

Materials linked from the March 10, 2016 Curriculum Council agenda.

Undergraduate Art Programs Review Report

Oregon State University-Cascades

2800 NW College Way
Bend, OR, 97701

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Programs and/or degrees for which review was conducted:

Bachelor of Arts: Fine Arts
Bachelor of Science: Fine Arts
Bachelor of Fine Arts: Fine Arts

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I. Overall Recommendation

- Expand
- Maintain
- Restructure**
- Reduce
- Suspend
- Discontinue
- Other**

The review team recommends that the OSU-Cascades Fine Arts program be restructured and re-envisioned in five major directions: (1) That the current art major as a 2+2 upper division course program in conjunction with local community colleges be maintained for the present, even as OSU-Cascades moves toward becoming a four-year university. (2) That the university initiate a single, immediate hire to replace the two existing faculty members in this area if/when they retire as either: (a) a tenure-track Assistant Professor of Art History with a specialization in American art (so as to teach courses as well in American Studies program on campus) or (b) a full-time instructor in American Studies whose work centers on American Art and who is thus prepared to teach introductory art history courses. (3) That the university also initiate several part-time instructor hires whose expertise ranges across fine arts and digital and graphic design so as to increase the mediums taught in the program toward a more standardized Bachelor of Fine Arts degree than the present single track in painting alone. (4) That the university work in closer conjunction with the arts program at Central Oregon Community College toward more shared and rented studio space for students and cross-instructor employment so as to allow greater articulation between the two programs as well as opening up the future possibility of combining the two into a single four year degree program. (5) That the university establish public and seasonal programs that draw on the active arts community in Bend so as to begin the process of making the OSU-Cascades campus one of the centers of that community.

II. Summary of Findings and Recommendations

- A. Primary Finding: The review team believes that with the apparent impending retirements of both full-time faculty in art and art history, OSU-Cascades has an important opportunity to re-envision the art degree programs and the presence of art on campus and throughout Central Oregon. While a diminished arts presence on campus and in the region is one possible outcome, the committee finds that the presence of exceptional resources warrants serious consideration of OSU-Cascades being a leader in art for the Central Oregon community. Assessing this issue with considerable care and foresight prior to charting any pathway ahead seems absolutely essential.
- B. Secondary Observation: The review team is strongly recommending a more comprehensive review for all art and design program at OSU-Corvallis. It seems logical that OSU-Cascades art programs should be included in such a review. Language from the OSU-Corvallis *Undergraduate Art Programs Review Report* is copied here:

“The review team offers one compelling and overarching finding: The current program review is based upon materials and data that appear to be wanting in the breadth, depth, and context necessary to produce truly meaningful findings and recommendations. The review team believes a considerably more detailed three-year study of the art programs, incorporating all other art and design areas and enhanced by a much richer data set, is absolutely essential and long overdue.

Toward this end the review team suggests that OSU take advantage of key data sources available to U.S. art and design programs to support program review, planning, and projection. Employing these inputs

would permit a more effective and useful assessment of current activities and future opportunities:

1. Higher Education Arts Data Services (HEADS) data through the National Association of Schools of Art and Design (NASAD);
2. Strategic National Arts Alumni Project (SNAAP) data compiled by Indiana University;
3. benchmarking data from Oregon State University (OSU) peer institutions;
4. a consultant report exploring NASAD accreditation; and, ideally,
5. a NASAD Self-Study and application for institutional accreditation.

The HEADS reports are useful tools for measuring national norms among peer institutions with respect to enrollments, enrollment trends, degrees earned, graduation rates, learning resources, student-faculty ratios, revenue sources, operational expenditures, capital improvement budgets, etc.; SNAAP data provide essential insights about student satisfaction and alumni employment; benchmarking would position OSU to project priorities and investments in the context of its marketplace of competitors; and, perhaps most importantly, a NASAD consultant report followed by a NASAD Self-Study and accreditation review would result in a fully detailed study of all art and design programs at OSU.

Initiating these steps—immediately—will provide a more fulsome representation of both current conditions and avenues for future success in all art/design programs at OSU. The review team strongly believes this pathway provides a more purposeful, meaningful, and lasting program review.”

- C. Additional Observations: Numerous detailed observations about existing strengths, recommendations for short-term improvements, areas for long-term development, and future challenges appear below in **Section III. Detailed Findings** and **Section IV. Conclusions and Recommendations for Improvement**. These remarks, while not unimportant toward advancing the overall quality of art and design programs, should be viewed within the context of coordinated efforts with art programs at OSU-Corvallis and remain secondary to the necessity of (1) determining whether art programs will continue at OSU-Cascades and (2) conducting a comprehensive review of all OSU art and design programs in accordance with national standards.

III. Detailed Findings

A. Introduction

The primary purpose of this review is to assess and offer conclusions about the present and future state of the Arts and Applied Arts Program at OSU-Corvallis and OSU-Cascades as an iteration of the ten-year review cycle for all undergraduate programs at both institutions. As a secondary purpose—one invited and encouraged throughout the interviews and site visits—the report advances a conversation about applying for accreditation by the National Association of Schools of Art and Design (NASAD).

The report is largely informed by (1) the *Corvallis and Cascades Art Programs Self-Study Report*; (2) data reports including but not limited to a facilities report, student metrics, faculty information, curriculum, and syllabi; (3) site visits to all art facilities on March 9-10, 2015; (4) interviews at Cascades with OSU-Cascades Vice President Becky Johnson, Academic Dean Marla Hacker, Associate Dean Natalie Dollar, Advisor Dianna McGinnis, Facilities and Operations Manager John Condon, art faculty, art adjunct faculty, Central Oregon Community College art faculty, and undergraduate art students; and (5) interviews at Corvallis with Dean Larry Rogers, School Director Lee Ann Garrison, the Art Program Curriculum and Assessment Committee, art and art history faculty, art instructors, and undergraduate art students. The review team also had an opportunity to visit the Central Oregon Community College art program facilities.

B. Inputs

1. *The mission of the program, and its relationship and alignment with the mission of the academic college(s), and that of the University:*

The mission and purposes of the art programs are present in the self-study and appear to be appropriate. The site visit did not reveal any discrepancies between the stated purposes of the programs, those of the college and/or the institution, and the activities observed on site. The reviewers note that mission and purposes appear to be broadly understood and embraced by faculty and administrators.

2. *Recruitment and enrollment trends of students:*

The art programs have traditionally experienced modest enrollments commensurate with the size of the institution and scope of faculty expertise. The programs also experienced a temporary downturn aligned with recent faculty sabbatical leaves.

3. *Admissions selectivity and other indications of selecting high quality students:*

Student GPAs appear to be solid yet the small number of current applicants coupled with (a) geographic location and (b) the scale of the institution appear to preclude increasing selectivity anytime in the near future.

4. *Curriculum and assessment strength:*

As an extension of OSU, the curriculum implemented by the Art faculty at OSU-Cascades is beholden to the home department at the Corvallis campus. The review team notes that the presence of only one studio faculty member limits the range of courses offered and perspectives explored in the degree, which could lead to compromises in the quality of the program and the ability to attract new students. The BFA in this form does not appear to be sustainable and commensurate with national standards of curriculum in the field wherein instruction is typically offered across a broad range of mediums. The review team also notes, though, that in the ten-year period faculty developed both studio and art history courses to support the art majors, the American Studies and Liberal Studies majors, and the Masters of Arts in Teaching. These efforts contribute to OSU-Cascades commitment to providing students with an interdisciplinary experience beyond that usually experienced within more traditionally organized universities privileging discipline-based curriculum. The small scale of the faculty appears to assure coordination of efforts in curricular planning and course offerings

5. *Quality of personnel and adequacy to achieve mission and goals:*

Faculty members appear to be appropriately credentialed, have successful professional careers with evidence of scholarly and artistic production, and are highly committed to the success of their respective disciplinary areas. The founding member of the program is an art historian with an international reputation whose textbook publications are standard introductory resources in the field. Students universally acknowledged the faculty's commitment to their education and to creating a sense of community and camaraderie among them. With very limited resources overall, the faculty team has developed and maintained an opportunity for four-year study in the community where none existed before. As previously mentioned, the presence of only one studio-art faculty member limits the range of courses offered in the degrees. Conversely, the program's introductory art history course is universally acknowledged by students as an essential point of contact and should continue to serve

as a threshold course for both majors and non-majors alike.

6. *Level and quality of infrastructure:*

Facilities are extremely modest for the teaching of studio art. The single classroom/studio appears insufficient to sustain current programs or to grow programs. As OSU-Cascades re-envision the arts degree programs—and more generally the presence of art on campus and throughout Central Oregon—decisions about facilities would appear to follow this discovery process. Two important considerations should be incorporated into any decision making process: (a) a consultant report exploring NASAD accreditation might support a more thorough review of facilities against accreditation standards and (b) the review team notes that Central Oregon Community College (COCC) has exceptional facilities directly adjacent to the current OSU-Cascades campus. It seems logical that creative and collaborative use of these facilities might accelerate program development and curricular opportunities for both OSU-Cascades and COCC. With long-term planning these collaborative efforts and connections could carry over to any future OSU-Cascades campus art facilities.

7. *Quality of organizational support:*

While the review team had limited access to financial data, it appears that financial support is consistent and generally sufficient to maintain art programs as they currently exist.

C. Productivity

1. *4- and 6-year graduation rates for students:*

Rates appear to be stable relative to enrollment. That stated, the sample sizes each year are very small and may not be indicative of future trends under revised curricula within new facilities. Unlike the OSU-Corvallis campus, the OSU-Cascades art programs do not appear to require curricular restructuring as all degree programs (BFA, BS, BA) appear to be offered under one major, Fine Arts. Although this may be a historical product of program limitations, this structure enhances the campus' ability to meet any degree completion goals that may be established within the near future assuming steady enrollment growth based on recommendations presented in this document or other recruitment efforts initiated by the institution. Further, the current reporting structure does not compromise program integrity. Additionally, as with the OSU-Corvallis campus, the possibility of establishing concentration codes in BANNER or other similar software allows concentrations (such as fine arts or graphic design) to be printed on transcripts. Should the institution elect to expand offerings, this reporting structure will be supportive of any institutional initiatives to highlight new or expanded programs.

2. *Publications or evidence of other scholarly work by students and faculty:*

Faculty members appear to have successful professional careers with evidence of scholarly and artistic production. Students also appear to be active in exhibitions, community, and extracurricular programs.

3. *Student satisfaction with their education and mentoring experience:*

Limited data suggests overall student satisfaction with the art programs and advising. Students commented very favorably about the quality of the faculty with special mention of the time and personal attention devoted to student learning and achievement; the positive rapport between students and faculty; the excellent mentoring; the collegiality and intimacy of the programs; and the

enduring attachments of students to these faculty members. The course offerings in the single medium of painting within the BFA is universally acknowledged as a positive learning experience and the instructor was unanimously praised for creating a nurturing, supportive environment that was essential for student success.

4. *Viability of scholarly community within which students can interact:*

The diversity of the student population with regard to life experience and commitment to Central Oregon is particularly noteworthy and creates a strong sense of community. Given that students have commented favorably about interactions with the faculty that enable their scholarly growth, the program at OSU-Cascades seems to provide a very healthy supportive environment within which students can grow. In addition, the students, OSU-Cascades faculty and COCC faculty all noted that the Bend/Central Oregon region has a thriving and vibrant artist community that provides many opportunities for scholarly interactions for the students (and faculty).

D. Outcomes and Impacts

1. *Student learning and outcomes and assessment of learning:*

Limited evidence of assessment was available for review as OSU-Cascades has only recently initiated a formal assessment process for the art program.

2. *Placement and success of graduates:*

Limited data suggests overall student satisfaction. Employing data from the Strategic National Arts Alumni Project (SNAAP) would assist toward enhancing overall data collection and contextualizing results in this area.

3. *Satisfaction of students and graduates with their education and their post-graduation employment success:*

Limited data suggests overall student satisfaction. As previously mentioned, employing data from the Strategic National Arts Alumni Project (SNAAP) would assist toward enhancing overall data collection and contextualizing results in this area.

4. *Professional or national rankings/ratings: N/A*

5. *Community engagement activities:*

Art faculty, instructors, and students take part in a variety of on- and off-campus engagement opportunities and appear to be active in this area.

IV. Conclusions and Recommendations for Improvement

As to avoid redundancy with the review of art program at the OSU-Corvallis, the team includes here observations primarily related to the OSU-Cascades campus. The review team strongly recommends reviewing the OSU-Corvallis *Undergraduate Art Programs Review Report* alongside this report during any deliberations about OSU-Cascades art programs. The team notes that many of the comments in OSU-Corvallis report, specifically related to curriculum, are likely applicable to Cascades as well.

Conclusions and recommendations within the limitations of this review process include:

A. Strengths

1. Students commented favorably about the quality of the faculty and the time and attention devoted by faculty to student learning and achievement in the advanced courses, and are highly committed to the success of their respective disciplinary areas.
2. Students universally acknowledged the faculty's commitment to their education and to creating a sense of community and camaraderie among them. With very limited resources overall, the faculty team has developed and maintained an opportunity for four-year study in the community where none existed before.
3. The diversity of among the student population with regard to life experience and commitment to Central Oregon is particularly noteworthy.
4. The program has worked to create collaborative courses with American Studies to enhance that program and in turn allow both of these key humanities areas at the university to thrive individually as well as through interdisciplinary connections.
5. The program is housed in a location with a vibrant art presence both in the community college and the broader Bend community and Central Oregon region. It is noteworthy that the Bend/Central Oregon region is the fastest growing region in the state; the population of Bend is predicted to grow 80,000 to 120,000 in the next 20 years. With this growth, and the current art community being tied to and supporting the burgeoning tourist and retirement community, it seems likely that the art community will also grow. Bend has the potential to become a highly desirable destination for art enthusiasts and supporters.

B. Areas for Short-Term Improvements

It is apparent that the program at OSU-Cascades has some significant weaknesses that need to be addressed as the campus expands from 1000 to 5000 students. It is clear to the review team, though, that OSU-Cascades has an important opportunity to re-envision the art degree programs and the presence of art on campus and throughout Central Oregon. While a diminished arts presence on campus and in the region is one possible outcome, the committee finds that the presence of exceptional resources warrants serious consideration of OSU-Cascades as a leader in art for the Central Oregon community. The team recognizes that the apparent impending retirements of the full-time faculty in art and art history creates a unique problem in implementing needed changes such that short-term actions may be needed to maintain the program while long-term goals are developed and realized. Given this constraint, the review team recommends:

1. OSU-Cascades campus should re-imagine and clearly articulate the process for determining the viability of the art degree programs, and the role(s) that art will play more generally at OSU-Cascades (e.g. as a complement to the American Studies program and within the implementation of the BaccCore). Recognizing the relative newness of the OSU-Cascades art programs it is suggested that this process determine desired, appropriate, and supportable short-term (one- to three-year), mid-range (five-year), and long-term (ten-year) outcomes.
2. While the review team sees compelling reasons for continuing the art degree programs at OSU-Cascades, we strongly recommend that a study of the program be conducted (similar to the one

recommended for the OSU-Corvallis campus and perhaps coordinated with that study) to create clear vision for the future of the program. Such a study should reasonably explore many of the suggestions from students for a greater breadth of studio art and design curricula including but not limited to drawing, painting, printmaking, ceramics, sculpture, graphic design, photography, and digital media.

3. If art degree programs are deemed sustainable the team recommends the hire of a tenure-track faculty member in art history with a specialization in American Art history to complement the American Studies program, support the Baccalaureate core, and maintain and strengthen the foundation for an arts degree. It appears that adjunct instructors might be available in the immediate community to instruct studio art courses. This hiring recommendation is based on perceptions of personnel availability in the community resulting from program review interviews. Such a short-term improvement would also buoy the program and allow time for the longer-term improvements to be realized.

As a working example, the Bachelor of Fine Arts degree is the professional undergraduate degree in art and design and typically involves the opportunity to study with a broad range of faculty across multiple mediums. While the depth of content in painting and art history was recognized and lauded by students, concerns were expressed by students and COCC faculty about limitations in terms of breadth (content, faculty, and facilities) at OSU-Cascades. As cited above, the Bachelor of Fine Arts degree program would be best served at this time with a tenure-track appointment in art history (American Art) and supplemented by adjunct studio instructors drawn from the community. The latter would be employed to teach a broader range of studio and/or perhaps graphic design courses. This approach might permit the institution to maximize diversity of instruction while remaining within current budget constraints. It might also support other degrees in art as well as the American Studies program and Baccalaureate Core requirements. Full-time studio instructors or tenure-track positions might be added over time as both program and institutional capacities warrant.

Additionally, it is recommended that the Art program might remain a 2+2 program until OSU-Cascades enrollment supports expansion of the art degree to a four-year program. In the short term it is recommended that the institution continue to rely on the well-developed lower division COCC program, including content, faculty and facilities, as a resource from which to recruit students as well as to offer instruction.

To this end it is further recommended that OSU-Cascades revisit the transfer agreement with COCC to address structural concerns with the smooth transfer of students from the lower division program to OSU-Cascades. Many students expressed a concern with being required to take lower division courses after transferring. In an articulation agreement, it is assumed that the first two years of study should be completed at the lower division. Along with content limitations of the program, student comments seem to suggest that course requirements extending past the federal financial aid credit hour limit actively discourage student enrollment in OSU-Cascades art programs.

4. If art degree programs are deemed sustainable it appears that significant interest exists in developing studies in the areas of visual communications and/or digital arts formats. Students in particular expressed strong desire for graphic design studies. In the short term expanding the variety of studio course offerings by hiring adjunct faculty would have a positive and immediate impact on the value of the program. On the basis of on-site interviews and faculty input it was learned that COCC is implementing a graphic design concentration at a facility in Redman. OSU-Cascades is encouraged to proactively consider coordinating any potential 2+2 program in graphic design with the COCC program.
5. If art degree programs are deemed sustainable it appears that the Bachelor of Fines Arts degree might

not be viable as currently structured, especially if OSU seeks accreditation with NASAD. The review team believes that with only one studio faculty member, a narrow range of courses offerings, and extremely limited facilities the basic threshold for a professional degree in studio art does not appear to be met. The immediate expansion of options through the use of adjunct instructors from the community could provide short-term relief. The degree options might need to be reconsidered in the short-term while the longer-term improvements might expand the program, creating a more appropriate foundation for a BFA degree. Staffing and facilities suggestions in this document are directed at addressing this issue. Without these enhancements OSU-Cascades may wish to consider limiting its art degree offerings to the BS and BA only.

6. If art degree programs are not deemed sustainable but an art presence at OSU-Cascades is thought to be important, an instructor with a specialization in art history could be hired and adjunct instructors would likely be available in the immediate community to instruct studio courses. The team does offer the caution that locating an appropriately qualified art historian on an instructor appointment may prove difficult.

C. Suggestions for Long-Term Development

1. OSU-Cascades should sustain and cultivate creative and dynamic relationships with local artists, K-12 schools, COCC and other organizations in the region in order to enhance and enable the Arts degree program. The JumpstART program on the OSU-Corvallis campus provides a viable model for consideration. These relationships might help funnel students into the program, provide opportunities for students and for community members to learn and teach, and enable OSU-Cascades to be the foundation and focusing entity for the art community within the central Oregon region.

D. Primary Futures Issues

As OSU-Cascades re-envision the art degree programs and the presence of art on campus and throughout Central Oregon, the exceptional available resources suggest opportunities for programming unique to the campus and the region. The review team believes these deliberations should reasonably incorporate divergent perspectives and consider non-traditional formats. Within the limitations of this brief review period the team discussed a few potential pathways for consideration including but not limited to:

1. Low Residency Programs: Degree programs might be structured on the model of the MFA in Creative Writing and might include an MFA in Art or an MA in Art. Such a program might be explored with a partner institution.
2. Collaborative Offerings with COCC: Degree programs might be more closely coordinated by revisiting, reaffirming, and potentially expanding the current articulation agreement with COCC or by co-listing courses counting for both COCC and OSU-Cascades credit. It appears that COCC has both the superb facilities and appropriately qualified faculty to cooperate in such ventures.
3. Summer Study Programs: Course offerings in studio art and/or art history might be offered and advertised to students at colleges and universities across the U.S. in a manner not unlike study abroad options. Courses might be taught by OSU-Cascades faculty, OSU-Corvallis faculty, or by faculty "imported" from other institutions. This approach holds the potential to, in effect, concurrently broaden regional student opportunities for broad study in the discipline while expanding the potential recruitment pool. Students might enroll in various modes: (a) for credit offered by OSU to transfer to other institutions, (b) for credit by other institutions through articulation agreements, (c) as continuing education credits, (d) as community education courses with no credit, and/or (e) other.

3. Thematic Studies: The campus holds the possibility of developing thematic or “boutique” programs perhaps based in the vast “natural laboratory” of the Central Oregon region or in the burgeoning information technology investments in the area.
5. Alternate Academic Year Programs: Course and degree work aligned with seasonal population migrations into and out of the region. As previously cited, the local art community is tied to the burgeoning tourism and retirement sectors of the local economy.
6. Applied Arts Programs: Art education, arts management, arts tourism, and/or other applied arts programs that might take advantage of any gaps in the education marketplace in Oregon.
7. Youth and/or Pre-College Programs: Seasonal programs for youth and/or pre-college students in studio art and/or art history. These programs may include target audiences beyond Central Oregon.