

**SOUTH DAKOTA BOARD OF REGENTS  
ACADEMIC AFFAIRS FORMS**

**Institutional Program Review  
Report to the Board of Regents**

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

<b>UNIVERSITY:</b>	BHSU
<b>DEPARTMENT OR SCHOOL:</b>	Arts and Humanities
<b>PROGRAM REVIEWED:</b>	Art Department
<b>DATE OF REVIEW:</b>	5/22/2017
<b>TYPE OF REVIEW:</b>	Institutional Program Review

**University Approval**

*To the Board of Regents and the Executive Director: I certify that I have read this report, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

  
\_\_\_\_\_  
President of the University

9/22/2017  
\_\_\_\_\_  
Date

**1. Identify the program reviewers and any external accrediting body:**

Reviewer & Date of Review: **John Antoine Labadie, review completed on May 22, 2017**

**2. Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.**

**2(A). Describe the strengths and weaknesses identified by the reviewers**

**Program strengths:**

1. The review stated that the objectives for the Department of Fine Arts are clearly defined for both the Visual Arts and Art Education programs. The program regularly reviews and improves its curriculum.
2. The reviewer stated that courses and course objectives for both the Visual Arts and Art Education programs clearly align with the University Mission by supporting General Education, Art Methods teaching requirements, and preparing Visual Artists and Art Historians for professional careers.
3. The reviewer has stated that the art faculty works diligently to develop student expertise across the range of areas currently offered.

4. The reviewer has stated that faculty work closely with students to provide them a wide variety of professional opportunities, including developing and coordinating unique opportunities for student learning and personal growth.
5. The reviewer noted that faculty are regionally nationally, and internationally engaged with the areas of service and scholarly activity.
6. The reviewer noted that Art Education students are employed within the South Dakota geographical region in teaching fields. The reviewer has stated that the Art Education program meets the needs for teacher training for public schools throughout the state, and also out-of-state as well.
7. The reviewer has noted that Visual Arts students, once graduated, most often continue as practicing studio artists, graphic designers, work other creative industries, and/or move on to opportunities as graduate students in a variety of programs.
8. The external reviewer stated that the fine arts program is necessary to prepare students for graduate programs and successful professional careers in visual arts education, the visual arts in particular, and in other creative industries in general.
9. The external reviewer has stated that there are several strong features of the curriculum as it is offered at BHSU in particular. Some of the key curriculum features the reviewer mentioned are the Visual Art Program's spring juried competition, and the Annual Exit Exhibition.
10. The external reviewer has stated that the new BFA degree program and combined "Fine Arts" curriculum has the potential to draw new students to the BHSU program in unprecedented numbers.

Program weaknesses:

1. The reviewer has noted that the arts programs currently have minimally adequate facilities for a program with an emphasis on generalist arts. The introduction of the BFA programs will bring challenges for upgrading facilities to meet new program offerings.
2. The reviewer has stated that studio facilities for three-dimensional (3D) processes need significant upgrading and expansion.
3. The reviewer has stated that state funding for hiring, travel, and continued support is not expected to increase in the near future. In fact, some cuts are projected.

**2(B). Briefly summarize the review recommendations**

1. The reviewer has identified the need to substantially increase and update facilities for three-dimensional art areas including ceramics and sculpture at BHSU.

2. The reviewer has noted that, with significant curriculum and program changes taking place with the introduction of the BFA program, a plan-of-action for increasing the budget available for program resources is strongly suggested.
3. Although we have updated our digital equipment, the external reviewer has strongly suggested that a plan-of-action for creating and/or increasing an informational resources budget be put in place to accommodate future changes in digital technologies in art.
4. The external reviewer has identified a need for support personnel in the Fine Arts department at BHSU with the addition of a “*studio technician*” for the program. The addition of such a position is common in fine arts programs. The addition of such a position offers the potential to dramatically increase program effectiveness in the curriculum and studio practice, as well as oversee the care and maintenance of studio facilities.
5. The reviewer has identified the goal of the Fine Arts program to seek accreditation with the National Association of Schools of Art and Design (NASAD) standards alignment in art programming. The art program has aligned curriculum with the NASAD standards for competency to guide the fine arts program. The reviewer has recommended that we expand facilities and create a budgetary plan of action as we move toward NASAD accreditation.
6. The reviewer has recommended that we expand our program to offer a “*Masters of Fine Art*” (MFA) graduate degree program at BHSU. There is no MFA program currently offered within a 400 mile radius of Black Hills State University. Exploratory investigations have revealed a significant demand for an MFA degree by local and regional artists searching for a program to assist in advancing their skills, and businesses, and from K-12 educators who want to gain graduate credit for their professional development requirements, and also from art students interested in qualifying for potential careers in higher education.

**2(C). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?**

Recommendation 1: Budget and studio facilities

Action: Art program personnel will plan for future fundraising efforts, particularly for expanding the 3D studio area, future digital art changes, and for creating a sustainable, ongoing budget.

1. We will participate in writing a stable and sustainable plan-of-action for our budget that goes beyond relying on year-to-year discipline fees. This will include grant writing, seeking endowments, and other sustainable funding sources for the art department.
2. We will plan and develop an expanded sculptural facility and other 3D art media facilities. We will seek space on campus to expand our 3D program as we move forward in the BFA degree program and towards potential program accreditation.

3. We need to expand our 3D course offerings and in turn, expand our studio facilities to accommodate additional 3D methods and technologies. To do so, we will need additional funding to secure additional campus space and facilities.
4. We will write a plan of action to allocate resources for ongoing technological changes in digital arts media. We will continuously research changing trends in art technologies, and write budgetary plans for current and future digital art media.

Anticipated outcome: We will secure ongoing monetary sources for the stability our program, potentially including endowments, external grants, internal funding allocations, and other resources. The program will have renewable funds for digital art resources. The department will have an enhanced 3D studio facilities, required for NASAD accreditation.

#### Recommendation 2: Future program growth

Action: National Association of Schools of Art and Design (NASAD) accreditation and Masters of Fine Arts (MFA) graduate program.

1. The long term goals of the program would include NASAD accreditation, potentially by 2020.
2. While we have restructured the art program to the Fine Arts program by including areas of graphic design and photography, we will need to continue to align our program standards to the NASAD curriculum standards to meet accreditation requirements.
3. We will review our current facilities and equipment, write a budget plan of action, and align our facilities with NASAD accreditation requirements.
4. While preparing our program for NASAD accreditation, we will write an intent to plan a degree program for a graduate program with the MFA degrees in areas of studio, photography, and graphic design.

Anticipated outcome: We see our program accredited through the NASAD and a robust MFA degree program in place, potentially within ten years.

#### Recommendation 3: Studio technician(s)

Action: Create a studio technician staff position or positions within the Fine Arts department at BHSU.

1. With the plan of pursuing National Association of Schools of Art and Design (NASAD) accreditation, the addition of a “*studio technician*” for the program.

Anticipated outcome: The studio technician personnel will be responsible for care and maintenance of the studio facilities, serve as a program liaison, to serve as a recruiter and retention specialist within the program, to assist with the campus gallery, and to support curriculum and content of the program.

## **External Review for the Major in Art and Art Education**

### **DESCRIPTION**

Exact Designation: **Art (Art Education / Visual Arts)**

Department: **Department of Fine Arts & Art Education**

School or College: **College of Arts and Humanities**

Unit: **Black Hills State University**

Reviewer & Date of Review: **John Antoine Labadie, review completed on May 22, 2017**

Review's note: *"My 2017 review is based upon the 'Art Program Assessment' as well as on personal interviews, on previous on-site tours of facilities and galleries, and on a deep reading of current program materials." JAL*

### **Program Objectives**

The objectives for the Department of Fine and Applied Arts are clearly defined for both the Visual Arts and Art Education programs. Historically, some program courses have also crossed over to serve the Communication Arts program as well.

The courses and course objectives for both the Visual Arts and Art Education programs clearly align with the University Mission by supporting General Education, Art Methods teaching requirements and preparing Visual Artists and Art Historians for professional careers.

Historically students in the Visual Arts and Art Education programs have been currently earn a Bachelor of Art in Visual Art or a Bachelor of Science in Art Education. Significant changes in these offerings have been approved and will be implemented in the near futures. (Details are provided below.)

### **Program Structure**

The Art program is designed to support the development of the learning of skills and knowledge necessary for both Visual Arts majors and Art Education majors. Entrance requirements, curricular / course requirements, and the Praxis exams have historically created a sound data-driven basis by which to prepare and also to evaluate students.

Historically all students have been required to have both an *"exit exhibition"* and a written *"departmental exam"* before successfully completing the program. However, due to a significant program reorganization beginning in the Spring semester of 2017 (described below) the exit exam was eliminated while the exit exhibition requirement will

remain in place. To strengthen these changes, a documented review of each student's portfolio will be conducted with two faculty members (from any of the Fine Arts studio areas). This review will serve as the graduation requirement to replace the aforementioned "departmental exam".

Advising is well integrated into the existing and planned programs. Through timely and well organized advising students are encouraged to have their general education requirements completed by the conclusion of their sophomore year. Given current program resources, advising is also offered as a "just-in-time" service to enable students to more successfully negotiate degree programs

The Art Education program has evaluated well through the "National Council for Accreditation of Teacher Education" (NCATE). The Art Education program has also met the standards of the South Dakota Department of Education (which has identical standards as the national accreditation association).

Internships are planned, and supervised, so as to be an integral part of visual arts education programs at BHSU. Internships with area artists, schools and galleries also serve to facilitate cooperative training and knowledge acquisition based on relevant supervised heuristic activities.

Significant program changes have recently been made. In 2014, the Art program began the process of making major changes to the visual arts program to re-focus on current student needs. The Art program submitted an intent to plan for offering a "*Bachelor of Fine Arts*" (BFA) degree. This degree program will soon phase out the "*Bachelor of Arts*" (BA) degree and also the "Bachelor of Science" (BS) degrees in art.

In spring of 2016, the proposal was approved by the South Dakota Board of Regents. The approved plan is currently being reviewed by the Higher Learning Commission (HLC) – BHSU's accrediting body. At the time of this review, Black Hills State University has been approved by the HLC to advertise and offer the BFA degree, but the official documentation is in a final review with the commission for minor changes.

The transition to the BFA from the BA and BS degrees is projected to allow BHSU students to be successfully immersed in a more rigorous fine art experience. The BFA structure will evolve the program from functioning solely from a "practical art" standpoint (where the focus rested on basic fundamentals of technique for everyday art practice) to a program that sharpens its focus on the deeper incorporation of art theory and conceptualism as well as the development of excellence in studio practice.

The program will also undergo a name change. In the future the art / visual arts program at BHSU will adopt the term of "*Fine Arts*" as the official department descriptor to more clearly describe the BFA degree program focus, curriculum, and goals.

The program will reorganize and grow. Logistically, there will be a consolidation of studio art, photography, and graphic design to create the "Fine Arts" department. Prior to 2016, the photography content area and the graphic design content area at BHSU were listed under the "*Mass Communications*" (MCOM) program and housed within the Mass Communications department.

With the implementation of the BFA, photography, graphic design, and studio art content areas will be joined together under the new BHSU Fine Arts Department. This will effectively create a stronger fine arts program with resources and faculty more focused on collaborating to develop professional working artists.

Additionally, in order to complement the move towards aligning conceptualism with technique, the Art program plans to more fully integrate digital media and other contemporary technologies into the curriculum. This planning and implementation effort is designed to transform the program from what has historically been a Western influenced, traditionalist art program to a more contemporary visual arts education experience that prepares students for global relevancy. The renewed "Fine Arts" program will be one that is rich in multidimensional techniques, and one that is underpinned by critical concepts put into practice across all program offerings.

### **Program Necessity**

The Visual Arts and Art Education programs serve the greater regional geographical community, the regional art councils, the state of South Dakota art education boards, the regional art associations, and the BHSU campus community at-large in various positive ways. Examples: The faculty act as art jurors, consultants, manage the institutional galleries, assist with regional galleries, and offer additional courses through other regional art and education centers.

The Art Education program meets the needs for teacher training for public schools throughout the state, and also out-of-state as well. Examples: Recertification and continuing education for current teachers is also furnished by the Art program's elementary and secondary methods courses as well as the many other workshops held each year.

The Visual Arts program is necessary to prepare students for graduate programs and successful professional careers in visual arts education, the visual arts in particular, and in other creative industries in general.

### **Student Demand**

Applicants for the program have historically been predominately graduating, or recently graduated, high school students. In more recent years there has been an increasing trend in non-traditional students seeking professional retraining, and the skills and knowledge required for enhanced employment opportunities.

Art Education students are, once graduated, mainly employed within the South Dakota geographical region. Visual Arts students, once graduated, most often continue as practicing studio artists, graphic designers, work other creative industries, and/or move on to opportunities as graduate students in a variety of programs.

Enrollment has remained relatively consistent since 2003 with a slight reduction between 2004 and 2008 with numbers rebounding in 2009. Degrees granted remained static between 2003 and 2009 and have accounted consistently for 3% of the total BHSU graduates each year. That trend has remained stable in recent years. Data gathered each year since the 2010 Senior Exit Art Exhibit indicate that the number of Visual Art majors is generally consistent with historical trends, and perhaps increasing slightly in some years.

It is projected that launching the combined “Fine Arts” curriculum and BFA degree program has the potential to draw new students to the BHSU program in unprecedented numbers.

## **Personnel**

Prior to the Fall of 2016, the Visual Arts program had 3 full time professors and 2-3 adjuncts per semester. Starting with the Fall 2017 semester, with the addition of the photography and graphic design areas into the art program to create the Fine Arts program, the department will have a total of 6 full time tenured / tenure track professors, 2 instructors, and 2-3 adjuncts as needed.

The combination of these three arts content areas will offer students a stronger overall fine arts program with combined resources: a larger and more diverse fine arts faculty for mentorship and advising students across all the visual arts; a larger student body presence in the fine arts at BHSU; and, potentially, a shared vision for an even stronger future of the fine arts program at BHSU.

Programmatic changes will necessitate other changes. An increase in support personnel may need to be considered in the near future. With the plan of pursuing National Association of Schools of Art and Design (NASAD) accreditation on the horizon it will be likely that the addition of a “*studio technician*” for the program will be part of the discussion. The addition of such a position is common in NASAD programs and offers the possibility of bringing onboard a highly trained individual (often with an MFA ) who can offer enhanced support to students, staff and faculty across studio programs. The addition of such a position offers the potential to dramatically increase program effectiveness in the realms of physical plant / facilities, curriculum, and studio practice.

## **Curriculum**

All course descriptions can be found in the BHSU academic catalog:  
<http://catalog.bhsu.edu/content.php?catoid=21&navoid=514>

Historically many of BHSU courses are offered in common within the South Dakota “Board of Regents” (BOR) system, but there are several strong local features of the curriculum as it is offered at BHSU in particular. Examples: students are prepared for professional opportunities and assessed through the Visual Art Program’s spring juried competition, the Annual Exit Exhibit.



Significant programmatic changes have recently been made. In Spring semester of 2016, the South Dakota Board of Regents adopted the BHSU Art Department's proposal to offer a Bachelor of Fine Arts degree (BFA). The BFA will be offered in three emphases: Studio Art, Photography, and Graphic Design. The BFA will be fully implemented in Fall 2017 semester.

More program changes are ahead in the immediate future. Beginning in academic year 2017-2018: The Bachelor of Arts in studio art (B.BA.ART), the Bachelor of Science degree in studio art (B.BS.ART), and the Bachelor of Science double major in art and graphic design (B.BS.ART/B.BS.GD), and the Bachelor of Sciences in Art with a Commercial Art Minor degrees will be replaced by the Bachelor of Fine Arts degree in one of three emphases: Studio Art, Photography, or Graphic Design.

Degrees will be phased out in the near future. The BA and BS degrees will be phased out as current students enrolled as BA/BS majors either transition to the BFA in their emphases or graduate. Students can opt to change their major to the BFA during the current transition time. Ten students in the art program who previously declared BA/BS degree majors have already made new major declarations to the BFA and will be among the first to graduate with BFA degrees at BHSU.

Program standards will also change in the near future. The forthcoming BHSU "Fine Arts" programs will be moving from the National Art Education Association (NAEA) to associating itself with the National Association of Schools of Art and Design (NASAD) for standards alignment in art programming. The art program, in conjunction with phasing out/graduating the last of the BA/BS degrees, will also align with the NASAD standards for competency.

Previously, the BHSU Art Department utilized the standards set by the NAEA for content development and reporting. The NAEA typically sets content standards for K-12 art programs. The new "Fine Arts" department has long term strategic plan which include seeking NASAD accreditation. Therefore, the program has now adopted the standards set forth by the NASAD to guide the fine arts program.

NAEA standards will not function in the new program as they have historically. Also of note, in 2015-2016 the NAEA adopted the National Core Arts Standards (the common core for visual arts). The NAEA and the common core now focuses strictly on grade level standards for K-12 art. Therefore, the current NAEA standards as adopted in 2015-2016 will not apply to the BHSU Fine Arts program.

Graduate offerings: There is a projection for offering a "*Masters of Fine Art*" (MFA) degree program at BHSU. Once NASAD accreditation in place, the intention is to plan a graduate program and offer a MFA degree in the areas of drawing and painting, photography, and graphic design. There is no MFA program currently offered within a 400 mile radius of Black Hills State University. Exploratory investigations have revealed a significant demand for an MFA degree by local and regional artists searching for a program to assist in advancing their skills, and businesses, and from K-12 educators who want to gain graduate credit for their professional development requirements, and also from art students interested in qualifying for potential careers in higher education.

## **Informational Resources**

Significant upgrades appear to have been made in the certain library resources over the past few years. Even so, developing a plan-of-action for clearly prioritizing and (also increasing) the budget available for such student-focused and important program resources is strongly suggested.

Curricular materials appear to be adequate overall. Even so, with significant curriculum and program changes looming in the immediate future, a plan-of-action for increasing the budget available for such student-focused and important program resources is strongly suggested.

Due to continuous and rapid change in digital technologies it has been necessary for the informational resources on college / university campuses everywhere to “go digital”. To a certain extent, this has occurred at BHSU. Even so, it is strongly suggested that a plan-of-action for increasing, and prioritizing, and for continuing to evolve, an enhanced informational resources budget for such student-focused and important program resources be put in place as soon as feasible.

## **Facilities and Equipment**

### **BHSU Fine Arts Facilities**

- > Painting Studio - Woodburn Hall 400
- > Drawing Studio - Woodburn Hall 309
- > Crafts | 3D Studio - Woodburn Hall 304
- > Ceramics Studio - Woodburn Hall 314
- > Printmaking Studio - Woodburn Hall 308
- > Wood Shop - Woodburn Hall 302
- > History and Theory Lecture Room - Woodburn Hall 315
- > Fully equipped 24” iMac lab - Woodburn Hall 306
- > Matting and framing studio - Woodburn Hall 318
- > Photo Studio for documenting 2D and 3D work - Woodburn Hall 318
- > Individual student studios with after-hours access - Wenona Cook, first floor (14 students)

### **Campus Galleries:**

The “*Ruddell Gallery*” in the David B. Miller Yellow Jacket Student Union: Open during the Student Union hours, exhibitions are rotated every 4-6 weeks. Exhibitions include student work, national and regional artists, juried exhibitions, and special curated projects.

The “*Library Galleries*” include: 1. The Main Floor Gallery; 2. The Basement Floor Gallery; and 3. The Second Floor Gallery. All these facilities feature rotating invited artists, permanent collections, and coursework materials from BHSU art classes.

The “*Student Union*” features permanent collection works.

The “*Club Buzz*” features rotating works from photography, studio art, and general visual arts coursework from interdisciplinary classes (IE Magical Realism Honors Colloquia)

## **Equipment**

*Woodshop: Woodburn 302*

- > Table Saw
  - > Circular Saw
  - > 4 handheld drills
  - > Band Saw
  - > Large Format straight cut saw
  - > Chop Saw
  - > Full room ventilation and vacuum system
  - > 2 shopvacs
  - > Safety Station with eyewear and protection
  - > Cabinets for rulers, hardware, etc.
- Rubber non-slip mats at each station

*Mac Lab: Woodburn 306*

- > 19 Mac computers
- > 2 Canon Pro-1 11x17 color printers
- > 1 HP laserjet color printer 11x8
- > Large format flatscreen TV with color calibration and APPLE TV
- > Instructor station with computer and document camera

*General Lecture Room (Art History, etc.): Woodburn 315*

- > Room 315 is equipped with a SmartBoard, A/V equipment, and a document camera for demonstrations.

Specific Program areas:

## **Printmaking**

*Program Description:*

ART 480 - Printmaking Techniques

This course explores basic and intermediate techniques in printmaking including relief, litho, intaglio, etching, screenprinting, monoprinting, etc.

Printmaking Facilities

- > Darkroom for screenprinting, intaglio, and lithography processes
- > Vastex medium format vacuum exposure unit
- > Mac computer lab, scanners, and large/medium format printers
- > Large and Small Sturges Etching Presses
- > Sentry Air System ventilation hood
- > Portable screenprinting stations

- > Medium format dry mounting heat press
- > Matting and framing studio equipped with medium and large format mat cutters.

## **Painting**

*Program Description:* Painting courses in the Fine Arts program course explores the potential of painting media with emphasis on color, composition, techniques, materials, and process. Student work in painting will employ historical and contemporary theory as applied to their original concept.

Courses in areas of Painting:

Watercolor

Encaustic

Painting Techniques (oil color)

Painting I (oil and acrylic)

*Painting facilities:*

- > Room 400 has adjustable easels and taborets, still life tables, storage cabinet for supplies and storage unit for student work.
- > Encaustic equipment includes 3 low-temperature melt palettes and melt pans and 3 heat guns.

## **Drawing**

*Program Description:*

Drawing I: Introduces various drawing concepts, media, and processes developing perceptual and technical skills related to accurate observing and drawing.

Drawing II: Further explores the theory and practice of drawing using a systematic variety of media and subject matter. Mid-development problems are structured to guide the student in understanding style and concept as it related to drawing media.

Instruction is designed to direct the student towards subjective self-expression.

Drawing III: Figurative drawing will be studied, emphasizing the development of individual ideas and approaches to various drawing media. The student will identify human anatomy necessary for rendering the figure in the fine art form. The student will develop and apply drawing and other mark-making technique to create aesthetic figurative works.

- > Room 400 and Room 309 are equipped with adjustable easels and taborets, still life tables, storage cabinet for supplies and storage units for student work.

## **Art Education**

*Program Description:* Students develop an understanding of the tools of inquiry of K-12 art; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate the learning resources, materials, technologies, and state and national curriculum standards appropriate to K-12 Art; the ability to assess student learning in K-12 Art; and to apply this knowledge, skills, and attitudes to real life situations and experiences.

*Art Education Facilities:*

- > Room 305 is equipped with a SmartBoard, A/V equipment, and a document camera for demonstrations.

## **Ceramics / Sculpture**

*Program Description:* Provides students the opportunity to further develop ceramic skills. Strong Emphasis is placed on individual form concepts along with more technical

ceramics processes including clay and glaze calculation and firing processes. Surveys in sculpture include studio practices that encourages individual exploration of creative concepts, as students develop skills in the use of equipment, design concepts, and safety practices for creating 3D sculptures.

#### Studio Facilities (304 and 314)

- > Clay glaze mixers
- > Extruder
- > Large format slab roller
- > Free bulk materials (clay, slip and glazes)
- > Mold-making facilities
- > 2 electric clay kilns
- > Installation / gallery space
- > Full classroom ventilation system (304)
- > Spray booth
- > Lockers for student work
- > 10 electric wheels for throwing clay pieces
- > Cold working equipment: Lapping machine, water feed drill press with diamond coring bits, large diamond brick wet saw, diamond tile wet saw
- > Safety stations including eyewear and hand safety
- > Utility sink with clay-catch.

#### **Crafts**

##### *Program Description*

##### ART 172 - Design Concepts in Crafts Media

The core of the class consists of exploration in various three dimensional craft media and processes. Possibilities include stained glass, batik, clay, basket weaving, etc. The emphasis is placed on the development of skills needed for general technical, as well as personal aesthetic consideration.

##### Studio Facilities:

- > 2 electric glass kilns
- > Ventilation system
- > 24 Soldering stations for glass craft
- > 5 Wet-cut glass cutting/refining machine systems
- > Safety station including eye and hand protections
- > 24 Workstation carts
- > Integrated classroom technology including LCD projector, AV equipment, computer, etc.

Summary: The arts programs currently have minimally adequate facilities for a program with an emphasis on generalist arts. The introduction of the BFA programs will bring challenges for upgrading facilities to meet new program offerings.

Major upgrades to the facilities in 2016 including a new drawing studio with easels and taborets in 309. Further upgrades would be useful.

In 2013 Digital resources were also significantly upgraded with the addition of a "Mac Lab" (Apple computers) in room 306. Additional equipment to the printmaking lab

inventory. This equipment will be due for assessment and replacement in the 2017-2018 academic year.

The studio facilities for three-dimensional (3D) processes need significant upgrading and expansion. There is a need to substantially increase and update facilities for three-dimensional art areas including ceramics and sculpture at BHSU. For example, currently there is capacity only for sculptural processes that do not involve welding or molten (metal) pours. The program does not currently have a ceramics yard space required for multiple firing processes in ceramics (raku, pit-fire, salt, etc.) All firing methods are accomplished with one of two electric kilns. All these factors significantly impact the 3D opportunities that can be offered to students.

Art program personnel expressed a desire to plan for future “fund raising” efforts aimed at developing an expanded sculptural facility. The projected facility would be more conducive to working with metals, including a welding and annealing station, a small foundry, and the addition of an external kiln yard.

The long term goals of the program would include seeing these changes take place concurrent with NASAD accreditation, potentially by 2020.

## **Financing**

Currently, BHSU College of Arts and Sciences budget allocations for arts programming is shared among Visual Arts, Applied Arts, Theater, and Music.

Galleries are funded from student fees and other resources such as donations and grants.

Historically “Lab fees” are used to support teaching materials and equipment.

State funding for hiring and travel continued support is not expected to increase in the near future. In fact, some cuts are projected.

## **Additional Comments**

From all evidence the program strives to regularly review and improve its curriculum and also works diligently to develop student expertise across the range of areas currently offered.

From all evidence faculty work closely with students to provide them a wide variety of professional opportunities, while strongly encouraging individual creativity, and also organizing and assisting with the development and elaboration of unique opportunities for learning and personal growth.

From all evidence the faculty is regionally nationally, and even internationally, engaged with the areas of service and scholarly activity.