

# **Comprehensive Program Review**

## **Department of Art**

### **1. Mission**

#### **Describe the program, the program mission, and the relation to the Columbus State University mission**

The mission of the Department of Art is to provide undergraduate and graduate instruction in art history, studio art and art education. Beginning with foundations through intermediate to advanced levels, the department will provide a student-centered progressive education for majors and non-majors alike. The department will serve the educational, cultural and creative needs of its region by the offerings in its curriculum and extracurricular events. Through its gallery, the Department of Art will provide students, faculty and the community a broad range of artistic presentations. Through the promotion of its own art education program and its support of the University's focus on International Education, the department will continue to reach out to and affect the visual arts education of the community at large.

#### **Objectives:**

1. To provide leadership in professional education, research and community service in art and design.
2. To educate students to think critically, work creatively, communicate effectively, and be technologically literate.
3. To promote quality teaching, research, and service by departmental faculty
4. To offer high quality exhibits, lectures, and workshops to students, faculty and the community.
5. To promote international education through exhibits, visiting artists, and both faculty and student academic travel.
6. To place high emphasis on students artistic progress, self awareness, individuality, and responsibility.
7. To remain current in approaches to teaching studio art, art education, art history, and electronic design.
8. To provide the proper working environment including facilities, safety and up-to-date technologies which encourage creativity to flourish.

The mission of the Department of Art was revised for NASAD accreditation in 1999. It was well received by the evaluators. It is an extension of the university's mission to promote international education, technology, and cultural diversity. In addition it supports critical and creative thinking strategies, problem solving, and effective visual communication.

The Department of Art, being part of fine and performing arts, has also been selected as a center of excellence. This designation identifies programs that will be promoted to achieve national reputations of excellence.

### **Describe how the program meets the needs of students and the demand for graduates**

The Department of Art offers three degrees, presenting multiple opportunities for its graduates. The Bachelor of Fine Arts degree allows students to study art in a number of studio disciplines including ceramics, graphic design, computer graphics, painting, photography, printmaking, and sculpture.

The addition of six technology-based courses in 1993 encouraged additional study in graphic design. This met the student demand for such a program and increased the eventual employment prospects of the students. As a result of this program, many students have gained employment in advertising agencies, printing firms, and other publishing environments. In addition, ceramics, painting, photography and drawing are studio areas that have shown consistent growth and success over the last thirteen years. The Department of Art has grown by over 100% since 1988, indicating a significant demand for the opportunities it offers.

The two education degrees offer additional opportunities for students. Those graduating with a Bachelor of Science in Education are certified P-12 art education teachers. Students seeking the Master of Education degree are often teachers within the region who are seeking additional teaching credentials. Columbus State University is the only university in the region to offer such a masters program. Both degrees have been an effective vehicle for students whose aspirations include teaching art in public schools. There has been a legitimate concern about the number of students who have been enrolled or have graduated with art education degrees over the last three years. One factor which has contributed to the small number of graduates can be attributed to the absence of a tenure-track faculty member who oversees the area, teaches all of the art education classes, and actively recruits potential students. This fall a tenure track faculty member was hired as the art education program coordinator. With active promotion, upgraded standards, and plans for the immediate future, student enrollment will increase.

## **2. Teaching**

### **Explain how good teaching is assessed and rewarded**

Faculty are evaluated annually both verbally and in written form by the Chair of the Department. Each faculty member is required to submit an annual self-assessment package.

These packages, which include student evaluations and information concerning research and service, are reviewed by the chair prior to the faculty member's annual performance review. The quality of student work in exhibitions and reviews are opportunities where additional informal assessment can take place.

All Faculty at CSU have the opportunity to submit proposals for Faculty Development Grants for the purpose of funding academic research and travel. These are competitive grants which require the written support of Chair of the Department and the Dean of the College of Arts and Letters.

### **Explain how good advising is assessed and rewarded**

Faculty are expected to advise students in the department. Effective advising is recognized as part of the annual faculty performance review.

### **Describe opportunities for interaction that occur between faculty and students outside the classroom**

In the Department of Art there are numerous opportunities for interaction between faculty and students. A variety of field trips to Atlanta, Montgomery, and Birmingham are available for both faculty and students. Faculty frequently organize trips to local art related businesses, museums, galleries, artists studios, and schools. The department's visiting artist program and exhibition series bring six to eight artists to Columbus State each year. Opening receptions, workshops, and public lectures are good opportunities for faculty and students to interact in informal settings. Finally, the art education students and faculty have opportunities to observe and work together in public schools.

### **Indicate the availability of tutoring**

While there is not a formal tutoring mechanism in place, the department relies on effective student and faculty interaction to provide additional assistance to those in need. The courses in the department provide an interactive and relaxed atmosphere. Students work informally with faculty and one another to complete their studio projects. Faculty have office hours and are often available in the studios outside scheduled class times. Because studios are open to students during evening and weekend hours, they often help each other. In addition, the studio technician is also available to help students with projects and technical concerns when needed. Where writing is concerned those who have difficulty are referred to the CSU Writing Center.

### **Describe opportunities for internships, service-learning, practica, study abroad and career planning and placement**

A variety of a service learning opportunities are available to students in the Department of

Art. The classes take numerous field trips to area businesses so students can see different work environments. Internships with the Columbus Museum and art-related businesses are available for credit, usually 3-6 semester hours. Classroom observation and student teaching opportunities allow students in art education to have direct hands-on experiences as part of their program requirements. Career planning is a constant topic within the department. One particular course, Business of Art, is designed to help students with job preparation skills such as resume writing, slide documentation, and exhibit preparation.

There are numerous study abroad opportunities for all students at Columbus State University. Art students have studied in Mexico, Great Britain, Ireland, and Russia.

### **3. Curriculum**

#### **Describe the relationship between the programs curriculum and its outcomes**

The three degree programs are informally assessed annually to determine their relevance and fulfillment of university goals. The BSED and the MEd in Art Education have strict guidelines set forth by the Board of Regents, National Council for the Accreditation of Teacher Education (NCATE), the Georgia Professional Standards Commission, and the National Association of Schools of Art and Design (NASAD). In addition, the BFA is also under ongoing review. With numerous changes in technology, educational requirements, and student growth, the department has modified its curriculum to reflect current university goals. Within the department there is continual discussion about how to best meet the needs of the students with the current faculty and resources at hand.

#### **Indicate how technological skills are incorporated into the program of study**

Technology use in design and education has become an integral part of the departmental goals. A student computer lab has been in place since 1993. This lab was upgraded in 2000 with ten Apple G-4 computers. In addition there are 13 additional computers available for use in other classrooms. Faculty are able to integrate these technologies into their classroom activities as they see fit. The graphic design emphasis has been popular since its inception in 1993.

Students in that area often take 6-7 classes in which the computer plays an integral part. All students are encouraged to use computers as an idea development source in studio areas such as drawing, painting, photography, printmaking, and foundational design.

The art history courses require students to use technology in their research, written assignments, and additional visual support that they need in class presentations.

#### **Indicate how the program is relevant to student needs**

Students enrolled in the Department of Art at Columbus State University do so for a variety of reasons. Some want to teach art in public schools or other educational settings. Others want to work in graphic design or computer related design fields. Those concentrating on studio areas such as painting, ceramics, sculpture, printmaking and photography want to further develop their skills as artists often with aspirations toward graduate school study. Art department faculty are continually discussing both formally and informally ways to improve each of the three programs.

The NASAD program evaluation noted the following strengths in the department:

- Inclusion of Technology and the addition of the graphic design sequence into the curriculum
- Implementation of the BFA degree
- The availability of both the BSEd and the MEd in art education
- The commitment to international education and multiculturalism as evidenced in the visiting artists program, study abroad opportunities, and exhibition series

In addition, the 100% growth in department enrollment in over the last 13 years suggests that the departmental curriculum is meeting students' needs at a basic level. However, without an additional faculty, the department will not be able to meet the need for advanced studio courses that was targeted by NASAD as an area in need of improvement.

### **Describe how students are challenged to think across disciplines**

The Department of Art as an educational unit has a built-in expectation of cross-disciplinary work among studio, history, technology, and business-related courses. These four areas allow students to develop a variety of problem-solving, research, and communication capabilities. Students learn to effectively communicate their ideas through artistic expression, verbal critiques, and written assignments. They use literary, visual, and electronic resources as part of their historical and creative research. The department's curriculum reflects the ways in which the field of art cuts across a variety of disciplines.

The Department is exploring ways to integrate more opportunities to evaluate student writing skills. An example of this would be an additional thesis requirement for the MEd program.

### **Show the frequency of course offerings in the program**

The frequency of the offering of courses is determined or limited by the number of faculty. Currently there are four full-time faculty in the department. This is compared to the national average of nine for departments of comparative size of majors (NASAD HEADS Data Summaries). This deficiency limits the department's ability to offer courses as often as they are

needed, expected or even required by national accreditation.

The department makes sure introductory courses which are in high demand and also open to non-majors such as ceramics, photography, drawing, and art appreciation are offered both fall and spring semesters.

In addition to the courses mentioned above, one course in graphic design, art history, art education methods, and foundation design are offered each fall and spring semester. Other studios such as painting, printmaking, metals, and sculpture are offered at least once a year.

Piggybacking of advanced courses with introductory courses is required in painting, printmaking, and sculpture. This limits the teaching effectiveness for students working at both the intermediate and advanced levels. This was also noted by NASAD as an area of concern that needs to be addressed.

**Explain what role the programs department plays in general education and/or serving other programs.**

The department offers five to seven courses each semester in art appreciation. This is the department's main general education course, and each section of the course averages 30 to 40 students. Besides Art Appreciation, a number of non-art students are enrolled in a range of art courses including drawing, ceramics, photography, painting, and art history. The number of non-majors taking art courses appears to be growing, and the faculty believes this is due to the quality of instruction and the variety in subject matter.

**Explain how diversity, multiculturalism, and international perspectives are included in the program**

Multiculturalism and international perspectives are two of the department's strengths. The department has a broad range of ethnic groups represented in its classes. In addition, the visiting artists program has attracted 19 international artists from countries such as the United Kingdom, Ireland, Bulgaria, Mexico, and Australia. The average stay is one to two weeks, providing ample opportunities for interaction with students, faculty, and the community at large. There have been three student trips to Mexico for students to see first hand that unique visual culture. This has also provided students the opportunity to visit Mayan and Aztec ruins as well as contemporary art and crafts exhibits of the region.

#### **4. Students**

**Describe diversity of students (age, gender, racial background)**

Being a state university in a city the size 200,000, the department has a wide range of diversity in its student population. Approximately 25% of art students are either black, American Indian,

Asian, or Hispanic. Nearly 75% of art students are women. Nearly 15% are students over the age of thirty. These factors enhance the creative diversity apparent in student work which can be seen in the student exhibitions throughout the year.

**Describe student learning, satisfaction and evidence of success in meeting student needs and learning outcomes as reflected by major field assessment**

Visual arts education is characterized by a progressive development of skills, techniques, aesthetics, and concepts. Assessment tools include grades, student evaluations, reviews, juried exhibits, and senior exhibitions. The faculty annually considers the outcomes of those assessments. Changes to the program are considered based on those assessments.

## **5. Faculty**

**Describe the adequacy of faculty and staff to support the program (locations of graduate training, post-graduate training specializations, secondary fields)**

At the current time the Department of Art has its lowest number of full-time faculty in over twenty years. In response to this the department has had to turn to part-time faculty for help. This is difficult due to availability and quality of the pool of applicants in the local area. Jeff Burden, the Chair of the Department of Art has a broad teaching background. He has an MFA in printmaking from Indiana University. Mr. Burden has taught drawing, graphic design, computer graphics, painting and lithography.

Jamie Howard has a MFA in painting from the University of Georgia. Jamie teaches painting, printmaking, and sculpture, and art appreciation. The fact that he oversees three different studio areas falls beneath both the expectations of the department and the requirements set forth by NASAD accreditation. The latter should be remedied upon the hiring of two new faculty members next year. Those two positions will include an art history replacement and a sculpture professor.

Dr. Kristen Wright-Evans has a Ph.D. in Curriculum and Instructional Technology from Iowa State University. Her primary duty is coordinator of the art education program. Because the topic of her graduate dissertation concerned the teaching of art and design foundations, she teaches sections in both two-dimensional and three-dimensional design. Her knowledge and experience in both the foundations area and art education will be of tremendous value to the department.

Jeffrey Kaller is the fourth full-time faculty member. Jeff was hired to teach all levels of ceramics as well as art appreciation and three-dimensional design. His primary responsibility in the immediate future will be the development of a full fledged ceramics area. Jeff has an MFA from Alfred University and is well equipped for the task at hand. He is the first full-time ceramics professor that the department has had in over fifteen years.

Michele McCrillis hails from London and has an MA in art history from the School of the Art Institute of Chicago. Michele has taught a number of contemporary art history courses as well as art appreciation. Not only is she an important member of the department as a contemporary art historian, she also serves as liaison to the Friends of Art, a community group for the promotion of the visual arts. Michele's work with the Friends of Art has resulted in additional financial support for the department.

Todd Applegate is the Department of Art's full-time studio technician. Todd has a BFA from Columbus State University. Todd's duties include publication design, health and safety supervision, shop maintenance, and gallery work. Todd also teaches drawing and two-dimensional design. He is extremely well liked by the students, getting work of good progress and a high level of quality. He recently had a one-person exhibit at the gallery Skol in Atlanta. Todd's combination of skills makes him invaluable to the department.

### **Describe the support provided for faculty development**

Faculty are encouraged to conduct research in their chosen areas. Competitive faculty development grants are available to all faculty at the university, as well as the Oxford study abroad program and Fulbright Travel grants.

New faculty are encouraged to pursue opportunities such as these and others as part of their faculty development and advancement. A mentoring program was implemented this year that helps facilitate the process.

### **Show faculty diversity and credentials**

See attached resumes

### **Describe how part-time faculty are integrated into the program**

Currently part-time faculty are playing an increasingly more important role in the department. The department is attempting to develop a small core group of a small number of dedicated instructors who can be involved in the program on an ongoing basis. Eugenia Bates is a local folk artist who brings her well-rounded technical skills to the drawing courses that she teaches. David Cornett, a local blacksmith, has served as the metals instructor for three consecutive semesters. He has made it possible for the department to offer metalworking instruction in succession for the first time in recent years.

Kristen Zohn teaches art appreciation and Renaissance art history for the department. Ms. Zohn is the education director for the Columbus Museum, and her involvement in the department has strengthened our interactions with the museum to include among other things the development of an internship program. Ms. Zohn and Dr. Evans are developing a program for art education students that will allow them to fulfill field observation requirements in the

museums educational setting.

Joyce Hethcox, a recent MFA graduate from Georgia State University will teach photography in the spring semester. The part-time faculty play key roles in the success of the department. They participate in faculty exhibitions, serve on sub-committees, and supervise field trips.

Those mentioned above provide the Department of Art with a solid and well-qualified group of part-time instructors.

## **6. Facilities**

### **Describe the condition and adequacy of available space**

#### **FINE ARTS HALL**

##### **Studios**

Space in the department varies depending on the individual area. In certain studio areas more space is needed. While the drawing facilities are adequate, the painting room is not large enough to provide the necessary individual space for those enrolled. The printmaking room is of adequate size, however the equipment desperately needs to be updated. The flexibility of the space is promising and both the printmaking and painting studios enjoy an abundance of light from well placed windows.

The space in the photography studio is underdeveloped but also has potential. The darkroom layout needs revision to meet the needs of increasing number of students enrolling in the courses.

The size of the room used for art education is adequate but sorely needs renovation. To better meet the needs of students majoring in that area, there should be in class computer and technology access as well as storage and updated work space.

The computer lab is small and will need to be expanded to accommodate the increasing interest in technology-related courses. There is a real need for a graphic design room with individual drawing tables so students can better understand all stages of the graphic design process.

The room used for art history is small and needs renovation that would include a separate area for the increasing technology use in the art history courses. Courses are often at capacity, and there is a concern about whether or not students can hear when they sit too close to the projectors in the back of the room. A separate room or area would not only reduce the noise in the classroom but would also provide a secure location for equipment and media.

Plans are underway to develop room 204 into a multi-purpose study room. Thirteen older computer workstations will be available to students for use in their coursework. While the renovation is ongoing, there is not enough budget support to complete the project. In addition, the room is currently being used to house the department's permanent art collection and as a gallery preparation room as it is the only clean and open space available where such preparation

can take place. When the planned renovation is finished an additional space will be required to prepare the numerous exhibits that Department of Art puts on every year.

### The Art Gallery

The Department of Art is fortunate to have two gallery spaces, one for visiting exhibitions and the other for student exhibits. Both are essential to the program and played a critical part in gaining national accreditation from NASAD.

However, as it is the main gallery is not satisfactory. The space is shared with the Department of Theatre, making it a kind of hybrid space which is insufficient to meet the demands of either department. To be an effective gallery space, the lights should be lowered, the fabric covered wall panels replaced with drywall, and the floor tile replaced with either parquet or concrete flooring. A new gallery is a better solution as it would create the proper aesthetic environment for the quality of the exhibits and the increasing community interest.

In addition, a space will be needed for the aforementioned permanent collection. This collection, which is essential as both a teaching tool and source of creative inspiration, needs dedicated space and the necessary archival environment.

### STUDIO ARTS BUILDING

This facility is two-years old and is currently divided into three areas - ceramics, sculpture and metals. Each area needs expansion as the NASAD evaluators and consultant suggested. The ceramics area, while a vast improvement over our previous space, needs to be redesigned to more adequately meet the needs of the students. Ceramics has high growth potential for student enrollment, which has already begun with the hiring of a full-time professor in the area, and currently there is not enough room for wheel throwing or hand-building. The kiln pad located outside the building also needs expanding for both space and safety reasons. The sculpture and metals areas also need expansion/ renovation, as the allocated spaces limit the scale of student projects and lack necessary storage. This was another particular problem identified by both the NASAD consultant and evaluators.

### **Describe the condition and adequacy of technology labs, equipment, and library resources**

#### Technology

Technology is developing in the department, particularly with the addition of ten Apple G-4 computer workstations in the graphic design computer lab. Recently, an endowment was given to the department to help support this lab. Two new Epson printers were purchased with funds from that account. The department is focusing on upgrading the lab to support web design and digital video capabilities. If the renovation of room 204 is completed there will be additional computers available to students for research purposes, foundation courses, and art education.

#### Equipment

The Department of Art has never had an equipment budget. Because of that factor most of our studio equipment is out-of-date. There was a five-year plan developed for NASAD evaluation

which established \$4000 dollar annual equipment budget with an additional \$14,000 every three years for large items such kilns or printing presses. A plan such as this will help replace the old, unusable equipment with new. The purchase of some of the new equipment is critical for resolving safety issues, while the purchase of items such as a gas kiln, a litho press, silk screening equipment, looms, and welding stations are necessary to meet the goals of the growing department.

#### Library Resources

Historically the selection of art related resources in the library on campus has been good. However, with the library budget cuts over the last three years, very few new art books have been purchased, thus limiting immediate access to resources for faculty and student research.

The library has an excellent interlibrary loan system and on-line research capabilities. In addition, its media services area provides excellent visual resources such as in-house photography, slide-making, videotaping, and multimedia products.

Provide other indicators of adequacy of campus infrastructure to support the program the Department of Art's support has been mixed. The Computer Information and Networking Services has been supportive of the department in meeting its changing technological requirements.

The College of Education has also been an effective collaborator with the art education program, student teachers, and accreditation efforts. However as NASAD pointed out in the evaluators report, the budget for the department needs to be increased. More space, more faculty, and more budget are needed to insure full accreditation in the future. The five-year plan for NASAD addresses these concerns more specifically.

## 7. Research and Scholarship

### **Explain how faculty involve students in research**

Faculty interact with students on a regular basis. They often have students help firing kilns, mixing glazes, doing photo shoots, and helping with software and hardware in the computer lab. In addition, students often help in publicity design, gallery exhibits, and web page layouts. Plans are underway for faculty-student collaborative research in P-12 art classroom settings. All of this is part of the ongoing research required of faculty.

### **Describe how faculty research relates to the program mission**

Some faculty help in the ongoing technological development within the department. Others continue working on research in their own studio and scholarly areas, as it is necessary that they remain current as both teachers and artists. Faculty have done research overseas which not only benefits them as artists but also helps in the development of the international visiting artists program. International education, effective classroom teaching, the advancement of technology, and the support of individual creativity are the primary emphases in the program's mission.

**Describe mentoring and professional development opportunities for faculty**

The department has a small number of faculty who are dedicated in their efforts. The small size of the faculty group allows mentoring to take place on both a formal and informal basis. Development opportunities for faculty are financially supported by both the Chair of the art department and the Dean of the College of Arts and Letters. Faculty are encouraged to submit proposals for travel and research-oriented funding to the Columbus State University Faculty Development Committee.

**List faculty publications, papers given, and public lectures**

\* See attached resumes

**8. Service****Describe projects completed and outcomes which to the program department, college, institution, community, and/or the region.**

The Department of Art has brought in numerous artists, exhibits, and workshops for its students, faculty, and the community at large. This has been an invaluable way to build connections between Columbus State University and the community.

The department has worked with the Columbus Artists Guild, presenting their annual exhibit and hosting their monthly lectures. In return the Artists Guild funds scholarships for art students. Members of the art faculty have taught art programs for the Columbus Museum. A number have given presentations and served on different committees for the museum. The departments' students and faculty have both juried and participated in regional and area exhibitions. Faculty have also been on area television programs and area newspapers promoting the department and educating the community.

In addition, the art education program has had a profound effect in the community, through the placement of its graduates as teachers in the local public schools.

**9. Additional Information**

Appendix 1 - faculty resumes  
Appendix 2 - degree progress sheets  
Appendix 3 - promotional materials

Department of Art Webpage: <http://art.colstate.edu/>  
Please refer to the website for additional supportive information.

<b>Columbus State University Comprehensive Program Review</b>			
<b>Department of Art</b>			
<b>Programs: BFA Art, BSEd Art Education and MEd Art Education</b>			
<b>Quantitative Measures</b>			
<b>Measure</b>	<b>1998/1999</b>	<b>1999/2000</b>	<b>2000/2001</b>
<b>Number of Declared Majors - Fall Semester</b>			
BFA Art			
Full-Time	50	53	55
Part-Time	20	26	34
Total	70	79	89
BSEd Art Education			
Full-Time	8	13	9
Part-Time	6	11	8
Total	14	24	17
Combined Undergraduate			
Full-Time	58	66	64
Part-Time	26	36	42
Total	84	103	106
MEd Art Education			
Full-Time	2	0	0
Part-Time	7	6	2
Total	9	6	2
<b>Number of Degrees Conferred - Fiscal Year</b>			
BFA Art	9	7	8
BSEd Art	1	2	0
Combined Undergraduate	10	9	8
MEd Art	3	2	2
<b>Credit Hour Production - Fall Semester</b>			
Below 1000 Level Courses	0	0	0
1000 Level Courses	775	839	920
2000 Level Courses	48	90	48
3000 Level Courses	291	222	405
4000 Level Courses	67	74	64
5000U Courses	30	54	21
5000G Courses	3	9	3
6000 Level Courses and Above	18	0	6

Measure	1998/1999	1999/2000	2000/2001
Average Course Enrollment - Fall Semester			
Below 1000 Level Courses	0	0	0
1000 Level Courses	34	33	26
2000 Level Courses	16	15	10
3000 Level Courses	14	10	16
4000 Level Courses	4	4	5
5000U Courses	5	4	2
5000G Courses	1	1	1
6000 Level Courses and Above	6	1	1
Number of Faculty/Staff by EFT - Fall Semester			
Full-Time Faculty	5 @ .75	5 @ .75	5 @ .75
Part-Time Faculty	0.0	0.1	0.2
Full-Time Staff	1.0	1.0	1.4
Part-Time Staff	1 stu asst	1 stu asst	1 stu asst
Total Budget - Fiscal Year			
State Funds	\$366,693	\$388,138	\$388,534
Private\Grant Funds	\$2,500	\$0	\$3,966
Total	\$369,193	\$388,138	\$392,500
Personal Service Budget - Fiscal Year			
	\$350,203	\$366,217	\$359,055
Operating Expense Budget - Fiscal Year			
(Includes Travel)	\$18,491	\$17,965	\$32,216
Equipment Expenditures - Fiscal Year			
(Other equipment purchases were funded at the end of the FY by the VPBF)	\$500	\$3,957	\$1,230
Cost per Major - Fiscal Year			
(Total Expenditures/Number of Declared Majors)	\$3,970	\$3,561	\$3,634
Credit Hours Taught Fall and Spring Semesters			
	2,736	2,608	3,033
Cost per Credit Hour Fall and Spring Semesters			
	\$135	\$149	\$129
Program-Specific Scholarship Funds Awarded			
Fall Semester	\$4,750	\$5,450	\$5,625
Spring Semester	\$5,300	\$5,900	\$6,225

Measure	1998/1999	1999/2000	2000/2001
Percent of Non-Productive Grades (i.e., W, WF, F, and U)			
Lower Division Courses	17%	12%	9%
Upper Division Courses	13%	8%	11%
Graduate Courses	29%	0%	0%
Averages for Declared Majors - Fall Semester			
BFA Art			
Average SAT Verbal Score	503, n=42	508, n=49	506, n=65
Average SAT Math Score	454, n=42	463, n=49	469, n=65
Average Undergraduate GPA	2.83	2.85	2.94
BSEd Art			
Average SAT Verbal Score	437, n=9	458, n=17	440, n=13
Average SAT Math Score	427, n=9	424, n=17	435, n=13
Average Undergraduate GPA	2.57	2.54	2.81
Combined Undergraduate Averages			
Average SAT Verbal Score	491, n=51	495, n=66	495, n=78
Average SAT Math Score	449, n=51	453, n=66	463, n=78
Average Undergraduate GPA	2.79	2.78	2.89
MEd Art			
Average GRE Total Score	890	805	960
Average MAT Score	46	43	No Scores
Average Graduate GPA	3.36	3.51	3.75