

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

9 L V L W R U V ¶ 5 H S R U W

Weber State University

Ogden, UT 84408

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27 February ±1 March, 2017

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Degrees for which renewal of Plan Approval and Final Approval for Listing is sought:

Ogden Campus

Bachelor of Arts - 4 years: Art (General)

Bachelor of Fine Arts 4 years: Visual Arts (Graphic Design, Photography, Three-dimensional Media, Two-dimensional Media)

Davis Campus

Associate of Applied Science 2 years: Interior Design Technology

Bachelor of Science 4 years: Interior Design, Professional Sales

Degree with Plan Approval for which Final Approval for Listing is sought.

Ogden Campus

Bachelor of Fine Arts - 5 years: Visual Arts (Art Education)

Bachelor of Arts

The visitors would like to acknowledge in particular the invaluable contributions of the

Students in the Interior Design (ID) program appear to have significant opportunity to interact with working professionals in their field, some of whom teach as adjuncts in the program. This is reported that many of the fulltime faculty members in the ID program regularly teach overloads in order to meet student curricular demand, although they did not express concern for their health. However, the number of upper division courses appears sufficient to meet the demand of majors and neither the Self-Study nor the faculty member interviewed cited mentioned resource insufficiency for supporting the program as a problem (NASAD Handbook 2016-17, II.B.1.a).

It appears that NASAD standards for size and scope are met.

C. Finances

The Department of Visual Art and Design receives funds from a variety of sources including state allocations, designated tuition dollars, student course fees, and donations, and endowed scholarships. HEADS data appears to show that spending is about average for a similar department of its size and scope.

While the visitors received anecdotal information and perspectives regarding the departmental budget within the College of Arts and Humanities the Self-Study (pp. 8-10) did not include any detailed appropriated funds among colleges and schools, or examples of unit financial action plans. It is difficult to determine a basis of comparison of state support for the unit or an historical understanding of state support on an annual basis. The Self-Study notes that there is no formal procedure for developing the E&G budgets from year to year. It appears the dean of the college works with individual departments to allocate funding support each year, addressing needs for part-time faculty and other operational expenses. The Self-Study does include descriptions of the instructional wage (IW) budget and the annual allowance for part-time instruction. It appears that the department far exceeds this annual base and that supplemental funding is provided through the academic dean and the Division of Continuing Education program, which heavily supplements adjunct salaries for online, evening, and weekend courses (Institutional Self-Study I.C., p. 9 - see also B, above in this report).

The DOVAD charges students course fees to cover expendable materials and long-term equipment costs associated with specific courses. These funds are tied to student enrollment and appear to have a major role in operations of the department. The Self-Study states that course fees average \$100,000 per year (Institutional Self-Study I.C., p. 9).

The Self-Study included annual HEADS data with details for operational budgets. Section VI.E. of the HEADS Report lists Sources of Income and Endowments for the unit at \$266,000 (Institutional Self-Study IV.C, p. 132).

Tuition and Fees

Weber State University publishes all regulations and policies concerning tuition, fees, tuition refunds and other charges. <http://www.weber.edu/WSUImages/bursar/18%20UG.pdf>
<http://www.weber.edu/admissions/shared/costs.html>

Fundraising and Development Program

The Self-Study did not provide extensive information regarding direct fundraising by the department, although the meetings with the chair, dean, and gallery director included discussion of foundation and development activity. The naming of spaces within the center also reflects a history of robust support.

through sponsors and donors.

addresses new and part-time faculty members. There is no separate faculty handbook for the DOVAD.

The Department of Visual Arts and Design has responsibility for those matters falling under its academic purview, such as the recent overhaul of studio foundations program, facilities usage decisions and hiring; these are all subject to review at the college level by the dean (who also reviews all proposals affecting personnel and other policies) by a peer committee in the case of academic matters, which are then considered by the Faculty Senate.

Faculty members in the art/design unit appear to have a working familiarity of administrative processes and to be satisfied that their input into plans and deliberations is effective, as, again, witnessed recently in road changes to foundations courses. Departmental faculty meetings are held every other week, while chairs meet at the college level as frequently. Standing committees in the department

F. Facilities, Equipment, Technology, Health, and Safety

Because the entire Interior Design

knowledgeable support for students. The dedicated space appears to be adequate for graphic design production with high quality equipment and output devices. Substantial growth in this area may create additional space needs to support visual communications.

3-D areas

The ceramics facilities are located on the first floor and include the classroom studio spaces, a glaze room, storage rooms, mixing areas, and indoor and outdoor kiln spaces. The studio has capabilities to produce a variety of work including hand built and wheel thrown pieces with low and high fire work as well as projects at a larger scale.

The sculpture facilities are located on the first floor and include production studio spaces for wood and metal beside a large production studio. The area includes indoor and outdoor facilities for fabrication and casting. Adjacent to the 3-D areas, a seminar space is available for classes and an open display / critique space was used to show student work from 3-D areas. The wood shop is part of the sculpture area. It is modestly scaled but equipped with the necessary tools and equipment for students from all areas of study to fabricate necessary items. The shop has posted access hours and is

The Kimball Art Center is also the home of the Mary Elizabeth Dee Shaw Gallery, an impressive gallery complex with a 2151 sq. ft. exhibition hall, a small project gallery, offices, print storage and collection storage spaces and exhibition preparatory spaces of 2169 sq. ft. It appears that much of the workspace in the gallery area is currently being used as inventory storage for the store, which is run by the university.

The facility has posted building hours and procedures in place for students to gain access to studios. The Self-Study notes a keyless entry system added in 2010 that allows students access to the building and selected studios after hours and on weekends (Institutional Self-Study, p. 17).

Equipment

The MDP includes an asset inventory for equipment in the facility with locations and acquisition dates (MDP IV. Fpp. 301-309).

Studios are also equipped with tool rooms and necessary equipment to work with respective media for foundations studios. Studio areas and smart classrooms have been equipped with digital media access for instructional purposes. Computer labs have been designed to allow work with upper and lower division classes and include space and equipment for digital photography, and high, large scale printing. Visual resource areas support lecture classrooms. Necessary technology to prepare lectures and allow research for students and faculty.

There appears to be an ongoing assessment of departmental technology needs.

Admission

Admission policies and procedures appear to be fair and effective; they operate in tandem with the overall mission of the university. Admission policies for the art/design unit are open and so are defined in the institutional admissions documentation. All policies and practices are published on the Weber State University website (<http://www.weber.edu/admissions>)

Admission procedures for the Bachelor of Arts in Art (General) degree require no additional review once a student has been admitted to the institution and has declared a major. All students are initially admitted as Bachelor of Arts majors. After completing the foundations block of courses students apply to the Bachelor of Fine Arts program through a portfolio review (Institutional Self-Study, I.H.1. p.22). If a portfolio review is unsuccessful, a student may remain in the Bachelor of Arts program and will be advised for completion of Bachelor of Arts degree. As a student progresses in the program after consultation with area faculty and advisors, s/he may resubmit a portfolio for consideration for admission to Bachelor of Fine Arts degree. Admission to the Bachelor of Fine Arts degree program in art education leading to teacher certification is partly governed by the policies established by the College of Education (<http://weber.edu/teachered/stepstolicensure/>) (Institutional Self-Study, I.H.1 p. 22).

It appears that admission into and placement within the university and department are accurately described and fairly applied.

Retention

The Weber State University web site includes a link to the Student Retention and Persistence to Graduation Committee (http://weber.edu/retention/retention_initiatives.html). The site lists institutional committee members, ongoing and new initiatives, and meeting information. It appears that updates to this committee information page have not been made, as the most recent information seems to be from 2009.

Academic standing, warning, probation, and other academic performance information is included in the Self-Study (Institutional Self-Study H.2., pp. 22-27) and catalog (<http://catalog.weber.edu/>)

The Self-Study states that the DOVAD has proposed changes to the process of admission to the Bachelor of Fine Arts program, changes designed to help with student retention (Institutional Self-Study MDP section IV.H.2.p. 317).

2. Record Keeping

Thorough computerized and hard copy records are kept in the DOVAD office. The university uses an integrated student information system, CATTRACKS (Institutional Self-Study H.3., p. 27).

Students can access their records in CATTRACKS and perform a degree audit in this way. Office records, which include copies of the syllabus for each art course, are adequate to support the work of the faculty and of the art department

It appears that the department maintains confidentiality of student records required under FERPA guidelines. A transcript review indicated accurate record keeping.

3. Advisement

Information on several unit degree programs available on university, college, and departmental websites and internal publications (particularly advising sheets) is inaccurate, inconsistent, or difficult to locate. For example, the Major's Webpage (http://www.weber.edu/majors/ accessed 28 Feb., 2017) lists a major in art history no longer offered; it also breaks out its list into categories which would not be meaningful to students, for example, UHPRYLQJ WKH \$UW (GXFDWLRQ GHJUHH WR D VHSDUDWH 37HD readily be found.

More problematic, the Major's Webpage, on the DOVAD webpage, and in related publications elsewhere (the NASAD line inventory of accredited institutions, for example), the two baccalaureate degrees in Art Education are inconsistently titled. The Bachelor of Arts is V R P H W L P H V G H V F U L E H G Z L W K W K H Z R U G 3 & R P S R V L W H ' D W W K I WSU College of Education. Additionally, while the Bachelor of Fine Arts at 146 credits is labeled a 5-year program for NASAD, the Bachelor of Arts degree at 144 credits is labeled a 4-year program (the visiting team notes that the Self-Study does in fact describe this as a 5-year degree, 68). On WSU materials, the length of time to degree is not usually provided, nor is, even on advising sheets, the total number of credits needed for program completion (It was pointed out that the DOVAD advising sheets do spell out total credits required for the art portion of each degree; however, students would need at least three separate advising sheets for art, one for education, and a third for general studies, and then need to do their own addition to ascertain total number of credits required for the art education program. This is apparently the norm for the institution; logical but not entirely student-friendly). (It should be noted that, with respect to the degree programs in art education, only in the Self-Study could the visiting team find an accurate total of required credit hours for each degree.)

It should also be noted that, as of the drafting of this report (4 March, 2017), it appears that the L Q V W L W X W L R Q K D V D O U H D G \ P D G H V R P H F K D Q J H V W R W K H Z H I & H U W L I L F D W H A s o b s e r v e d u n d e r h e r e the final interview at Weber State University, much of this problem can be addressed with relatively easy fixes, but consistency across all platforms is needed to bring the institution into compliance with these standards and to avoid confusing students or providing them with insufficient, inaccurate information.

NASAD Handbook 2016-17, , , D 3 X E O L V K H G P D W H U L D O V F R Q F H U Q I D U W G H V L J Q X Q L W V K D O O E H F O H D U D F F X U D W H D Q G U H D G

NASAD Handbook 2016-17, , , E 3 \$ F D W D O R J R U V L P L O D U G R F X P I least E L H Q Q L D O O \ D Q G V K D O O F R Y H U « D O O T X D Q W L W D W L Y H D G P L V V L R Q U H W H Q W L R Q D Q G F R P S O H W L R Q R I S U R J U D P V D

Comprehensiveness

The site visitors were able to navigate the institutional website and locate necessary information with relatively few problems.

Information related to registration, advising, fees, licensure and certification were accessible. The department web site featured information regarding exhibitions, outreach programs, extracurricular activities, student galleries, and featured alumni (<http://www.weber.edu/artanddesign/>)

It is not clear that the institution meets NASAD standards with respect to published materials and websites.

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**Educational Activities Operated Apart from the Main Campus or the
Primary Educational Program**

The institution conducts classes on satellite campuses in Ogden and within the region (<http://www.weber.edu/AboutWSU/Locations.htm>). Several DOVAD general education (ART 1010) and introductory (ART 1030) art courses are taught on the Davis Campus (Institutional Self-Study, p. 30), which is where the entire interior design program is delivered (although this is not mentioned in online materials). While on the Davis Campus, W X @ facilities are less extensive than those at the main campus. The DOVAD asserts that they are adequate for these non-major courses, which are taught with the same syllabi used for the courses on the main campus and in coordination with full-time DOVAD faculty. The courses at these locations fulfill the institutional mission of providing access to the region.

DOVAD students have a regular opportunity to participate in alternating years in a study-abroad trip to Venice, which has been offered intermittently since 2007 and is intended to coincide with the Venice Biennale (Institutional Self-Study, p. 95). Students enroll for credit via the art studio and art history travel-study courses (ART 3800, 3 credits, and 3850, 4 credits, respectively); most are art majors but, space permitting, nonmajor students may also enroll. Two faculty members typically share responsibilities for the trip and the two courses on a volunteer basis, which is not counted in annual teaching load; faculty expenses are covered in the budget developed by the institution, but no separate stipend for teaching is made, while students are not charged for the seven travel course credits.

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Part of the impetus to revise the general content derived from faculty sense that standards for admission to the Bachelor of Fine Arts degree had been weakened. Criteria and procedures for admission to the Bachelor of Fine Arts have been revised to eliminate the portfolio and instead raise the minimum grade required for admission, emphasize the role of advising, and develop a stronger sense of demands and expectations for an undergraduate professional degree throughout the progress through the program (Institutional Self-Study, pp. 88-90).

These revisions go into effect in the 2018 academic year; both students and faculty are keenly aware of these coming changes and appear to welcome their commitment with them, a reevaluation of liberal arts degree programs offered in the DOVAD, rehabilitating it to a status less secondary and more fully understood as positive in terms of the breadth of preparation it affords (see 3.a below), may also impact the Bachelor of Fine Arts by providing an alternative degree which directs students toward a range of careers appropriate for those inclined to the visual but without the drive to make; currently, most students graduate with the Bachelor of Fine Arts degree (and all students apparently aspire to it).

b. Individual Curricula

Associate Programs

Associate of Applied Science - 2 years: Interior Design Technology

- (1) **Status:** This degree is presented for renewal of Plan Approval and Final Approval for Listing.
- (2) **Curriculum:** 7 KH FXUULFXOXPIRU We intend to lead a drawing in @ H J U H H baccalaureate degree program
http://catalog.weber.edu/content.php?catoid=11&navoid=2693#Requirements_for_Associate

Baccalaureate Programs

Bachelor of Arts - 4 years: Art (General)

- (1) **Status:** This degree is presented for renewal of Plan Approval and Final Approval for Listing
- (2) **Curriculum:** Regarding the curriculum for the Bachelor of Arts degree, the institution appears to follow the NASAD guidelines for distribution: 40% of coursework in studio, related areas and art/design history; 60% in general studies (which include foreign language study), electives and the minor required by Bachelor of Arts degree candidates. All majors in the DOVA enroll as Bachelor of Arts degree candidates and complete the five foundations courses (Orientation to Visual Studies, Drawing I, Design 2D and Design 3D, plus Color Theory). Students choosing to pursue the liberal arts track in studio complete the art history sequence and elect introductory courses in a two-dimensional discipline, a three-dimensional discipline, and either photo 1 or introduction to graphic design. Following additional studio electives that can range widely across disciplines, Bachelor of Arts candidates complete the Critical Issues course, required of all studio majors. This totals 48 credits in art and related areas.
- (3) **Title/Content Consistency:** The title of this degree program is appropriate and consistent with its content
- (4) **Student Work:** Student work on view was not distinguished by major, instead was presented course by course. Overall works in each class showed increasing competence, technical skill, and conceptual engagement with each level, with notable strengths created in the classes on 2D design, printmaking, photography, and graphic design (courses in interaction design, video, product design in particular). Students appear to develop confidence in realizing works in a range of sizes and in dealing with

degree in Visual Arts, below, for further detail). However, in addition to studio work, summaries and analyses of field experiences observed and conducted by art education majors and lesson plans, completed in the two required art education methods classes, were available for review during the visit (although distinction of work between Bachelor of Arts and Bachelor of Fine Arts candidates was not made).

A mapping unit in the Methods I class had both written and visual components; the written work was somewhat undeveloped in terms of analysis and formal polish, but the visual work demonstrated confidence and individualized style and visual lesson plans observed all required components, including references to content stipulated in state guidelines, materials needed for projects, and required learning outcomes.

- (5) **Development of Competencies:** Work available for examination on site reflected only that completed during this academic year (2016-17) under the direction of the new faculty member in art education but was not distinguishable by degree program specifically. On the other hand, coursework in art education is shared between Bachelor of Arts and Bachelor of Fine Arts degree candidates alike, so it is reasonable to look for the general development of competencies across the board.

From the works on view, it was possible only to compare written assignments in the two sequential methods courses. Those in the second methods course represented a different type of assignment than the classic lesson plan and revealed understanding of professional

- (4) **Student Work:** Student work on view was not distinguished by major, but instead was presented course by course.

There was evidence that student work reflected an understanding of media and content exploration. Reviewing work in the studios, the student work samples in the department, and from the department web site

(http://weber.edu/artanddesign/Fall_2016_BFA_Student_Portfolios.htm) the visitors observed examples that appeared to show conceptual connections developed from foundation level classes through advanced level work in all two-dimensional media. Conversations with students and faculty echoed an emphasis on conceptual development of imagery and progressive investigation and exploration of media. Foundation coursework reflected multimedia development and an apparent understanding of concepts while using traditional and contemporary processes. Introductory course work showed an understanding of traditional approaches to media and upper level work showed innovative and experimental directions and expanded scale. All media examples appear to show knowledge of tools, techniques, and processes sufficient to work from concept to product. The degree program does not require upper level figure drawing courses, although they are included as electives. Work samples provided of current students provided a limited number of works from figure drawing. ETC 6e dr(s p)520.27 Tm [(f)-3(i)-4(n[e4(udenov)11(l))6(r)-3(edi)-q conn

admission into the Bachelor of Fine Arts program will require completion of the five required studio foundation courses (15 credit hours) with a minimum grade of B in all courses. A proposal and justification for the changes is included in Self-Study (Section II, pp. 80-90). The Bachelor of Fine Arts degree requires that a student maintain a grade of C or better in all program courses and a 2.00 grade point average overall to meet graduation requirements.

Students working within the Three Dimensional Media concentration work in ceramics, sculpture, mixed media, and public art. While the facilities include jewelry and small metals studios, specific courses in this studio area are not listed as electives in the Three Dimensional Media program listing. There are small metals/jewelry classes included in the catalog
http://catalog.weber.edu/search_advanced.php?cur_cat_oid=11&search_database=Search&se

foundations level classes through advanced level work in all three dimensional media. There was not a large body of work reflecting traditional casting and additive sculpture processes although the facilities certainly allow for an interested student to fabricate work using these traditional approaches. Conversations with students and faculty echoed an emphasis on conceptual development of imagery and progressive investigation and exploration of media.

Foundation coursework reflected multimedia development and an apparent understanding of concepts while using traditional and contemporary processes in sculpture and ceramics. Introductory course work showed understanding of basic approaches to media and upper division work showed innovative and experimental directions and expanded scale. All media examples appear to show knowledge of tools, techniques, and processes sufficient to work from concept to finished product. The overall quality of work observed clearly showed that upper level students were producing work that transcended academically structured meetings with students revealed that students were very positive about their education and felt they were being sufficiently challenged by the faculty.

The visiting team found the student work to be of high quality.

- (5) **Development of Competencies:** It appears that students completing the Bachelor of Fine Arts

Students pursuing the Bachelor of Fine Arts in Visual Arts (Photography) study analog and digital photographic processes, video, graphic design, and experimental photographic processes. Students may select other media content in consultation with an advisor for the upperdivision track. The program of study includes the required art history (16 credit hours) and general studio distribution courses (9 credits) that are similar, but not identical to other Bachelor of Fine Arts programs. The program area lists courses appropriate to the Photography program focus (29 credit hours) and also requires Bachelor of Fine Arts Seminar and Bachelor of Fine Arts Thesis course (6 additional credit hours)
(http://catalog.weber.edu/preview_program.php?catoid=11&pooid=5350&returnto=2678)

Review of undergraduate transcripts prepared to confirm Bachelor of Fine Arts in Visual Studies with a concentration in Photography. Students are meeting these requirements.

The curriculum, as presented in the curricular tables, is consistent with 48 coursework in studio

This appears to meet the NASAD standards and overall curricular structure (NASAD Handbook 2016-17, X.C.1.a.b.).

- (3) **Title/Content Consistency:** The program title and associated major are appropriate and reflect content normally associated with professional undergraduate design programs.
- (4) **Student Work:** Student work on view was presented course by course. There was evidence that student work reflected an understanding of media and content exploration. Reviewing work in the studios, the student work samples in the department and on the department web site (http://weber.edu/artanddesign/Fall_2016_BFA_Student_Portfolios), the visitors observed examples that appeared to show conceptual connections developed from foundations level classes through advanced level work in all design media and fluency in the use of the formal vocabulary and concepts of design. Student work was presented both print and digital formats and included examples of publication design, typographic exploration, web design, constructed narratives, illustration and motion design. Conversations with students and faculty echoed an emphasis on conceptual development of imagery and progressive investigation and development of an ability to develop strategies for planning, producing, and disseminating design concepts.

Upperlevel work showed exploration of various types of communication problems, as well as development of personal direction and style and that that the degree program meeting its stated objectives.

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needs. They focus on relationships among audience, context, and content. Artifacts and

Transcripts for the Bachelor of Arts in Art (General) showed emphases in art history (in fact, a double major with Anthropology), ceramics, printmaking, and digital art. These students completed required minors in such subjects as theatre and psychology.

Throughout, transcripts revealed a rather liberal approval of substitutions, usually within the department. This may reflect careful attention to individual needs and/or adjustment to staffing irregularities but overall program requirements appear to have been met consistently.

Bachelor of Fine Arts

lecture format, for which most students elect one or other in the sequence (see also institutional Self-Study, Section IV, MDP p. 331).

Multiple sections of 1010 and 1030 are taught asynchronously and face-to-face sections are taught on the Downtown Ogden and Davis campuses in the spring of 2017 (Self-Study, pp. 293-296), these sections were almost entirely filled, generating substantial FTE. These courses tend to be taught primarily by part-time faculty members with Master of Fine Arts degrees; the department is careful to assure that part-time faculty without terminal degrees teach only courses enrolling nonmajors (Self-Study, MDP, pp. 279-280).

However, only full-time faculty members appear to teach the art history sequence, which is contrast with the above, quite limited in the number of offerings each semester (Self-Study, MDP, p.300).

of this kind of correction can be done with relatively easy fixes but consistency across all platforms is needed to bring the institution into compliance with these standards.

NASAD Handbook 2016-17, II.I D Published materials concerning the institution and the art/design unit shall be clear, accurate, and readily available.

NASAD Handbook 2016-17 , , , E A catalog or similar document(s) shall be published at least annually and shall cover all quantitative, qualitative, and time requirements for admission, retention, and completion of programs and other credentials.

3. Evidence for development of teaching competencies in the two degree programs in art education was not provided, so it is unclear how the institution meets standards as follows:

Teaching Competencies

The artist/teacher must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate art/design instruction into the total process of education (NASAD Handbook 2016-17, XII.C.3).

Openness, particularly among students and staff, to opportunities for community involvement

The visitors recommend that the BOVAD develop a

Additionally, a better understanding of the