for a number of years due to the sharp drop in state spending. During the last two budget years, the campus has begun to address delayed repair and replacement of equipment. This has included a new campus-wide IT program that allowed the department to replace all the lab computers (so they would all be the same model and age), add an additional computer lab for their most popular programs, and to address other studio equipment needs that were identified by the faculty. This work is ongoing and still incomplete.

Additional work includes updating classrooms with smart technology (including instructor stations).

IT equipment is located throughout the department and accessible when needed. There is storage near most classrooms, so equipment can be accessed fairly readily.

Health

Ventilation problems were addressed in Photography, Printmaking and Painting areas before the last review ten years ago. New department needs and revised standards have created new ventilation needs that are being identified but have not yet been addressed. In particular, the ventilation systems in Painting, Drawing and Ceramics have issues that should be addressed in a timely basis.

Ventilation issues in the Crafts area have been identified, equipment has been ordered and it was scheduled to be installed soon after the visitors were on campus. This was a high priority and it does need to be addressed.

As mentioned above, graduate studios on campus lack sufficient lighting and ventilation. This could create potential health hazards as students may be tempted to circumvent restrictions and potentially expose themselves and others to unsafe conditions.

Safety

The department does have established (but decentralized) procedures for student safety training that states that it is the “responsibility of administrators, faculty, and staff to educate themselves about safety concerns in their specific areas of instruction.” While a long list of processes exist for this training (from “written information on syllabus” to “signage in the classrooms and labs”), it was not apparent from the *Self-Study* that any of these were necessarily required of faculty or students. The one exception to this is a requirement that students in ceramics, glass, crafts, sculpture, painting,

printmaking, photography, and exhibition design sign a form that is kept on file in the department office.

The wood shop power tools are located in the rather crowded Sculpture studio, which results in a number of potential issues. First, it is important that the minimum level of space is maintained around each power tool whenever it is in use. This can be tricky when sculpture classes are in session as the room can get too crowded to safely use all tools or other students working in the room could inadvertently encroach on the safety zone around equipment, creating a hazardous situation. Second, the location of the equipment within a classroom space limits the availability of the equipment, which can lead to higher demand (and overcrowding) during the limited time that the equipment is available.

While it is clear that the institution is making some progress in addressing facility, health and safety issues such as those noted above and in the *Self-Study* (53), it is unclear to the visitors how the institution meets NASAD standards in this area. (NASAD *Handbook 2013-14*, II.F.1.)

G. Library and Learning Resources

References: *Self-Study*, Library and Learning Resources, Section I.G.; *NASAD Handbook*, II.G.

The Paulina June and George Pollack Library provides services for the entire academic community and is contained in two adjoining structures, the North and South buildings. The central lobby area is a user-friendly space and social center with a small café. Unfortunately, the South Building had suffered damage due to the recent earthquake so was closed, although all public service points were moved to the North building and the University was assessing the damage and planning needed repairs.

The total library collection approaches nearly 1,000,000 items, including over 58,000 art books, 1173 eBooks, and 355 art journal titles (33 currently maintained), and 500 art video recordings. The library also has access to ILLIAD (Interlibrary loan internet accessible database), which makes collections around the world available to students and faculty. The library subscribes to three subject specific data bases, including ArtStor, three full text data bases, and thirteen associated databases. There are over 400 student use computers throughout the library, and the library has 20 laptops available for check out for limited periods of time. Students also have borrowing privileges at any CSU campus and access to the LA Public Library, the libraries of the University of California System, and the major research libraries in the Los Angeles metropolitan area.

According to the *Self-Study* (p. 57), there seems to be a good coordination between the art librarian and the Visual Resource Specialist (VRS) in the department in terms of meeting student and faculty resource needs, and this appears to be the case from the site visit. In addition to ArtStor, the department also has over 12,000 digital images that the VRS has been digitizing. The Visiting Team did not encounter any discussion to suggest problems with library support for instruction or research purposes; indeed, the library resources available in both printed and digital forms appear to be quite substantial and well managed. However, there does appear to be a budget decline for Art Department resources over the past four years, and this may be the result of shifting library priorities.

Overall, both the operations of the library appear to comply with NASAD standards for the size and scope of the various programs in the Department of Art. The resources appear to

support and sustain adequately the mission, goals, and objectives of the department's programs.

It appears NASAD standards are being met in this area.

H. Recruitment, Admission-Retention, Record Keeping, and Advising

References: *Self-Study*, p. 62-72; NASAD Handbook, II.H.

1. Recruitment, Admission, Retention

Undergraduate

Admission to the university is by application to the Office of Admissions. The Art Department does not directly participate in the admission of undergraduate students to the university, nor control or otherwise influence a student's declaration of an academic major in art. All admitted undergraduate students may declare a major in art in the Bachelor of Arts in Art program. Admission is governed by a system-wide set of criteria and procedures, incorporating considerations of GPA, ACT, and SAT (see university catalog, p. 113, 115-16). Based on data from 2010-12, 59.1% of the student population is made up of transfer students, primarily from California Community Colleges (CCC), as well as a small number from other institutions who enter at advanced standing appropriate to the level of course work completed at the other institution(s) and accepted by CSUF (see university catalog, p. 116-17).

All undergraduate students (both incoming freshmen and transfers) interested in the visual arts are admitted to the BA in Art in General Studio Art program. However, faculty members in each concentration control admission into the BFA in Art programs within the department. "Conversion" to the Bachelor of Fine Arts in Art program requires that a student apply for a "Change of Academic Objective," an administrative procedure involving a review and approval by a faculty member (in the respective studio area) of the applicant's lower division grade point average (GPA) in art. A 3.00 or better is required in a specified pattern of courses in art. The proficiency expectations for admission to an undergraduate Bachelor of Fine Arts in Art are cultivated through the foundation program.

Graduate

The Graduate Affairs Office and the Art Department jointly administer admission to the graduate program. The Graphic Design area has an additional writing requirement. Portfolio review is held twice a year. The portfolio review committee is made up of full-time faculty determined by each area or, in the case of smaller programs, area groupings. Specific criteria for classified standing apply. These are covered in the university catalog on p. 176. The portfolio review committee considers the student's background (which may include professional and work experience as well as academic work), a review of creative work relative to the proposed project, and a written statement of purpose. The portfolio review for the Master of Fine Arts typically has an interview component. The art history area requires an interview, with possible submission of supporting materials.

Retention

A variety of approaches to providing better student support and improving retention have been applied. The Peer Mentor Program, Summer Bridge Program, Project Reclaim, and the Student Diversity Program, are ongoing programs designed to improve the success rate of at-risk students in the university.

2. Record Keeping

From entrance into the university to graduation, the files of incoming freshmen and transfers students are maintained. Their primary record is the Titan Degree Audit (TDA), which includes a complete record of all courses taken, including those from other universities and community colleges (if needed, a TDA exception form for faculty advisory articulation overrides), a graduation check of completed course work, and final approval through the university. Although official files are kept in the Office of Admissions and Records, the Art Department maintains the following student records:

- Undergraduate: academic file for advisement
- Graduate: academic file for advisement and committee use
- Permanent record of projects for all students

3. Advisement

Undergraduate advisement develops through a step-by-step process beginning with orientation and continuing in an ongoing, working relationship with a faculty advisor. New students are contacted at group orientations or on "advisement days" at which faculty members are available on a sign-up and/or walk-in basis. Both beginning points have aspects of general orientation to the department and the referral of the individual student to an individual faculty member within the area of study. For most students, advisement is an ongoing process, conducted during office hours, email correspondence, and during informal and formal times, relating to progression of major, general academic matters, and professional orientation and goals. This appears to the visitors to be an effective system, with appropriate redundancy and choice provided to the student. Because the advisement program is heavily based on choice, it does provide the "opportunity" for students to defer advisement until well into their academic development.

At the graduate level, individual faculty members act as academic advisors, career counselors, as well as instructors and graduate committee chairs.

It appears NASAD standards are being met in this area.

I. Published Materials and Website

References: *Self-Study*, p. 73-74; *NASAD Handbook*, II.I.

The institution maintains all websites, with oversight from a staff member in the college office who administers the content. The department site is an effective source of general information about the degree programs. Specific information necessary for the degree programs are found in the university's online catalog.

All published materials appear to be consistent, comprehensive, clear and meet NASAD standards.

J. Branch Campuses, External Programs, Use of the Institution's Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program

References: *Self-Study*, p.79-80; *NASAD Handbook*, II.J.

CSU, Fullerton operates a branch campus in Irvine, which is approximately 20 miles from Fullerton. Because of time constraints and as the *Self-Study* notes, "only a limited number of arts courses are offered in art history and art education," the reviewers did not visit the Irvine campus. A review of the Irvine catalog confirms that courses offered are limited and primarily used as general education courses in non-art related majors. The *Self-Study* does mention (p.80) that plans to possibly expand art/design offerings at the Irvine campus are under review.

The Irvine campus is managed by its own Dean who reports to the CSUF Provost, and CSUF faculty teach courses on the Irvine campus. Courses taught on the Irvine campus are approved by the CSUF curriculum committees.

NASAD standards appear to be met in this area.

K. Community Involvement; Articulation with Other Institutions

References: *Self-Study*, p. 75-78; *NASAD Handbook*, II.J-K.

Community Involvement

The unit publishes its relationships and policies concerning community involvement that are connected to its curricular offerings; therefore, it appears NASAD standards for this standard are being met.

Articulation With Other Schools

The unit publishes its articulations; therefore, it appears NASAD standards for this area are being met.

L. Non-Degree Granting Programs for the Community

The department offers a variety of different programs that are tailored to specific age groups, from an Art Camp for kids 7-12 to high school classes programs. In addition, the institution also has established The Grand Central Arts Center in the town of Santa Ana, about 10 miles from CSUF, which provides apartments and studios for a number of graduate students as well as retail space and exhibition space for the community. The director of the facility reports directly to the Dean of the College. While the *Self-Study* and interviews suggest some concern with programmatic collaboration with the Center, it appears to be a good addition to the community and for graduate students.

The institution appears to be in compliance with NASAD standards

M. Standards for (1) Independent Postsecondary Art/design Units without Regional or Other Institutional Accreditation and/or (2) Proprietary Institutions (not applicable)

N. Programs, Degrees, and Curricula References:

1. Credit Hours

Definition and Procedures

CSU-Fullerton has clearly articulated standards related to time and credit hour calculations as specified in University publications such as the University Catalog:

ENROLLMENT REGULATIONS

Units of Credit

Each semester unit represents three hours of University work per week for one semester. Courses are of three types:

Lecture – one hour in class plus two hours of study.

Activity – two hours of class plus one hour of study.

Laboratory – three hours of laboratory activity in class plus one hour of study outside class.

Some courses may combine two or more of these types. All required courses carry unit credit.

Credit Hour

As of July 1, 2011 federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the “credit hour” is defined as “the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time;

OR

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

A credit hour is assumed to be a 50-minute period. In courses in which “seat time” does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement. (University Catalog: p. 66 statement on Units of Credit)

The above appears to meet NASAD standards. From a meeting with undergraduate students, it was apparent to the visiting team that faculty spend time working with students outside assigned class and studio hours.

The general content and competency of the numerous Baccalaureate Programs appear to be met. Each of these standards for the Bachelor of Arts and Bachelor of Fine Arts is discussed at length within the *Self-Study* document.

Title and content for the Baccalaureate Degrees do seem appropriate, except perhaps for the Bachelor of Arts in Art (Teaching), which appears to be essentially a B.A. in Studio Art degree with a slightly different categorization of requirements and with an additional course, *Media Exploration for Teaching Art*. The degree does not provide teacher certification, which is secured through a post-baccalaureate program of 48 credits. The NASAD listing of degrees for CSU-Fullerton lists the initial degree as Bachelor of Arts—4 years: Art Education, which does not appear to reflect the actual content of the degree program, so the alignment of degree content and title should be explored.

In the *Undergraduate Catalog*, the BFA degrees are listed with a 132 credit-requirement due to a 51 credit General Education requirement. Undergraduate students who met with the visiting team were vocal about how the 132 credit requirement was impacting their time to degree. The Visitors' Report will discuss this further in the section on Recommendations.

2. Specific Curricula

The general content and competency Standards applicable to all degree programs appear to be met. Each of these standards is discussed at length within the *Self-Study* document; assessment procedures are clearly defined and enacted.

Certificate in Museum Studies—One Year

- (1) Status: The institution seeks *renewal of Final Approval for Listing*.
- (2) Curriculum: The institution appears to be in compliance with NASAD standards.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with such a certificate program.
- (4) Student Work: The visitors did not review student work specifically labeled as Certificate students. Most of the students in the MFA in Exhibition Design are also enrolled in the Certificate program, and the visitors did see work from those students.
- (5) Student Evaluation: Graduate students must earn a grade of B or better in order to receive credit for the course, and each student meets regularly with his/her advisor to discuss progress toward the completion of their program.
- (6) Overall Effectiveness: Judging by the level of student work, this appears to be a strong and effective program. The program appears to be meeting its intended purposes and to be aligned with NASAD competencies.

Bachelor of Arts —4 years: Art History

- (1) Status: The institution seeks *renewal of Final Approval for Listing*
- (2) Curriculum: The curricular percentages and distribution of courses appear to meet NASAD standards and guidelines for the Bachelor of Arts degree.
- (3) Title/Content Consistency: The title and content of this degree program appear to be appropriate and consistent with an art history major in a liberal arts program.
- (4) Student Work: The visitors did not review student work in Art History.
- (5) Student Evaluation: The program uses traditional evaluation methods of exams and papers.
- (6) Overall Effectiveness: The program appears to be meeting its intended purposes and to be aligned with NASAD competencies.

Bachelor of Arts—4 years: Studio Art

- (1) Status: The institution seeks *renewal of Final Approval for Listing*.
- (2) Curriculum: The curriculum for the Bachelor of Arts, Studio Art appears to meet the necessary NASAD requirements for this degree. The combined studio, art history and art electives constitute 45% of the 120 credits for this degree. The general education requirements are 42.5% of the 120 credit requirement which appears shy of the guideline unless the two required art history courses and the required Writing in the Visual Arts are double counted. All entering CSUF students who are interested in pursuing a degree in art enter into this program.
- (3) Title/Content Consistency: The title and content of this degree appears to be appropriate for and consistent with a Bachelor of Arts degree in Studio Art; however, the institution titles the degree General Studio Art.
- (4) Student Work: The work for students in the Bachelor of Arts degree seemed to be of high quality and in keeping with NASAD standards and competencies.
- (5) Student Evaluation: Student evaluation seems to be based on course grade by instructor-of-record.
- (6) Overall Effectiveness: This program appears to be meeting the intended purposes as a liberal arts degree with a major in art. Students appreciated the potential breadth of the program, and it appears to be consistent and in keeping with the department and institutional goals. The program appears to be meeting its intended purposes and to be aligned with NASAD competencies.

Bachelor of Arts—4 years: Art (Teaching)

- (1) Status: The institution seeks *renewal of Final Approval for Listing*.
- (2) Curriculum: The Self-Study notes (p. 174) that “An analysis of the curriculum content in relationship to NASAD standards finds the program non-compliant as a Bachelor of Arts program in teaching.” Only 9 credits (7.5%) of art history courses and 3 credits (2.5%) of

required art education courses are required for the BA degree in Art (Teaching). With regard to this issue, the *Self-Study* states (p.174): “To rectify the situation, the teaching program will be proposing a Bachelor of Fine Arts in Art Education, and will be moving EDSC 304 Personal Proficiency in Educational Technology, EDSC 310 The Secondary Teaching Experience Participation, EDSC 330 Literacy Development in Secondary Schools, and EDSC 410 Teaching English Learners in Secondary School, into the bachelor of arts program.” It is unclear to the visitors whether the curricular table and narrative in the *Self-Study* (p.174-75) should be considered as requesting Plan Approval for the revised program. The institution is encouraged to clarify this point in its Optional Response.

- (3) Title/Content Consistency: As noted above, the title of this degree does not appear to be consistent with the NASAD listing and its title may appear to be misleading since completion of the degree does not qualify a student to teach in California. In order to teach, students must secure Single Subject Certification, which is accomplished through completion of a post-baccalaureate certification program. To qualify for the undergraduate degree BA in Art (Teaching) degree, students must take only one required course in Art Education, ART 441 Media Exploration in Teaching. As the *Self-Study* notes (p.86), there are five secondary education courses that are required for admission into the post-baccalaureate certificate program, but these are not counted toward the undergraduate degree requirements, although two of these courses can be used to fulfill undergraduate general education requirements. Review of transcripts indicates that students do complete the five secondary education courses required for admission to the certification program while enrolled in the BA program, but, presumably, students could obtain the BA in Art (Teaching) without taking these five courses.
- (4) Student Work: The visitors examined student work, which demonstrated an appropriate level of execution and competency for the level and/or assignment.
- (5) Student Evaluation: In addition to traditional grading, the program appears to have an ongoing assessment process anchored by stated competencies.
- (6) Overall Effectiveness: The program appears to be meeting its intended purposes, although those purposes do not align with NASAD degree title standards and guidelines nor with NASAD curricular requirements for a degree in art education. It is not clear how the ins meets NASAD standards (NASAD *Handbook 2013-14*, XII. A-C).

Bachelor of Fine Arts – 4 years: Art (Ceramics/Glass)

- (1) Status: The institution seeks *renewal of Final Approval for Listing*.
- (2) Curriculum: The curricular percentages and distribution of courses appear to meet NASAD standards and guidelines for the Bachelor of Fine Arts degree. This includes 69 units of Studio Art and 12 units of Art History, with the remaining 51 units in General Studies.
- (3) Title/Content Consistency: The title and content of this degree appears to be appropriate for and consistent with a Bachelor of Fine Arts degree in Art in a college of the Arts.
- (4) Student Work: Students displayed work that explored a wide range of processes and displayed a good grasp of technical and conceptual knowledge of ceramics. In particular the quality of glazes was quite high.

- (5) Development of Competencies: Competency is primarily tracked with grades and GPA. Admission into the BFA program is based on grades in the lower level curriculum. All studio majors are required to pass a Special Studies course that acts as a capstone.
- (6) Overall Effectiveness: Student work is indicative of effective teaching and student learning. However, enrollment in the program is low; HEADS data shows only 6 undergraduate students in Ceramics. As also noted in the sections on the BFA in Crafts and Sculpture, this raises a concern regarding effectiveness, particularly in terms of upper level studios, and standards issues related to Size and Scope.

Bachelor of Fine Arts – 4 years: Art (Creative Photography)

- (1) Status: The institution seeks *renewal of Final Approval for Listing*.
- (2) Curriculum: In general, the undergraduate program in Creative Photography seems to follow the NASAD guidelines for Specific Professional Baccalaureate Degrees in Art. The guidelines suggest studies in photography comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art history, 10-15%; and general studies, 25-35%. Studies in the major area, supportive courses in art and design, and studies in visual arts/design histories normally total at least 65% of the curriculum—this degree program is 68%, or 81 units. Note: general studies courses for this program is 43%, or 51 units, exceeding the guidelines and bringing the total number of units to 132. The visitors agree that course requirements in general studies could be reduced and contribute to reducing time to completion.
- (3) Title/Content Consistency: The title and content of this program appear to be appropriate for and consistent with a professional Baccalaureate Degree in Art in the area of Creative Photography.
- (4) Student Work: The visitors were able to view student work, which appeared to be well done and of the highest quality. The work demonstrated both commercial and experimental approaches to the medium. Technique and craft were excellent.
- (5) Development of Competencies: Within SECTION II: B. SPECIFIC CURRICULA; Undergraduate Concentrations—Application for Renewal of Final Approval, there was no separate section for the Bachelor of Fine Arts in Art with a concentration in Creative Photography submitted as a part of the *Self-Study*. The institution did provide an Addendum on request after the visit. The institution is asked to provide this information in its Optional Response. Judging from student work, competencies appear to be met.
- (6) Overall Effectiveness: The program appears to be meeting its objectives. The initiatives seem to be consistent in keeping with the departmental and institutional goals. This program appears to be in compliance with NASAD standards and guidelines.

Bachelor of Fine Arts – 4 years: Art (Crafts [jewelry, metalsmithing, and woodworking])

- (1) Status: The institution seeks *renewal of Final Approval for Listing*.

- (2) Curriculum: The curricular percentages and distribution of courses appear to meet NASAD standards and guidelines for the Bachelor of Fine Arts degree. This includes 69 units of Studio Art and 12 units of Art History, with the remaining 51 units in General Studies.
- (3) Title/Content Consistency: The title and content of this degree appear to be appropriate for and consistent with a Bachelor of Fine Arts in Art in a college of the Arts.
- (4) Student Work: The student work shows an understanding of materials and processes and there was a good development of the individual student voice.
- (5) Development of Competencies: Competency is primarily tracked with grades and GPA. Admission into the BFA program is based on grades in the lower level curriculum. All studio majors are required to pass a Special Studies course that acts as a capstone.
- (6) Overall Effectiveness: Student work is indicative of effective teaching and student learning. However, enrollment in the program is low; HEADS data shows 9 undergraduate students in Crafts. As also noted in the sections on the BFA in Ceramics and Sculpture, this raises a concern regarding effectiveness, particularly in terms of upper level studios, and standards issues related to Size and Scope.

Bachelor of Fine Arts – 4 years: Art (Drawing and Painting)

- (1) Status: The institution seeks *renewal of Final Approval for Listing*
- (2) Curriculum: In general, the undergraduate program in Drawing and Painting seems to follow the NASAD guidelines for Specific Professional Baccalaureate Degrees in Art. The guidelines suggest studies in drawing and painting comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art history, 10-15%; and general studies, 25-35%. Studies in the major area, supportive courses in art and design, and studies in visual arts/design histories normally total at least 65% of the curriculum—this degree program is 68%, or 81 units. Note: general studies courses for this program is 43%, or 51 units, exceeding the guidelines and bringing the total number of units to 132. The visitors agree that course requirements in general studies could be reduced and contribute to reducing time to completion.
- (3) Title/Content Consistency: The title and content of this program appear to be appropriate for and consistent with a professional Baccalaureate Degree in Art in the area of Drawing and Painting.
- (4) Student Work: The visitors were able to view student work, which appeared to be well done and of the highest quality. There is an intentional and mostly effective curriculum sequence, from foundational work through graduating students. Students learn both the conceptual and formal approaches to painting, from representation to abstraction to experimental practices, and study pictorial space, color mixing, life studies, as well as painterly applications.
- (5) Development of Competencies: At the core of instruction are individual and group critiques conducted by faculty and visiting artists. Drawing and Painting facilities include 24-hour studios and undergraduate and graduate exhibition galleries. Students also have access to video, photography, motion graphics, glass, ceramic, metal, and sculpture labs.

- (6) Overall Effectiveness: The program appears to be meeting its objectives. The initiatives seem to be consistent in keeping with the departmental and institutional goals. There is some inconsistency with course syllabi across sections taught by various faculty. This program appears to be in compliance with NASAD standards and guidelines.

Bachelor of Fine Arts – 4 years: Art (Entertainment Art/Animation)

- (1) Status: The institution seeks *renewal of Final Approval for Listing*.
- (2) Curriculum: In general, the undergraduate program in Entertainment Art/Animation seems to follow the NASAD guidelines for Specific Professional Baccalaureate Degrees in Art. Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural guidelines: studies in animation including the final project should comprise 25-30% of the total degree program; supportive courses associated with animation (e.g., visual arts, design, film/video, technologies), 30-35%; studies in art/design/film and/or animation history and theory, 10-15%; and general studies, 25-35%. Studies in the major area, supportive courses associated with animation, and studies in related history and theory normally total at least 65% of the curriculum—this degree program is 68%, or 81 units. Note: general studies courses for this program is 43%, or 51 units, exceeding the guidelines and bringing the total number of units to 132. The visitors agree that course requirements in general studies could be reduced and contribute to reducing time to completion.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a professional Baccalaureate Degree in Art in the area of Entertainment Art/Animation.
- (4) Student Work: The visitors were able to view student work, which appeared to be well done and of the highest quality. The work demonstrated that the goals of the Entertainment Art/Animation program appear to be met (see #5, below).
- (5) Development of Competencies: The program appears to provide students with conceptual understanding, technical skills, practical experience, and opportunities to be successful entertainers, communicators and storytellers with a focus on character animation. Students acquire an understanding of character animation principles and techniques, animation as a storytelling medium, a critical appreciation of historical and contemporary animation forms, and professional practice as evidenced within a portfolio reel.

Importantly, the program offers the students the experience of creating a short film as modeled after the animated feature filmmaking production process. A variety of elective courses are available to provide the opportunity for students to focus more specifically on career goals and enhance their personal interests. There appears to be much success in helping the students acquire internships.

- (6) Overall Effectiveness: The program appears to be meeting its objectives. The initiatives seem to be consistent in keeping with the departmental and institutional goals. This program appears to be in compliance with NASAD standards and guidelines.

Bachelor of Fine Arts – 4 years: Art (Graphic Design)

- (1) Status: The institution seeks *renewal of Final Approval for Listing*.
- (2) Curriculum: In general, the undergraduate program in Graphic Design seems to follow the NASAD guidelines for Specific Professional Baccalaureate Degrees in Design. Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural guidelines: studies in communication design comprise 25-35% of the total program; supportive courses in design, related technologies, and the visual arts, 20-30%; studies in art/design histories and theory, 10-15%; and general studies, 25-35%. Studies in the major area; supportive courses in design, related technologies, and the visual arts; and studies in visual arts/design histories and theory normally total at least 65% of the curriculum—this degree program is 68%, or 81 units. Note: general studies courses for this program is 43%, or 51 units, exceeding the guidelines and bringing the total number of units to 132. The visitors agree that course requirements in general studies could be reduced and contribute to reducing time to completion.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a professional Baccalaureate Degree in Design in the area of Graphic Design.
- (4) Student Work: The visitors were able to view student work, which appeared to be well done and of the highest quality. Clarity of message, creative solutions to common communication problems, thoughtful and original visual language, and impeccable craft were all evident in the work observed.
- (5) Development of Competencies: The program's strength appears to be in its ability to explore various problem solving processes and their relationship to visual communication. Group and individual critiques, as well as individual "professional" advising sessions, help students to prepare a strong and relevant portfolio. Students are involved in collaborative projects with students from other institutions for non-profit and corporate partners. There appears to be much success in helping the students land coveted internships.
- (6) Overall Effectiveness: The program appears to meeting its objectives. The initiatives seem to be consistent in keeping with the departmental and institutional goals. This program appears to be in compliance with NASAD standards and guidelines.

Bachelor of Fine Arts – 4 years: Art (Illustration)

- (1) Status: The institution seeks *Renewal of Final Approval for Listing*.
- (2) Curriculum: In general, the undergraduate program in Illustration seems to follow the NASAD guidelines for Specific Professional Baccalaureate Degrees in Art. Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural guidelines: studies in illustration comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art history, 10 15%; and general studies, 25-35%. Studies in the major area, supportive courses in art and design, and studies in visual art history normally total at least 65% of the curriculum—

this degree program is 68%, or 81 units. Note: general studies courses for this program is 43%, or 51 units, exceeding the guidelines and bringing the total number of units to 132. The visitors agree that course requirements in general studies could be reduced and contribute to reducing time to completion.

- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a professional Baccalaureate Degree in Art in the area of Illustration.
- (4) Student Work: The visitors were able to view student work, which appeared to be mostly well done and of above average quality. Compared to the drawing qualities viewed in other programs (i.e. Drawing, Entertainment Art), much of the work viewed was of a lesser quality.
- (5) Development of Competencies: The stated mission of the Illustration concentration is “to provide students with conceptual understanding, technical skills, practical experience and opportunities to explore the art of illustration in order to become effective and creative communicators and visual storytellers.” The program does appear to meet its goals of encouraging visual problem solving, exploring historical and contemporary trends in the discipline, and teaching professional business practices and ethical standards.

Seniors take two Special Studies courses toward creating portfolio pieces—beginning the first semester with imagery illustrating a common literary source followed by self-directed projects meant to demonstrate unique style and vision. Finally, to launch seniors’ careers, an internship in a business prepares them for job hunting and industry practices. There appears to be much success in helping the students land coveted internships.

- (6) Overall Effectiveness: The program appears to meeting its objectives. The initiatives seem to be consistent in keeping with the departmental and institutional goals. This program appears to be in compliance with NASAD standards and guidelines.

Bachelor of Fine Arts – 4 years: Art (Sculpture)

- (1) Status: The institution seeks *renewal of Final Approval for Listing*.
- (2) Curriculum: The curricular percentages and distribution of courses appear to meet NASAD standards and guidelines for the Bachelor of Fine Arts degree. This includes 69 units of Studio Art and 12 units of Art History, with the remaining 51 units in General Studies.
- (3) Title/Content Consistency: The title and content of this degree appears to be appropriate for and consistent with a Bachelor of Fine Arts degree in Art in the area of Sculpture.
- (4) Student Work: The visitors examined student work, which demonstrated an appropriate level of execution and competency for the level and/or assignment.
- (5) Development of Competencies: Competency is primarily tracked with grades and GPA. Admission into the BFA program is based on grades in the lower level curriculum. All studio majors are required to pass a Special Studies course that acts as a capstone.

- (6) Overall Effectiveness: Student work is indicative of effective teaching and student learning. However, enrollment in the program is low; the HEADS data show only 5 undergraduate students in Sculpture. As also noted in the sections on the BFA in Ceramics and Crafts, this raises a concern regarding effectiveness, particularly in terms of upper level studios, and standards issues related to Size and Scope.

Graduate Programs

With regard to the institution's MFA programs, the *Self-Study* notes that "Currently, all master of fine arts programs within the Art Department are out of compliance with the CSUF graduate studies office, the CSU chancellor's office, and NASAD standards. These nine programs do not offer a minimum of 50% graduate coursework that is solely taught to graduate students. Seventy-five percent, or 45 units, are either 400-level undergraduate courses, or 500-level graduate courses that are offered in combination with 400-level courses. (p. 95)"

This may also be an issue with regard to the Master of Arts programs since the NASAD standard relates to all graduate programs (NASAD *Handbook 2013-14*, XIV.C.1).

Also with regard to the Master of Arts programs, it appears that many of them have low numbers of majors, so that it is unclear to the visitors how the institution meets standards related to Size and Scope (NASAD *Handbook 2013-14*, II.B.1.a.)

Transcripts for the following graduate programs were reviewed and they appear to reflect NASAD standards related to curriculum.

Master of Arts—1½ years: Art History

- (1) Status: The institution seeks *renewal of Final Approval for Listing*.
- (2) Curriculum: In general, the graduate program in Art History appears to follow NASAD guidelines and standards.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a Master's level degree in Art History.
- (4) Student Work: The visitors did not review student work due to the number of students enrolled in the program.
- (5) Student Evaluation: The program assesses student work through the traditional means of exams and papers.
- (6) Overall Effectiveness: The program appears to meeting its objectives and addressing NASAD competencies; however, the curricular table shows only one major, and, historically there have been few majors in the program. Also, it is unclear if the institution meets NASAD standards related to graduate/undergraduate course and credit requirements (see Graduate Programs narrative, above.)

Master of Arts – 1 ½ years: Studio (Crafts)

- (1) Status: The institution seeks *renewal of Final Approval for Listing*.
- (2) Curriculum: The curricular percentages and distribution of courses appear to meet NASAD standards and guidelines for an MA degree in Art. It is a 30 credit degree with 40% of the coursework in a major studio, 40% in a minor studio and 20% in electives.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with such an MA in Art degree program.
- (4) Student Work: The visitors were able to view student work in a group exhibition and found it conceptually and technically competent.
- (5) Development of Competencies: Competencies are evaluated through individual and group critique with the major professors.
- (6) Overall Effectiveness: The program appears to be meeting its objectives, but it is unclear to the visitors if NASAD standards related to Size and Scope are met since the curricular table indicates 0 majors. In addition, it is not clear how the institution meets the graduate/undergraduate course and credit requirements (see Graduate Programs narrative, above.)

Master of Arts – 1 ½ years: Studio (Drawing and Painting)

- (1) Status: The institution seeks Plan Approval and Final Approval for Listing.
- (2) Curriculum: In general, the graduate program in Drawing and Painting seems to follow the NASAD guidelines for Specific Initial Masters Degrees. The Master of Arts degree in fields of studio art or design requires at least 30 semester hours of concentrated, advanced post-baccalaureate study. At least 50% of the work should be in the chosen studio or design field, supported by related advanced art/design history courses and studies in other arts fields as appropriate to the particular studio discipline and to the individual's program of study.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a professional Specific Initial Master's Degree in Art in the area of Drawing and Painting.
- (4) Student Work: The visitors were able to view student work, which appeared to be innovative, critical, relevant, and of a high quality.
- (5) Development of Competencies: The program appears to support individual and conceptual expression. Students develop a serious approach to the creation of meaningful art forms, engage in dialogue that helps to inform their intent as creative artists, and are provided with opportunities for teaching and developing instructional methodologies.
- (6) Overall Effectiveness: The program appears to meeting its objectives, although it is unclear how the institution meets Size and Scope standards and guidelines since the Curricular Table shows 2 majors. It is also unclear if the institution meets NASAD

standards related to graduate/undergraduate course and credit requirements (see Graduate Programs narrative, above.)

Master of Arts – 1 ½ years: Studio (Sculpture)

- (1) Status: The institution seeks Plan Approval and Final Approval for Listing.
- (2) Curriculum: The curricular percentages and distribution of courses appear to meet NASAD standards and guidelines for an MA degree in Art. It is a 30 credit degree with 40% of the coursework in a major studio, 40% in a minor studio and 20% in electives.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent such an MA in Art degree program.
- (4) Student Work: The visitors were able to view student work in a group exhibition and found it conceptually and technically competent.
- (5) Development of Competencies: Competencies are evaluated through individual and group critique with the major professors.
- (6) Overall Effectiveness: The program appears to be meeting its objectives, although it is unclear if it meets NASAD standards related to Size and Scope because of the low number of majors. It is also unclear if it meets graduate/undergraduate course and credit requirements (see Graduate Programs narrative, above.)

Master of Fine Arts – 3 years: Art (Crafts)

- (1) Status: The institution seeks *renewal of Final Approval for Listing*.
- (2) Curriculum: It does not appear that there are currently enough classes in the graduate curriculum to meet the NASAD standard, which requires that 50% of the coursework be in classes that are solely taught to graduate students. 75% are either 400 level or 400/500 level. However, the department is exploring the development of 500-level special topic graduate courses for each master of fine arts area, 500-level seminar courses, and/or 500-level art history courses.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a professional terminal degree (Master of Fine Arts) in the area of Crafts.
- (4) Student Work: The visitors were able to view student work in a group exhibition and found it conceptually and technically competent.
- (5) Development of Competencies: Competencies are evaluated through individual and group critique with the major professors. The MFA degree culminates in an MFA exhibition.
- (6) Overall Effectiveness: The program appears to be meeting its objectives, but the institution does not meet NASAD standards as discussed under Graduate Programs,

above. With 2 majors, it is also unclear how it meets Size and Scope standards and guidelines.

Master of Fine Arts – 3 years: Art (Creative Photography)

- (1) Status: The institution seeks *renewal of Final Approval for Listing*.
- (2) Curriculum: In general, the graduate program in Creative Photography seems to follow the NASAD guidelines for Specific Initial and Terminal Masters Degrees. At least 50% of the work should be in the chosen studio or design field, supported by related advanced art/design history courses and studies in other arts fields as appropriate to the particular studio discipline and to the individual's program of study. *The Master of Fine Arts program* requires the equivalent of at least two years of full-time graduate study, with a minimum of 60 semester hours.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a professional Specific Initial and Terminal Master's Degree in Art in the area of Creative Photography.
- (4) Student Work: The visitors were able to view student work, which appeared to be innovative, critical, relevant, and of a high quality—however, the work of only a few students was observed due to enrollment (see #6, below).
- (5) Development of Competencies: The program appears to encourage students to investigate the visual literacy and relevancy of lens-based imaging within contemporary society. Self-expression and artistic discovery via an interdisciplinary approach that includes video, film, sound, performance, installation, and public art is supported. The program does appear to provide preparation for both fine and commercial practice, and provide opportunities for teaching and developing instructional methodologies.
- (6) Overall Effectiveness: The program appears to be meeting its objectives. The initiatives seem to be consistent in keeping with the departmental and institutional goals. Enrollment in the MFA is 3, as reported in the *Self-Study*. Low enrollment does not provide the appropriate critical mass expected at the graduate level. Based on the student conversation, little or no collaboration or mixing of graduate students from different concentrations occurs. Additionally, the lack of adequate, appropriate studio space (or any studio space at all), appears to be an issue. The institution does not appear to be in compliance with NASAD standards and guidelines related to Size and Scope (NASAD *Handbook 2013-14*, II.B.1 and 2), as well as NASAD standards as discussed under Graduate Programs, above.

Master of Fine Arts – 3 years: Art (Drawing and Painting)

- (1) Status: The institution seeks Plan Approval and Final Approval for Listing.
- (2) Curriculum: In general, the graduate program in Drawing and Painting seems to follow the NASAD guidelines for Specific Initial and Terminal Masters Degrees. At least 50% of the work should be in the chosen studio or design field, supported by related advanced art/design history courses and studies in other arts fields as appropriate to the particular studio discipline and to the individual's program of study. The Master of Fine Arts

program requires the equivalent of at least two years of full-time graduate study, with a minimum of 60 semester hours.

- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a professional Specific Initial and Terminal Master's Degree in Art in the area of Drawing and Painting.
- (4) Student Work: The visitors were able to view student work, which appeared to be innovative, critical, relevant, and of a high quality.
- (5) Development of Competencies: The program appears to support individual and conceptual expression. Students develop a serious approach to the creation of meaningful art forms, engage in dialogue that helps to inform their intent as creative artists, and are provided with opportunities for teaching and developing instructional methodologies.
- (6) Overall Effectiveness: The program appears to meeting its objectives. The initiatives seem to be consistent in keeping with the departmental and institutional goals. Although the program has strong enrollment and active, engaged students, the lack of adequate, appropriate studio space (or any studio space at all), appears to be an issue. The institution does not appear to be in compliance with NASAD standards as discussed under Graduate Programs, above.

Master of Fine Arts – 3 years: Art (Ceramics)

- (1) Status: *Renewal of Final Approval for Listing*
- (2) Curriculum: It does not appear that there are currently enough classes in the graduate curriculum to meet the NASAD standard, which requires that 50% of the coursework be in classes that are solely taught to graduate students. 75% are either 400 level or 400/500 level. However, the department is exploring the development of 500-level special topic graduate courses for each master of fine arts area, 500-level seminar courses, and/or 500-level art history courses.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a professional terminal degree Master of Fine Arts in the area of Ceramics.
- (4) Student Work: The visitors were able to view student work in a group exhibition and found it conceptually and technically competent.
- (5) Development of Competencies: Competencies are evaluated through individual and group critique with the major professors. The MFA degree culminates in an MFA exhibition.
- (6) Overall Effectiveness: The curricular table indicates that the program has 3 majors. Consequently, it is unclear how the institution meets standards related to Size and Scope (NASAD *Handbook 2013-14*, II.B.1-2). In addition, the institution does not appear to be in compliance with NASAD standards as discussed under Graduate Programs, above.

Master of Fine Arts – 3 years: Art (Sculpture)

- (1) Status: The institution seeks *renewal of Final Approval for Listing*.
- (2) Curriculum: It does not appear that there are currently enough classes in the graduate curriculum to meet the NASAD standard, which requires that 50% of the coursework be in classes that are solely taught to graduate students. 75% are either 400 level or 400/500 level. However, the department is exploring the development of 500-level special topic graduate courses for each master of fine arts area, 500-level seminar courses, and/or 500-level art history courses.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with the professional terminal degree Master of Fine Arts in the area of Sculpture.
- (4) Student Work: The visitors were able to view student work in a group exhibition and found it conceptually and technically competent.
- (5) Development of Competencies: Competencies are evaluated through individual and group critique with the major professors. The MFA degree culminates in an MFA exhibition.
- (6) Overall Effectiveness: Enrollment in the MFA in Sculpture program is small (5), so it is unclear how the institution meets the Size and Scope standards and guidelines (NASAD *Handbook 2013-14*, II B.1 and 2). In addition, the institution does not appear to be in compliance with NASAD standards as discussed under Graduate Programs, above.

Master of Arts – 1 ½ years: Art (Ceramics)

- (1) Status: *Plan Approval and Final Approval for Listing*
- (2) Curriculum: The curricular percentages and distribution of courses appear to meet NASAD standards and guidelines for an MA degree in Art. It is a 30 credit degree with 40% of the coursework in a major studio, 40% in a minor studio and 20% in electives.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent for such an MA in Art degree program.
- (4) Student Work: The visitors were able to view student work in a group exhibition and found it conceptually and technically competent.
- (5) Development of Competencies: Competencies are evaluated through individual and group critique with the major professors.
- (6) Overall Effectiveness: The program appears to be meeting its objectives, although since enrollments are low, it is unclear how the institution is meeting Size and Scope standards and guidelines (NASAD *Handbook 2013-14*, II.B.1-2). In addition, the institution does not appear to be in compliance with NASAD standards as discussed under Graduate Programs, above.

Master of Arts – 1 ½ years: Art (Creative Photography)

- (1) Status: The institution seeks *Plan Approval and Final Approval for Listing*.
- (2) Curriculum: In general, the graduate program in Creative Photography seems to follow the NASAD guidelines for Specific Initial Masters Degrees. The Master of Arts degree in fields of studio art or design requires at least 30 semester hours of concentrated, advanced post-baccalaureate study. At least 50% of the work should be in the chosen studio or design field, supported by related advanced art/design history courses and studies in other arts fields as appropriate to the particular studio discipline and to the individual's program of study.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a professional Specific Initial Master's Degree in Art in the area of Creative Photography.
- (4) Student Work: The visitors were able to view student work, which appeared to be innovative, critical, relevant, and of a high quality—however, the work of only a few students was observed due to enrollment (see #6, below).
- (5) Development of Competencies: The program appears to encourage students to investigate the visual literacy and relevancy of lens-based imaging within contemporary society. Self-expression and artistic discovery via an interdisciplinary approach that includes video, film, sound, performance, installation, and public art is supported. The program does appear to provide preparation for both fine and commercial practice, and provide opportunities for teaching and developing instructional methodologies.
- (6) Overall Effectiveness: The program appears to be meeting its objectives. The initiatives seem to be consistent in keeping with the departmental and institutional goals. Enrollment in the MA is 0 as reported in the *Self-Study*. Low enrollment does not seem to provide the appropriate critical mass expected at the masters level. Based on the student conversation, little or no collaboration or mixing of graduate students from different concentrations occurs. Additionally, the lack of adequate, appropriate studio space (or any studio space at all), appears to be an issue. The institution does not appear to meet Size and Scope standards and guidelines (NASAD *Handbook 2013-14*, II.B.1-2). In addition, the institution does not appear to be in compliance with NASAD standards as discussed under Graduate Programs, above.

Master of Arts in Art—1½ years: Exhibition Design

- (1) Status: The institution seeks *Plan Approval and Final Approval for Listing*.
- (2) Curriculum: The curricular structure indicates that the program is in compliance with NASAD standards and guidelines.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with such a degree program.
- (4) Student Work: Student work exhibited revealed a high level of professionalism and creative thinking.

- (5) Student Evaluation: The program assesses student work through the traditional means of exams, papers, project critiques.
- (6) Overall Effectiveness: In terms of its curriculum and specific goal of preparing students to re-enter the workforce, the program may be effective; however, it appears to be a relatively low enrolled program with three current majors. Consequently, it is unclear to the visitors how the institution meets NASAD standards related to Size and Scope (NASAD *Handbook 2013-14*, II.B.1-2). In addition, the institution does not appear to be in compliance with NASAD standards as discussed under Graduate Programs, above.

Master of Arts – 1 ½ years: Art (Glass)

- (1) Status: The institution seeks *Plan Approval and Final Approval for Listing*.
- (2) Curriculum: The curricular percentages and distribution of courses appear to meet NASAD standards and guidelines for an MA degree in Art. It is a 30 credit degree with 40% of the coursework in a major studio, 40% in a minor studio and 20% in electives.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for an MA in Art degree program.
- (4) Student Work: The visitors were able to view student work in a group exhibition and found it conceptually and technically competent.
- (5) Development of Competencies: Competencies are evaluated through individual and group critique with the major professors.
- (6) Overall Effectiveness: The program appears to be meeting its objectives, but the Curricular Table shows 0 majors, so it unclear how the institution meets NASAD standards related to Size and Scope. In addition, the institution does not appear to be in compliance with NASAD standards as discussed under Graduate Programs, above.

Master of Arts – 1 ½ years: Art (Graphic Design)

- (1) Status: The institution seeks *Plan Approval and Final Approval for Listing*
- (2) Curriculum: In general, the graduate program in Graphic Design seems to follow the NASAD guidelines for Specific Initial and Terminal Masters Degrees. The Master of Arts degree in fields of studio art or design requires at least 30 semester hours of concentrated, advanced post-baccalaureate study. At least 50% of the work should be in the chosen studio or design field, supported by related advanced art/design history courses and studies in other arts fields as appropriate to the particular studio discipline and to the individual's program of study.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a professional Specific Initial and Terminal Master's Degree in Design in the area of Graphic Design.

- (4) Student Work: The visitors were able to view student work, which appeared to be innovative, critical, relevant, and of a high quality.
- (5) Development of Competencies: The Master of Arts program in Graphic Design appears to meet its goals of preparing graduates to reenter the workforce and take up a leadership role within the professional design community, and as a preparatory program towards a terminal degree. Students study contemporary issues with an emphasis on pragmatics, methodology, processes, aesthetic principles, visual thinking, and visual problem-solving skills for visual communications.
- (6) Overall Effectiveness: The program appears to meeting its objectives. The initiatives seem to be consistent in keeping with the departmental and institutional goals. However, the institution does not appear to be in compliance with NASAD standards as discussed under Graduate Programs, above.

Master of Arts – 1 ½ years: Art (Illustration)

- (1) Status: The institution seeks *Plan Approval and Final Approval for Listing*.
- (2) Curriculum: In general, the graduate program in Illustration seems to follow the NASAD guidelines for Specific Initial and Terminal Masters Degrees. At least 50% of the work should be in the chosen studio or design field, supported by related advanced art/design history courses and studies in other arts fields as appropriate to the particular studio discipline and to the individual’s program of study. *The Master of Fine Arts program* requires the equivalent of at least two years of full-time graduate study, with a minimum of 60 semester hours.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a professional Specific Initial and Terminal Master’s Degree in Art in the area of Illustration.
- (4) Student Work: The visitors were able to view student work, which appeared to be of average quality. There was no evidence that the work being viewed was graduate level or much more developed than the undergraduate Illustration work.
- (5) Development of Competencies: The self-study lists a goal of the MA in Illustration program to “deepen the students understanding of craft and visual problem-solving skills demonstrated in a portfolio that prepares graduate students to reenter the workforce.”
- (6) Overall Effectiveness: The Curricular Table shows that the program has 3 majors. The program does not appear to be meeting its stated goals based on the work observed. Based on the student conversation, little or no collaboration or mixing of graduate students from different concentrations occurs. Because of this, the institution does not appear to be in compliance with NASAD standards and guidelines related to Size and Scope (NASAD *Handbook 2013-14*, II. B.1-2), as well as standards related to quality of work (NASAD *Handbook 2013-14*, XVI.A.4.b). In addition, the institution does not appear to be in compliance with NASAD standards as discussed under Graduate Programs, above.

Master of Fine Arts—3 years: Exhibition Design

- (1) Status: The institution seeks *Plan Approval and Final Approval for Listing*.
- (2) Curriculum: The curricular tables indicate that the institution is in compliance with NASAD standards regarding terminal graduate degrees with regard to subject area distribution; however, given the *Self-Study* statement (p.95) that all MFA programs are out of compliance with NASAD standards related to general degree requirements (NASAD *Handbook 2013-2014*, XIV.C.1.a-b).
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with such a degree program.
- (4) Student Work: Student projects exhibited a level of professionalism with admirable awareness of current trends and ideas in museum exhibition. Student work was excellent.
- (5) Student Evaluation: Graduate students must earn a grade of B or better in order to receive credit for the course, and each students meets regularly with his/her advisor to discuss progress toward the degree. Students in this program must curate and install a thesis exhibition.
- (6) Overall Effectiveness: Judging by the level of student work, this appears to be a very strong and effective program. However, the institution does not appear to be in compliance with NASAD standards as discussed under Graduate Programs, above.

Master of Fine Arts – 3 years: Art (Glass)

- (1) Status: The institution seeks *Plan Approval and Final Approval for Listing*.
- (2) Curriculum: It does not appear that there are currently enough classes in the graduate curriculum to meet the NASAD standard, which requires that 50% of the coursework be in classes that are solely taught to graduate students. 75% are either 400 level or 400/500 level. However, the department is exploring the development of 500-level special topic graduate courses for each master of fine arts area, 500-level seminar courses, and/or 500-level art history courses.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a professional terminal degree Master of Fine Arts in the area of Glass.
- (4) Student Work: The visitors were able to view student work in a group exhibition and found it conceptually and technically competent.
- (5) Development of Competencies: Competencies are evaluated through individual and group critique with the major professors. The MFA degree culminates in an MFA exhibition.
- (6) Overall Effectiveness: While enrollment in the MFA in Glass program is small, the program appears to be meeting its objectives. The curricular table indicates that the program has 2 majors, so it is unclear how the institution meets standards related to Size

and Scope (NASAD *Handbook 2013-14*, II.B.1 and 2). In addition, the institution does not appear to be in compliance with NASAD standards as discussed under Graduate Programs, above.

Master of Fine Arts – 3 years: Art (Graphic Design)

- (1) Status: The institution seeks *Plan Approval and Final Approval for Listing*.
- (2) Curriculum: In general, the graduate program in Graphic Design seems to follow the NASAD guidelines for Specific Initial and Terminal Masters Degrees. The MFA program requires the equivalent of at least two years of full-time graduate study, with a minimum of 60 semester hours.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a professional Specific Initial and Terminal Master's Degree in Design in the area of Graphic Design.
- (4) Student Work: The visitors were able to view student work, which appeared to be innovative, critical, relevant, and of a high quality.
- (5) Development of Competencies: The MFA program's main intent is to prepare graduate students for academic life, as well as explore theoretical research that is self-directed and visually innovative. The program provides opportunities for teaching and developing instructional methodologies—a number of graduates have been successful in securing full- and part-time teaching positions.
- (6) Overall Effectiveness: The program appears to meeting its objectives. The initiatives seem to be consistent in keeping with the departmental and institutional goals. Based on student conversation, little or no collaboration or mixing of graduate students from different concentrations occurs. Additionally, the lack of adequate, appropriate studio space (or any studio space at all), appears to be an issue. The curricular table indicates that there are 2 majors in the program, so it is unclear how the institution is meeting standards related to Size and Scope (NASAD *Handbook 2013-14*, II.B.1-2). In addition, the institution does not appear to be in compliance with NASAD standards as discussed under Graduate Programs, above.

Master of Fine Arts – 3 years: Art (Illustration)

- (1) Status: The institution seeks *Plan Approval and Final Approval for Listing*.
- (2) Curriculum: In general, the graduate program in Illustration seems to follow the NASAD guidelines for Specific Initial and Terminal Masters Degrees. At least 50% of the work should be in the chosen studio or design field, supported by related advanced art/design history courses and studies in other arts fields as appropriate to the particular studio discipline and to the individual's program of study. *The Master of Fine Arts program* requires the equivalent of at least two years of full-time graduate study, with a minimum of 60 semester hours.
- (3) Title/Content Consistency: The title and content of this program appears to be appropriate for and consistent with a professional Specific Initial and Terminal Master's Degree in Art in the area of Illustration.

- (4) Student Work: The visitors were able to view student work, which appeared to be of average quality. There was no evidence that the work being viewed was graduate level or much more developed than the undergraduate Illustration work.
- (5) Development of Competencies: The program does appear to provide opportunities for teaching and developing instructional methodologies. The *Self-Study* lists a goal of the Illustration program to “develop a broader experience ... demonstrated by superior illustration skills and understanding of craft through critical inquiry and theoretical research”, however there was not evident to the visitors in the review of student work.
- (6) Overall Effectiveness: Although the program has strong enrollment, the lack of adequate, appropriate studio space (or any studio space at all), appears to be an issue. The program does not appear to be meeting its stated goals based on the work observed. Based on the student conversation, little or no collaboration or mixing of graduate students from different concentrations occurs. Because of this, the institution does not appear to be in compliance with NASAD standards and guidelines (NASAD *Handbook 2013-14*, XVII.A 3..a.). In addition, the institution does not appear to be in compliance with NASAD standards as discussed under Graduate Programs, above.

3. Study of the Transcripts of Recent Graduates and Comparison with Catalog Statements

References: *Self-Study*, p. 120-58.

Transcripts for programs in which the unit is applying for Final Approval for Listing or for Plan Approval and Final Approval for Listing were not included in the Self-Study, but were reviewed onsite and were found to be meet published requirements. The institution must submit all transcripts for the programs for which Plan Approval and Final Approval for Listing is sought with its Optional Response.

Baccalaureate Programs

The transcripts studied appeared to meet NASAD standards for grades, curricular percentages and distribution of courses.

Graduate Programs

The transcripts studied appeared to meet NASAD standards for grades, curricular percentages and distribution of courses.

4. Exhibition

The art/design unit appears to have a robust exhibition program that revolves around four unit controlled galleries. The Bergovich Gallery exhibits artists with national and international reputations and serves as the primary conduit to the larger community. The Duff and the West Galleries are used for Master of Arts and Fine Arts student exhibitions. The Exit Gallery is operated by students and continuously shows undergraduate work. In addition, there are other exhibition spaces on campus, such as the University Center Gallery, although these are not under the control of the art/design unit.

NASAD standards appear to be met in this area.

5. Art/Design Studies for the General Education

References: *Self-Study*, p. 182-87.

The role of the art/design unit in the General Education curriculum is clearly important and the goals are clearly stated and appropriate. The unit offers the following courses within the General Education program:

Art 101 Introduction to Art
Art 103 Two-Dimensional Design
Art 104 Three-Dimensional Design
Art 106A Beginning Ceramics
Art 107A Beginning Drawing
Art 107B Beginning Painting
Art 201A Art and Civilization
Art 201B Art and Civilization
Art 205A Beginning Crafts
Art 311 Foundations of Modern Art
Art 312 Modern Art
Art 380 Art and Child Development

A standing campus-wide General Education Committee includes representation from each college at CSU-Fullerton, and course proposals for courses to be included in the General Education curriculum originate from departmental faculty and need to be approved by the appropriate department and the General Education Committee.

With the exception of Art 101, Introduction to Art, the General Education courses offered by the unit are open to majors and non-majors, so selection of faculty to teach these courses is based on their field of expertise and through the regular assignment process.

NASAD standards appear to be met in this area.

O. Art/design Unit Evaluation, Planning, and Projections

1. Evaluation, Planning, and Projections Development

The department engages in regular and ongoing self-evaluation in response to schedule design, budget management and curriculum development. The process is an inclusive one with administrators, coordinators, faculty members and staff all taking part.

Long-time administrators have either recently or are about to leave/retire, which has provided the department (and the institution) with the opportunity to rethink longstanding practices. As a result, the department is engaged in developing new strategic goals and specific 3-5 year plans. In particular, the department is developing new, student-centered practices to remove bottlenecks and assist students with completing their degrees in a timely basis. This includes additional student advising and a range of outside-of-class activities to enrich the degree.

Faculty and administrators are currently involved with envisioning the future of the program. These discussions involve all aspects of the department, including curriculum, faculty growth, equipment and facilities upgrades and budget limitations.

2. Completeness and Effectiveness of Self-Study

This self-study was thorough, complete and well written. While not important to the content, the writing was in a style that made it quite readable and understandable. It was obvious from the visit that the self-study had broad input from the faculty and there was consensus support for the contents of the study.

In particular, the thoughtful list of “concerns” that accompanied each section of the self-study indicates that the faculty took the task of self-assessment seriously. The study provides a good roadmap for the department and its future decision making. It should be helpful in the creation of their new strategic plans.

NASAD standards appear to be met in this area.

P. Standards Summary

1. As the *Self-Study* (p. 95) acknowledges, regarding the Master of Fine Arts programs, the institution does not appear to meet NASAD standards related to the percentage of credits required that must be in courses intended for graduate students only. While the standard applies to MA and MFA degrees, the *Self-Study* only seems to recognize its application to MFA degrees, so it is unclear if the unit’s MA degrees may also fall short of this standard. (NASAD *Handbook 2013-14*, XIV.C.1.a.)
2. Many concentrations have low enrollments as indicated by the *Self-Study*. Therefore, it is unclear the institution meets NASAD standards related to Size and Scope (NASAD *Handbook 2013-14*, II.B.1). At the undergraduate level, the programs with fewer than 10 majors are: Bachelor of Fine Arts Art (Sculpture) (5), Bachelor of Fine Arts Art (Ceramics) (6), and Bachelor of Fine Arts Art (Crafts) (9). At the graduate level, the issue seems more acute. Programs with under 5 majors are: Master of Arts in Art (Crafts) (0), Master of Arts in Art (Sculpture) (0), Master of Arts in Art (Glass) (0), Master of Arts in Art (Creative Photography) (0), Master of Arts in Art (Ceramics) (0), Master of Arts in Art History (0), Master of Fine Arts in Art (Graphic Design) (2), Master of Arts in Art (Drawing and Painting) (2), Master of Fine Arts in Art (Crafts) (2), Master of Fine Arts in Art (Glass) (2), Master of Arts in Art Exhibition Design (3), Master of Fine Arts in Art (Ceramics) (3), Master of Fine Arts in Art Creative Photography (3).
3. As noted in the *Self-Study*, and confirmed during the visit, management staffing appears to be inadequate to such a large and complex enterprise as the Department of Art. As the *Self Study* states, “No other unit on campus the size of the Art Department maintains only a chair, and indeed, some smaller units have two vice chairs.” (*Self Study*, p. 29; NASAD *Handbook 2013-14*, II.D.1.d.).
4. Technical support staff for such a large program also appears to be inadequate to meet NASAD standards. (*Self-Study*, p. 42; NASAD *Handbook 2013-14*, II.E.9.a).
5. As noted earlier in this report, the university is coming out of a recent period of decline in state support. That period has resulted in deferral and backlog of facilities maintenance and issues related to the amount and quality of space for the curriculum of the art/design unit. Plans have been discussed to address these issues and some remediation is taking place, but it is unclear to the visitors how, at this moment, the institution meets standards in this area. Most critical are health and safety issues in

studios such as overcrowding, ventilation, and access. (*Self-Study*, pp.49-55; *NASAD Handbook 2013-14*, II.F.1-2.)

Q. Overview, Summary, and Recommendations for the Program

1. Strengths

- There is sufficient enrollment, funding and faculty size, even if there are concerns about the details in those areas and enrollments in specific programs.
- This seems to be an excellent faculty who genuinely care about the students.
- Students had a favorable opinion of the programs and of the faculty.
- Student achievement is strong overall.
- The department appears to have effective leadership and those leaders enjoy clear support from the faculty.
- Faculty members are supportive of the Grand Central students and make special trips to meet with students there.
- The Grand Central is a positive asset to the department, both for its teaching potential and for its outreach to the community.

2. A list of recommendations for short-term improvement beyond threshold compliance with accreditation Standards

- There was concern among faculty and department administrators that the mission of the Grand Central space was becoming muddled, and that as a result the quality of the programs that take part there (especially the graduate programs in studio) might drop.
- Students expressed some concern about gaining sufficient access to the group studios and work spaces (in their major areas) outside of classes.
- It seemed to the visitors that the Foundations area could use more horizontal and vertical coordination so that sections across courses had the same learning objectives and that Foundation area course objectives prepared students for upper level course objectives.

3. An indication of the primary futures issues facing the art/design unit, perhaps including, but always going beyond, finances.

- The student to faculty ratio is borderline high. While not exceeding guidelines, the visitors recommend that smaller size classes be instituted in spaces that include power tools, such as the sculpture studio.
- There is a sense from faculty and students alike that the facilities are dated and worn.
- Current funding is barely adequate to meet staffing needs in the most popular degree programs. As a result, there is some concern from faculty and students that the lack of sections can sometimes result in student graduation being delayed.
- The number of degree programs with low enrollments should be examined so that resources are used effectively and efficiently. This might be a good time to develop a long range plan that outlines where the department wants to strategically place itself in terms of programming.
- The General Education requirement of 51 credits seems high for a BFA degree, and this results, to a great extent, in the total credits for the degree being 132, which is also somewhat outside national norms. Students were quite vocal about their concerns with time to degree, so the visitors urge the institution to examine how this can be reduced.

4. Constructive suggestions for the long-term development during the projected accreditations period, based on the observations contained in the Visitors' Report

As the *Self-Study* states, the CSU system, the University, the College, and the Department of Art have been, and are, in a period of transition. The art/design unit has a new Chair who appears to be a strong and articulate advocate for her area. The University is also coming out of a period of scarce resources that has had multi-dimensional impacts. With new leadership and increased funding, however, the unit should focus on developing a long range plan that brings together programmatic needs and aspirations, faculty allocation, staff needs, as well as space needs and usage in order to define and brand itself for the future. This may require some difficult decisions regarding the breadth of offerings, particularly at the graduate level.