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**UNDERGRADUATE ART STUDENTS:  
INFLUENCES AFFECTING THE CAREER DECISION  
TO MAJOR IN ART**

by

**Lisa Marie Kreamer**

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A Thesis Submitted to the Faculty of the

**DEPARTMENT OF ART**

In partial Fulfillment of Requirements  
For the Degree of

**MASTER OF ARTS  
WITH A MAJOR IN ART EDUCATION**

In the Graduate College

**THE UNIVERSITY OF ARIZONA**

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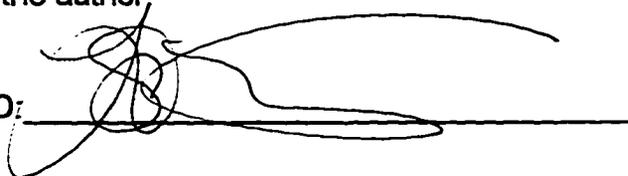
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### APPROVAL BY THESIS DIRECTOR

This thesis has been approved on the date shown below.

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8/8/97  
Date

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**DEDICATION**

To my mother,

**Marie C. Kreamer**

who by her life has shown me what it is to be a woman of strength.

**And**

In Memory of my father,

**William K. Kreamer**

whose love of art and learning inspire me to this day.

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## ABSTRACT

This thesis surveys 171 undergraduate art students at the University of Arizona to evaluate the effect their high school art teachers had on their career decision to enter a college art program. The parental influence is addressed. Student responses are viewed by gender, classification and major.

Findings indicate the teachers influence less than 50% of their students and that parents have a greater influence in the decision process. There are definite gender differences, males talked with their parents more than females but females expressed more support from parents once in an art program. Students in commercially viable studio programs, graphic design and photography, report greater parental support.

## **CHAPTER I**

### **INTRODUCTION**

#### **The Problem**

It was in 1994, when I found myself alone with two young children, that my experience and interests came together. I grew up the only girl with six brothers. Unwittingly, I have had many non-traditional career experiences, including first female news photographer for the Arizona Daily Star. I have been responsible for the career development of high school and college students but my interest has always been art. It was in returning to the University of Arizona to complete my Bachelors of Fine Arts in Studio and becoming the Academic Advisor for the Art Department while completing my Master's in Art Education that the career development and the Art began to merge.

Why do art students choose to go to college? With national statistics pointing to a college education as the key to virtually every job that has long-term high earnings potential, most families expect their children to pursue a college degree. When you look at peoples' lifetime earnings by education level, the numbers all point to college (figure 1.1). According to the U.S. Department of Education, an average of one million people a year have graduated from four-year colleges and universities since 1980. This figure is expected to increase through the year 2005.

<b>ESTIMATED LIFETIME EARNINGS BY EDUCATION LEVELS</b>	
<b>Highest Level of Education Completed</b>	<b>Estimated Lifetime Earnings</b>
Some High School	\$ 609,000
High School Graduate	\$ 821,000
Some College	\$ 993,000
Associate's Degree	\$1,062,000
Bachelor's Degree	\$1,421,000
Master's Degree	\$1,619,000
Doctorate Degree (Ph.D.)	\$2,142,000
Professional Degree	\$3,013,000

Source: US Bureau of the Census, *Educational Attainment in the United States, March, 1993, (1994)*

figure 1.1

The percentage of jobs that require a college degree has increased steadily but has not kept up with the number of college graduates competing for those positions. More and more college graduates are finding it difficult to secure employment after graduation. Statistics back up this finding. The Department of Labor projects an annual average of 1.4 million job seekers for 1.05 million jobs, a surplus of 350,000 collegians (US Dept. of Labor, 1996). One of four college graduates over the next ten years will not be able to find a

job requiring a college degree. This has inspired lively debate among college and university administrators and faculty regarding the role they should take, if any, in career planning and development.

### **The Questions**

Based on these facts, going to college seems to be a financially driven career decision. For the purposes of this study, art students who chose college will be considered having made a career decision. This thesis will determine how those decisions are effected by addressing the following four questions:

1. Does the high school art teacher have an effect on the student's career decision to go to college?
2. Does the influence of the art teacher change during the four years of undergraduate study?
3. Are certain art majors more influenced than others?, and
4. Are there any gender differences?

It is in the scope of this research project to look at these questions and selected variables to determine if the art teacher has a significant role in the student's career decision to study art at a university.

### **Delimitation - Major Limitations**

This study is limited to University of Arizona art students attending during the 1996-1997 academic year. All levels of undergraduate study were included to see if there is any change in student responses with the length of time they stay at the University. There are no comparative figures with other state or private universities available; however, one qualitative study was conducted in 1993, at the University of Tennessee, Knoxville, that surveyed art juniors and seniors only. Some comparative figures were provided from that study but not enough to show any trends.

### **Definition of Terms**

**Career** - The comprehensive life course of an individual.

**Career Development** - Preparation for a satisfying and effective life which may include preparation for a job.

**Career Decision** - Any step, conscious or not, taken by an individual that influences or affects their career.

**Student** - Student. as referenced in this study refers to University of Arizona art students only, unless otherwise stated.

## **Assumptions**

- (1) Students entering college have made a conscious decision to do so and are able to articulate their reasons.
- (2) Career decisions are not made in a vacuum. Influences for these decisions can come from a number of places and students are able to articulate where the influences that surround their career decisions come from.
- (3) Influences do not affect students equally. Influences may vary according to, but not limited to, age, gender, culture, artistic medium or area of study.

## **The Need for the Study**

According to the latest statistics from the labor department, for the 1993-1994 academic year, 11,272 Bachelor of Fine Arts degrees were awarded to studio artists. For many this figure will seem much too low. Studies used as background research and conversations over the Internet all quote a figure from the 1989-1991 academic year of 15,000 studio degrees (Thaller, 1993). Why the difference? Does this show a drop in the number of students receiving studio art degrees? If the same categories that were used in the 89-90 figure were used, the 93-94 figure would be 24,944. Let's clarify this.

At the University of Arizona, a Bachelor of Fine Arts given from the College of Fine Arts and not the Art Department may not have any studio art

course work. The degree program is made up of three disciplines, two of which are Fine Arts. At the University of Arizona, Fine Arts is defined as art, dance, theater arts, media arts or music. Many of the Bachelor of Fine Arts degrees awarded at the University of Arizona are not concerned with studio art. The requirement for those that do have an art component is only 24 college units of art. Contrast that with the Studio Art bachelors degree which requires 80 units of Art. The two degrees really do not compare, nor should they be part of the total. Commonly quoted figures for the number of Bachelor of Fine Art degrees awarded for studio artists include this category for general art and are extremely misleading. If the general art degrees were removed from the 1989-90 figure the total of 15,485 would decrease to 4,638.

All that being said, the difference in the number of degrees awarded in four years is significant. There were nearly three times more studio art degrees awarded in 1993 than in 1989. The figure keeps growing. Where is this 243% increase coming from? Who or what is influencing students to make this choice? With this increasing number of artists entering the work force they bring with them their own special employment needs. The purpose of this study is to begin studying career influences and address these issues. It is hoped that this investigation of influences that art students respond to when making career decisions will lead to further study into the career development of art students.

## **CHAPTER 2**

### **Literature Review**

#### **Introduction**

Nearly every article, dissertation, or book about career development that includes art students reflects a similar sentiment : there is not much information about the career development of art students. Most of the research that has been done was conducted at professional art schools and is over thirty years old (Barron, 1972; Getzels and Csikszentmihalyi, 1964;Griff, 1970).

In the past, most practicing artists were educated at professional schools of art. Although fine art departments began to appear in American colleges by the middle of the eighteenth century, their growth was very slow over the first hundred years. That all changed after World War II. The growth of college-based art programs was enormous, not only in terms of numbers but also terms of their academic importance (Morrison, 1973). The growing economic and social need for college degrees has made it difficult for art schools that do not have the college accreditation to attract and keep students (Adler, 1979). State colleges and universities have become extremely important in the training of professional artists. The typical artist today has, more than likely, been educated at a state college or university (Rosenberg, 1973).

Ettinger published a taxonomy of styles of on-site descriptive (qualitative) research in Art Education in 1987. Of the 31 on-site descriptive studies, only a

few of them appear to have been conducted in a college or university setting and none of them were related to Fine Art career development (Ettinger, 1987).

The most recent study was a qualitative study done by Eva Thaller for her doctoral dissertation called *Program and Career Perceptions of Undergraduate Students Majoring in Fine Art*. This study was conducted in 1993 at the University of Tennessee. Twenty-two students, all juniors or seniors in the undergraduate studio art program, were asked to fill out an extensive questionnaire relating to their perceptions about art careers. Thaller found that most students relied heavily on the art faculty for guidance on career issues. Many students expected to have a difficult time finding a job after graduation, anticipating surviving on “menial jobs,” or “odd jobs” on or below the poverty level. “So in a sense, the respondents were spending five long expensive years preparing for Poverty” (Thaller, 1993). This view of the starving artist is a stereotypical perception that is hard to shake.

Thaller divided up past research and literature in her dissertation into three spheres; 1) the Personal Sphere that covers the personality of art students, gender differences, the values of art students, differences that affect the choice of their area of art specialization and the student’s relationships with their parents; 2) the Educational Sphere including, the role of Art training institutes, similarities between students in art schools and colleges, student’s relationships with professors and their relationship with art; and 3) the Art Career Sphere encompassing the career decision, the career commitment, student’s

professional self concept, their art career skills, post-graduation plans, individual needs for career information and assistance, and their need for survival jobs (Thaller, 1993). There are implications in each of the spheres for this thesis. In the personal sphere, gender differences, and the relationship of the student with their parents both play an important role; in the educational sphere the relationship that students have with their professors, or in light of this research, with their high school art teacher; and finally, in the art career sphere, the student's career decision to go to college is pursued. The focus of this study, and consequently the literature review, is the art student. The review will focus on each of the aspects of these three spheres that affect this thesis.

### **Personal**

Much of the research surrounding art students has focused on both the personality of the art students as a group and the individual gender differences that the art students demonstrate. The available results span nearly forty-five years and a wide variety of personality profile inventories are utilized. Though each study has its own conclusions, they bring together quite a unified image of the art student as introverted, quiet, independent, introspective, imaginative, creative, strong-willed, socially aloof and original, whether beginning freshmen or master's degree students completing their graduate work. Though art students tend to be feeling, their feeling is introverted resulting in them paying

little attention to others' feelings and wishes. There is not a need to conform to social conventions or to make a good impression (Thaller, 1993).

The gender differences in art students are very interesting. Personality profiles of female art students found them to be more dominant than other women their age. Conversely, the male art students were more sensitive and "effeminate in feeling" than other male students in their age group (Getzels & Csikszentmihalyi, 1964). Barron 's study in 1972 reflected similar findings. The women were more independent, willful, adventurous, vigorous, flexible and complex compared to non-art female students. The men were what Barron called "gentleman pirates" (Barron, 1972). They were flexible, spontaneous, creative and, due to their independence of thought and unconventionality, they seemed to come to unusual conclusions.

In 1978 Whitesel focused her study on women's self-perceived personalities. She compared the personalities of ninety-one medical students, one hundred psychology students and sixty-one studio art graduate students. The women artists' scores were more extreme (higher highs and lower lows) than the scores of the medical or psychology students. They considered themselves clever, expressive, spontaneous, original thinkers, non-conventional, autonomous, strong-willed, assertive, competitive, and ambitious when they worked on their own goals (Whitesel, 1979). Whitesel conducted a later study that included the male art student response. Women had a strong tendency to become restless in intense or prolonged contact with others, males, on the other

hand, did not seek or enjoy change and variety. There was also an attitude difference toward achievement. The men were motivated to do well on their own terms where the women showed tendencies to do well through hard work, being conscientious and steady (Whitesel, 1980).

One of the studies that relate to parental relationships was not conducted with students but with practicing artists. The Fried study, 1964, was conducted in the early 60's over a period of three years. The researchers found the myth that artists have to be unhappy in their personal life in order to be creative, untrue. It was found that "greater ease in human relations added to and did not detract from the creative effort" (Fried, 1964). Even so, the image of the suffering artist, alienated from their family, persists.

The Getzels study found that the most successful students came from stable families. Stable, as used in this study, is defined as the parents living together. The students that reported their parents either separated, divorced or widowed, seemed to be the lower rated students (Getzels & Csikszentmihalyi, 1964).

In 1970, the Griff study found that parents objected to their children becoming artists for two basic reasons. The first objection is that painters can not support themselves from the sale of their paintings leaving them financially insecure. The second objection is the stereotypical perception that artists lead a bohemian lifestyle. The idea that artists often seem to become bohemian is related to the financial problems caused by the inability to survive from their art

(Griff, 1970). Parents found art to be an inappropriate career choice since it could not lead to an economically sound life. Sons were under more pressure and strain from their families than the daughters, though both were discouraged (Strauss, 1970).

### **Educational**

High school is considered a difficult time for most students. As seen in the personality profiles, most art students are introverted, making them feel more at ease with people they share some common bonds with. Being non-conforming, the art students are not necessarily interested in fitting to the larger High School community. The bond they form is generally with other art students, and possibly the art teacher, where they can share their creative selves.

Brenda Semanick, a High School Art teacher at Sunnyside High School in Tucson, Arizona, discussed her personal perceptions of her art students during a visit to the Center of Creative Photography on the University of Arizona campus, spring 1996. She saw all High School students as isolated as they struggled to find self identity. The art students, she said, were particularly vulnerable since they did not fit into the norm and were in particular need of finding a place where they could connect. Teenagers who are different from the mainstream because they are artists need to be integrated into a larger artistic community to develop a sense of the whole. Individual mentoring is very important in the teacher/student relationship.

In Griff's study they found that the art students looked for teachers that they felt compatible with, who would interject instruction only when asked. Some of the students were hostile to any instruction at all. Teachers were referred to in a very utilitarian way, emphasizing their role in sharing techniques and in problem solving (Griff, 1970). Art Education majors praised teachers that allowed students to work at their own pace and helped students learn techniques, but criticized the art teachers that they felt were too permissive and were not directive enough (Strauss, 1970).

### **Career**

The career decision to be an art major is rarely made with a view towards the future. It is part of a larger process that encompasses many small decisions and experiences that bring the student to art. Most students who come to the university to major in art have been told by someone that they are talented. This is not enough to determine whether they make the career step to enter college as an art major, but it is part of this process.

In a study conducted among university freshmen, Goodson showed that art students more often chose the art major before even considering what occupation they would pursue. College of Fine Arts freshmen chose their major before their occupation 56% of the time while Department of Education majors considered the occupation before their major by more than 70% (Goodson, 1978).

Interviews with students in the Strauss/Griff study showed that they did not consider the occupational alternatives before they decided to enter art. For the most part, they had only a vague notion of how they might earn a living. When they entered as art majors, the most important consideration was that they liked making art above all else (Strauss 1970).

In the Getzels and Csikszentmihalyi study there were three major forces that contributed to the student's final decision to enter art school. First, was the student's failure at another career. Many students failed at other academic areas of study prior to transferring to art. The researcher's personal experience as Academic Advisor in the University of Arizona's Art Department parallels this. Many of the students that come to the art department have been in other majors and were disillusioned or disgruntled with the program they were in. Some students were in other majors to please their parents and found it impossible to continue the studies. "They just did not have the motivation to do academic work; it did not 'make sense' to them" (Getzels & Csikszentmihalyi, 1976).

There is a growing number of non-traditional students who are older, and who have actually been in other occupations before deciding to come back to the university to major in art. Traditional students may have experiences with summer or part time jobs that also leads to the second reason students find themselves in art, and that is disillusionment or alienation from middle-class type jobs. These students find their early jobs more distasteful than motivational and shy away from falling into the same routines or traps that their parents were in.

The non-traditional students have often spent years in the more traditional careers. They are now looking for challenges or personal fulfillment in their career (Getzels & Csikszentmihalyi, 1976).

The final force that influences the choice to attend art school is the positive intrinsic motivation that students find. Students are happy simply working with their chosen art medium, with the camaraderie of other artists, on work they choose. Many University students that come to advising say they miss working in art, or they felt they needed to be in art, even if they can only be connected as a minor, to keep those ties. It changes the perspective that most students have of working for rewards like money, security and social usefulness. The process becomes greater than the product (Getzels & Csikszentmihalyi, 1976).

## **CHAPTER III**

### **Method and Data Analysis**

#### **Choice of Design**

In selecting the method of data collection the nature of the population being studied was one of the researcher's first considerations (Bruininks, Wolman, Thurlow, 1990). As Academic Advisor in the University of Arizona's Department of Art, the researcher was able to have sustained access to the Undergraduate students in the art department. Information for this thesis was gathered by survey questionnaire.

Students are admitted to the University of Arizona's art department with little restriction. There are no portfolio reviews for entry. Student coming from outside the university must meet the minimum academic requirements for admittance and declare art as their major. Student transferring from other departments at the University to the art department must have a minimum GPA of 2.0 for studio art degrees and art history; art education requires a 2.5 GPA. The photography and visual communications programs have portfolio review for entrance into the upper division courses. There are no portfolio reviews for any of the other studio degree's upper division courses. The art students are a combination of traditional and non-traditional students.

The Bachelor of Fine Arts degree requires forty five units of general education and eighty units of art. Of the one hundred twenty five units required

to complete the studio degree, forty-two units must be upper division. General education for the studio degree has no language requirement, one non-lab science is required, and the math requirement can be satisfied by the Introduction to Computers class, Mathematics in Modern Society or College Algebra.

It is the researcher's experience, as academic advisor, that there are a number of students attracted to the art degree based on the ease of the general education requirements. These students see the studio art degree as an easy way to finish college. The stress the students encounter producing art at an upper division level leads to various problems for the students and the faculty.

It was decided that non-probability samples would allow students to fill out the survey on the spot, resulting in a high response rate and eliminating the time consumed in trying to track students chosen at random. Art students, in the middle of a semester, are under various time constraints. They are meeting deadlines for the creation and production of art pieces and the academic requirements their professors assign. The stress involved with academic expectations, in conjunction with pre-registering for the following semester, is not conducive for an adequate response rate if sampling relied on responses returned at the student's initiative. Random sampling was not possible due to time constraints. Past mailings from the Art Department to students show many invalid addresses and phone numbers are in the main university computer.

### **Development of the Survey Questionnaire**

Development of the questionnaire started with analysis of existing literature on survey writing which helped in establishing the basic structure of the survey (Bruininks, Wolman & Thurlow, 1990). Use of items from existing instruments, however, was not the only criteria used (Clark & Doser, 1990). In developing this questionnaire the researcher took information from career development questionnaires presented to other art students from previous surveys, the questions to be addressed in the thesis research, and the departmental needs that were being addressed during the time of the thesis research. Guidelines for effective question development used were: (a) avoid ambiguous words, (b) avoid negatively worded questions, (c) give adequate alternatives for response, (d) provide a point of reference for student response, and (e) avoid erroneous assumptions (Thoms & Kellerman, 1995).

How data was to be analyzed was considered in planning the thesis; however, time estimates for data analysis proved to be inadequate (Boser, 1988). The researcher assumed that an available program currently on the market could be used to input the data and sort it. The researcher did not fully understand the time involved in writing the program for input, the actual input, and the writing and sorting of formulas for final analysis. In retrospect, the questionnaire should have been written for scanning and input by the University of Arizona testing center. The testing center could then have sorted the

information and provided more time for the researcher to gather additional responses.

The completed questionnaire had two purposes. First, it was to be used to gather information for this study. Second, it was used to gather information to be used for the Art Department's development of its advising program. The majority of the questions in the survey were for departmental use only. Though not all results gathered in the questionnaire will be reported in this thesis (Appendix II), the information allowed insights for the researcher and could be used for further research.

The questionnaire went through several proofs. Each version was critiqued by people who either had expertise in the field of art education, studio art, art administration or special interest in the conclusions drawn from the survey. Three different groups were involved in the critique and development of the questionnaire's final form (Bruininks, Wolman, & Thurlow, 1990). The members of the first group were the Art Education professors at the University of Arizona: Dr. W. Dwaine Greer, Art Education Chair and Curriculum Chair, and mentor for the researcher; Dr. Lynn Galbraith, Art Education professor and Undergraduate Program Director; and Dr. Elizabeth Garber, Art Education professor. They were given copies of each draft of the survey as it was developed for evaluation and feedback.

The members of the second group were University of Arizona administrators, faculty and staff directly or indirectly involved with student

services for art students: Judy Bassnett, Associate Dean, Department of Fine Arts; Andrew Polk III, Department Head, Art, Printmaking professor; Barbara Rogers, two-dimensional design professor and teacher for the Senior Seminar class that deals with career development issues for art students; Jenny Franklin, University of Arizona Testing Center; T. Vanhook, Adjunct Art Education teacher and Academic Advisor. Members of this group were given a copy for critique late in the development of the survey. Written feedback from this group came from Judy Bassnett, Andrew Polk III, and T. Vanhook. There was no written response from Jenny Franklin, and Barbara Rogers, though, Barbara Rogers gave an initial draft to students in her Senior Seminar class as an initial test.

The third group to critique the survey instrument consisted of ten art students. The students were used as a control group to test the final draft. Follow-up questionnaires were run with this group for validity testing. The students were asked to fill out the questionnaire a week after the first time they filled out the questionnaire to check for consistency. The art students, most of whom were also student workers in the art department, were selected because of easy accessibility for follow up.

Upon completing analysis of responses from each group and making appropriate revisions of the questionnaire, two hundred copies were made for distribution. Students asked to fill out the survey were all majors in the University of Arizona Art Department. The department offers degrees in Art Education, Art History, and Studio Art which includes three dimensional design,

sculpture, ceramics and fibers; two dimensional design, painting, printmaking, and drawing; visual communications, graphic design, illustration; photography; and new genre.

### **The Collection of Data**

Starting in October 1996, initial questionnaires were filled out by students in the Art department hallways during the pre-registration process. This was an opportunity to approach students when they were a captive audience with time to respond immediately. Students were asked if they were art students at the University of Arizona. Those students that identified themselves as such were asked to fill out the survey. These surveys were immediately collected. For the remainder of the Fall 1996 semester, students coming to the advising office were asked to fill out the survey by the advising secretary, Susana Ruiz, and collected as they waited for advising. Additionally, students that were around the office area of the Art Department were also asked to fill out the survey. Less than 10 of the nearly 100 students asked during this time refused to fill out the survey for a better than 90% response rate. Research shows that the minimum acceptable response rate is between 75% - 80% (Bruininks, Wolman & Thurlow, 1990). The initial survey gathering clearly exceeded this parameter.

Initial results were analyzed over the winter break. The researcher determined with Dr. Dwaine Greer that a response of at least 25% of the art students in the department was necessary. The researcher had approximately

20% of the students by the beginning of Spring 1997 semester. Student groups were specifically targeted to approximate the population.

During January and February of the Spring 1997 semester, students in various art classes were asked to fill out the questionnaire, in addition to the requests made to students who came into the office area. Classes were targeted according to estimates of the population make up of the department in relation to the responses to the surveys that had been completed. There were no freshmen and very few sophomores in the group surveyed during the fall 1996 semester. Recognizing that new art students may not be familiar with the Art Department offices or the pre-registration process, beginning art classes were targeted. Only those students who identified themselves as Art students in these classes were asked to complete the survey. The professors in these classes allowed the students to fill out the surveys during the class time and return them to the researcher immediately.

It should also be noted that during this preliminary analysis the researcher became aware that the number of female respondents was twice that of the male respondents. Statistics were obtained from the University of Arizona's registrars office relating to the gender breakdown of the art students, in order to compare with the results which had been gathered to date.

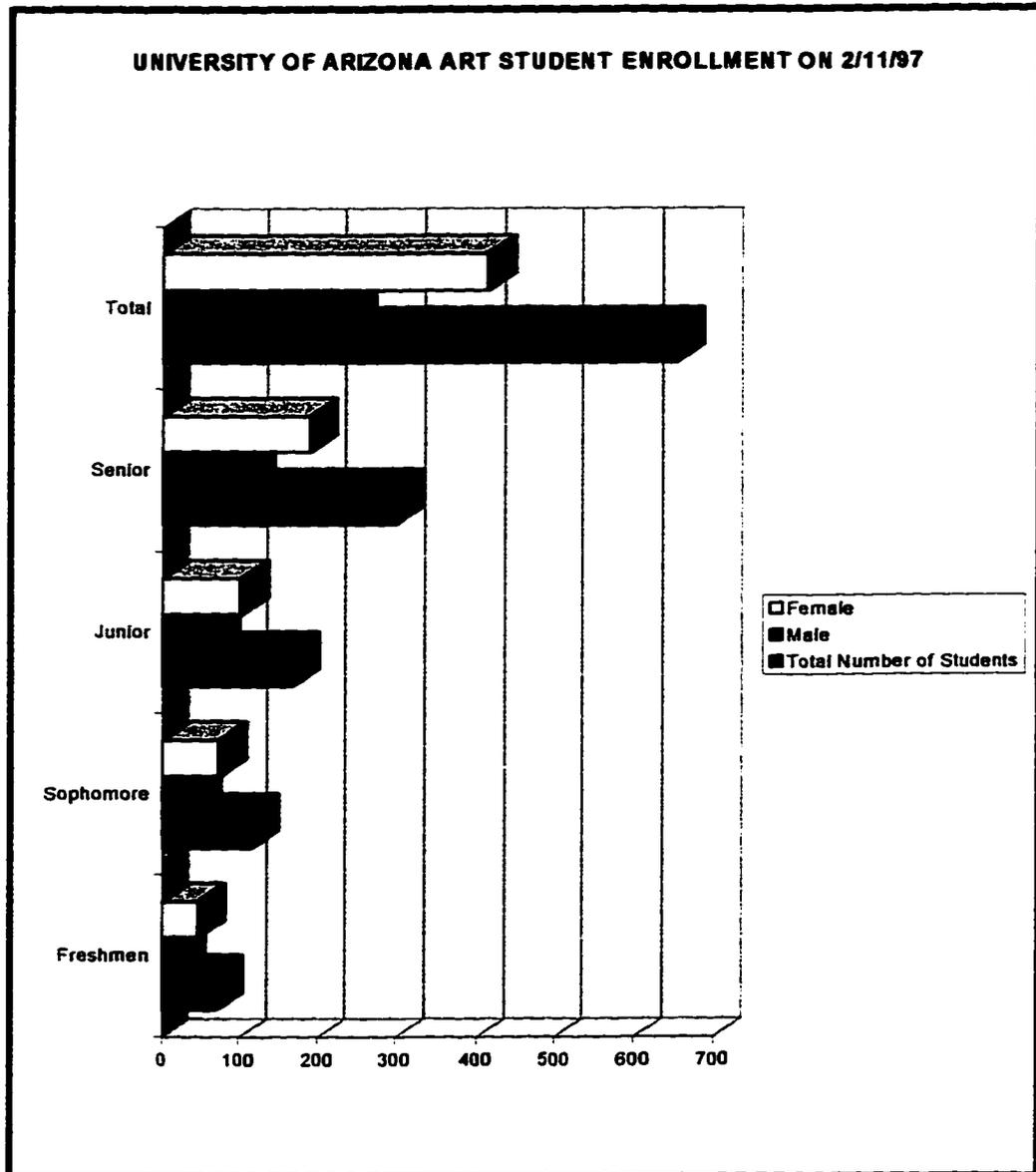
**Enrollment Numbers/Percentages Provided by Registrar's Office****February 11, 1997**

figure 3.1

### UNIVERSITY ENROLLMENT NUMBERS

	Total Number of Students	Male	Female		Total Number of Students by percent	Male	Female
Freshmen	70	23	47	Freshmen	11%	33%	67%
Sophomore	115	41	74	Sophomore	18%	36%	64%
Junior	166	65	101	Junior	25%	39%	61%
Senior	298	109	189	Senior	46%	37%	63%
<b>Total</b>	<b>651</b>	<b>238</b>	<b>413</b>	<b>Total</b>	<b>100%</b>	<b>37%</b>	<b>63%</b>

figure 3.2

The figures received from the Registrar's office corresponded with the results received from the sampling by convenience gathered during the Fall 96 semester. After analysis it was recognized that the questionnaire completion ratio of males to females paralleled the actual figures that existed in the art department. This resulted in the decision not to specifically target male responses in the collection of additional data. It was decided that the number of female students in relation to male students was interesting in and of itself and deserved its own study. This will be further discussed in Chapter 5, Conclusions and Further Research.

During this initial analysis it became clear there were no questionnaire responses from New Genre students. Since this seemed the only degree area that did not clearly reflect the make-up of the department at the time of the survey, an effort was made to elicit New Genre responses. A request was made

to survey directly in the advanced New Genre classes to insure a response from that major. The professor in New Genre requested that 12 questionnaires be placed in her box for distribution to the New Genre students. There were no New Genre surveys for data entry by the end of the collection period. Either those questionnaires were not returned or the students who completed them did not identify themselves as New Genre majors. The final survey does not reflect any numbers for New Genre students though their position was possibly articulated without declaring New Genre.

Student Academic Progress Reports (SAPR's) that were generated for the art students in Spring 97 semester by the registrar's office showed a large number of studio students that had not indicated their emphasis area. This is consistent with the researcher's art advising experience which seems to indicate that many of the art students are not sure in which artistic direction they are going, and so hesitate to declare an option for their studio degree until very late in their program.

Those that assisted in the distribution and collection of the questionnaires included Susana Ruiz, undergraduate secretary for the Art Department, and T. VanHook, academic advisor for the Art Department. Questionnaires that were collected by the researcher or assistants were immediately input into the computer.

## **Input and Results**

Computer input was done directly by the researcher and by William Stark, who was paid for data entry. Each of the completed questionnaires was numbered and input into the computer. All information that was input into the computer was double checked to insure accuracy.

The Microsoft Excel program was used for the data entry, storage and sorting of the survey responses. This included questions that pertained to both thesis and advising information.

The questionnaire was numbered with 36 items (Appendix 1). It took two excel books, a total of 31 sheets, to input the numerical information. The survey sheets were separated by gender and two copies of the excel survey input books were used to record male and female responses separately. After the survey was completed, the male and female surveys were combined in a third copy of the input books for complete and accurate figures. The verbal comments were input into Excel separately, keeping the code number of the surveys consistent with the numerical input for sorting and comparative purposes. There was one book (sheets) to hold the comments.

By the end of February 1997, a total of 171 questionnaires had been completed. This represented 26% of the student population. Of the 200 questionnaires distributed, 29, or 15%, were not returned. This includes the 12 questionnaires that were given to the New Genre professor that could not

accurately be tracked. That reflects a response rate of 85%. It was decided by the researcher, in conjunction with the mentor, that this would be an adequate sample for the thesis survey questionnaire.

The complete results of this survey include the information for this study and information for the University of Arizona's Art Department which is available for review in Appendix II.

## CHAPTER IV

### Results

#### Numerical Overview

The results that are reported in this study are only the results of the questions that were specifically for the thesis. The questions that are numbered and highlighted in blue in appendix I are the questions used for this thesis. The results of the questionnaire are available in its entirety in Appendix II.

#### Total Numbers from the Survey

	Number surveyed	Freshman	Soph	Junior	Senior	Grad Student
Female	121	10	19	38	49	5
Male	50	3	3	13	30	1
<b>TOTAL</b>	<b>171</b>	<b>13</b>	<b>22</b>	<b>51</b>	<b>79</b>	<b>6</b>
<b>Major</b>						
ART ED	38	1	6	14	14	3
ART HIST	23	0	2	5	15	0
STUDIO	55	7	8	12	25	1
3D	19	0	1	3	14	0
2D	29	1	3	5	20	1
PHOTO	17	3	1	1	12	1
VIC	29	3	3	14	9	0
N GENRE	0	0	0	0	0	0
C. MEDIA	14	0	3	4	6	0
OTHER	12	1	3	3	4	1

figure 4.1

All of the results reported are a true reflection of the student responses. On some questions the students gave multiple responses and so the percentages will be over 100%. Some students chose not to answer some of the questions and the numbers will not add up to 100%.

The results that will be used from this point forward will be the percentages of response instead of the specific numerical response. The numerical information is available from the researcher.

### Question 1: Classification

	Freshmen	Sophomore	Junior	Senior	Graduate Students
Female	8%	16%	31%	40%	4%
Male	6%	6%	26%	60%	2%
<b>TOTAL</b>	<b>8%</b>	<b>13%</b>	<b>29%</b>	<b>46%</b>	<b>4%</b>
<b>Major</b>					
<b>ART ED</b>	<b>3%</b>	<b>16%</b>	<b>37%</b>	<b>37%</b>	<b>8%</b>
<b>ART HIST</b>	<b>0%</b>	<b>9%</b>	<b>22%</b>	<b>65%</b>	<b>0%</b>
<b>STUDIO</b>	<b>13%</b>	<b>15%</b>	<b>22%</b>	<b>45%</b>	<b>2%</b>
<b>3D</b>	<b>0%</b>	<b>5%</b>	<b>16%</b>	<b>74%</b>	<b>0%</b>
<b>2D</b>	<b>3%</b>	<b>10%</b>	<b>17%</b>	<b>69%</b>	<b>3%</b>
<b>PHOTO</b>	<b>18%</b>	<b>6%</b>	<b>6%</b>	<b>71%</b>	<b>6%</b>
<b>VIC</b>	<b>10%</b>	<b>10%</b>	<b>48%</b>	<b>31%</b>	<b>0%</b>
<b>N GENRE</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>C. MEDIA</b>	<b>0%</b>	<b>21%</b>	<b>29%</b>	<b>43%</b>	<b>0%</b>
<b>OTHER</b>	<b>8%</b>	<b>25%</b>	<b>25%</b>	<b>33%</b>	<b>8%</b>

figure 4.2

As indicated in the previous chapter, there are no responses from the area of New Genre. Since this will be consistent throughout the results it will not be added into the reported information.

There were no art history, three dimensional, or combined media freshmen surveyed. The percent of seniors was high for art history, two dimensional, and photo majors.

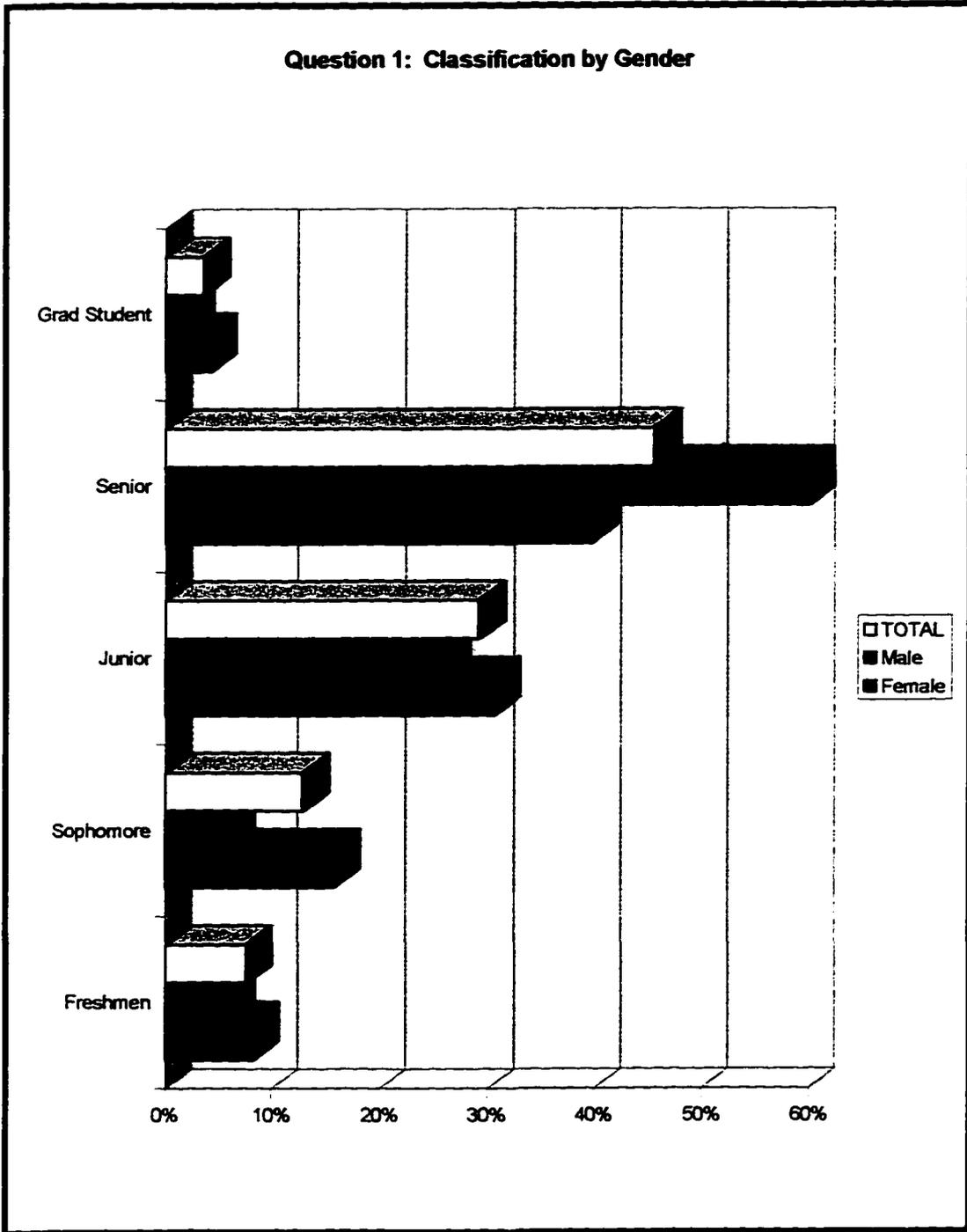


figure 4.3

Each of the percentages represented are percentages of the individual

category against it's own total, that is why in figure 4.3 the percentage for Seniors gives the appearance of Total being lower than Male.

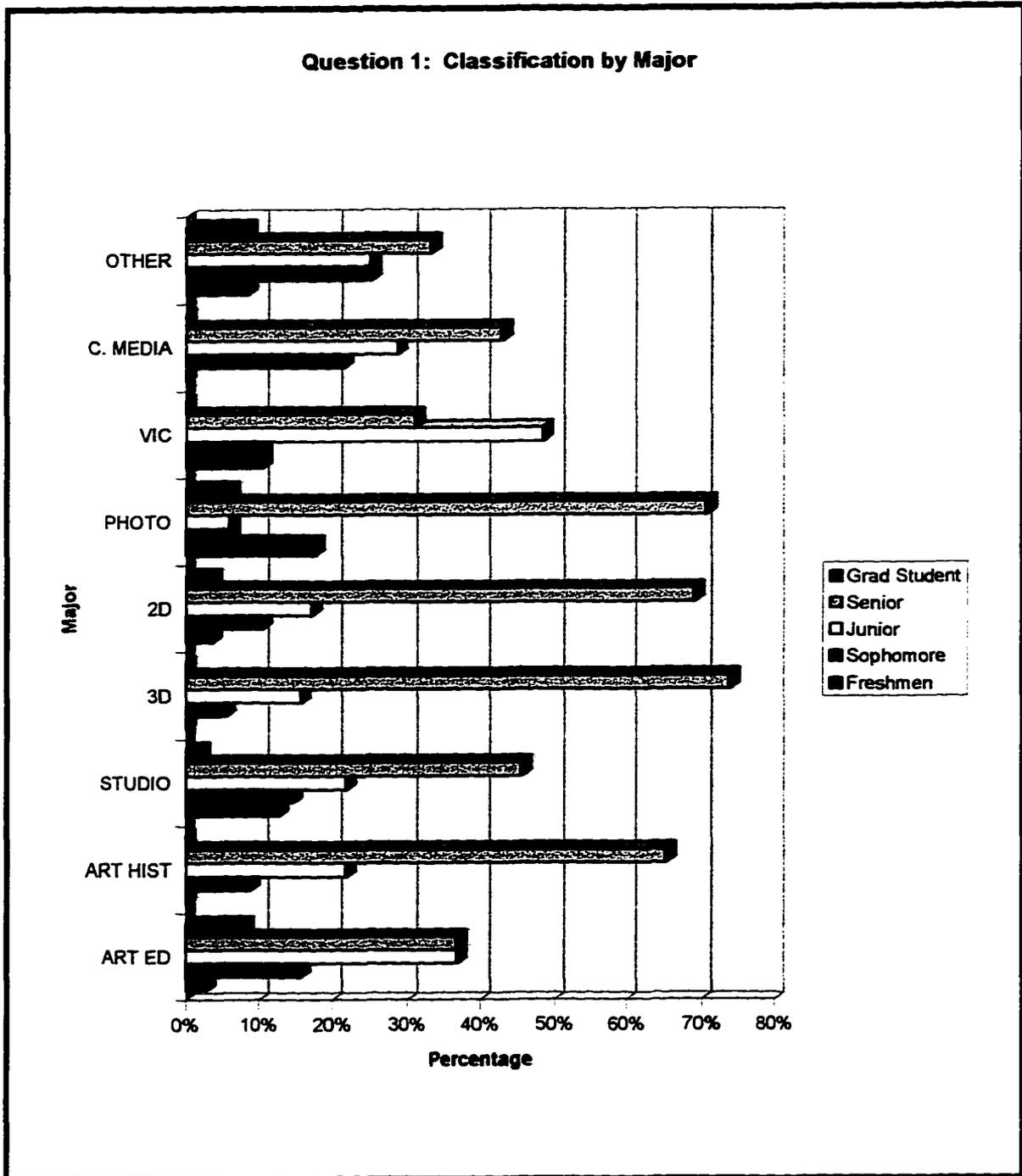


figure 4.4

### Question 3: Major

The results for this question have been charted to show the overlap that the students recorded in their choice of major. In many cases students are pursuing double majors and are in duplicate categories. There was at least one student who did not seem to understand the question and had marked majors that he was not in. The data reflects the student response, as the student gave it, even if the researcher knew it not be accurate.

### Question 3: Major by Percentage

	# surveyed	Art Ed	Art Hist	Studio	3D	2D	Photo	VIC	N Genre	Com Media	Other
Female	71%	25%	16%	30%	7%	15%	9%	16%	0%	8%	5%
Male	29%	16%	8%	38%	20%	22%	12%	20%	0%	8%	12%
<b>TOTAL</b>		<b>22%</b>	<b>13%</b>	<b>32%</b>	<b>11%</b>	<b>17%</b>	<b>10%</b>	<b>17%</b>	<b>0%</b>	<b>8%</b>	<b>7%</b>
<b>Classification</b>											
<b>Freshmen</b>	<b>8%</b>	<b>8%</b>	<b>23%</b>	<b>31%</b>	<b>0%</b>	<b>15%</b>	<b>23%</b>	<b>15%</b>	<b>0%</b>	<b>0%</b>	<b>8%</b>
<b>Sophomore</b>	<b>13%</b>	<b>27%</b>	<b>9%</b>	<b>36%</b>	<b>5%</b>	<b>14%</b>	<b>5%</b>	<b>14%</b>	<b>0%</b>	<b>14%</b>	<b>14%</b>
<b>Junior</b>	<b>29%</b>	<b>28%</b>	<b>10%</b>	<b>24%</b>	<b>6%</b>	<b>10%</b>	<b>2%</b>	<b>28%</b>	<b>0%</b>	<b>8%</b>	<b>6%</b>
<b>Senior</b>	<b>46%</b>	<b>18%</b>	<b>19%</b>	<b>32%</b>	<b>18%</b>	<b>26%</b>	<b>15%</b>	<b>12%</b>	<b>0%</b>	<b>8%</b>	<b>5%</b>
<b>Graduate</b>	<b>4%</b>	<b>50%</b>	<b>0%</b>	<b>17%</b>	<b>0%</b>	<b>17%</b>	<b>17%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>17%</b>
<b>Major</b>											
<b>ART ED</b>	<b>22%</b>	<b>100%</b>	<b>0%</b>	<b>11%</b>	<b>5%</b>	<b>5%</b>	<b>8%</b>	<b>3%</b>	<b>0%</b>	<b>5%</b>	<b>0%</b>
<b>ART HIST</b>	<b>13%</b>	<b>0%</b>	<b>100%</b>	<b>17%</b>	<b>0%</b>	<b>9%</b>	<b>4%</b>	<b>4%</b>	<b>0%</b>	<b>4%</b>	<b>0%</b>
<b>STUDIO</b>	<b>32%</b>	<b>7%</b>	<b>7%</b>	<b>100%</b>	<b>16%</b>	<b>22%</b>	<b>15%</b>	<b>18%</b>	<b>0%</b>	<b>11%</b>	<b>5%</b>
<b>3D</b>	<b>11%</b>	<b>11%</b>	<b>0%</b>	<b>47%</b>	<b>100%</b>	<b>26%</b>	<b>16%</b>	<b>0%</b>	<b>0%</b>	<b>5%</b>	<b>0%</b>
<b>2D</b>	<b>17%</b>	<b>7%</b>	<b>7%</b>	<b>41%</b>	<b>17%</b>	<b>100%</b>	<b>7%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>	<b>0%</b>
<b>PHOTO</b>	<b>10%</b>	<b>18%</b>	<b>6%</b>	<b>47%</b>	<b>18%</b>	<b>12%</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>	<b>6%</b>	<b>0%</b>
<b>VIC</b>	<b>17%</b>	<b>3%</b>	<b>3%</b>	<b>34%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>N GENRE</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>C. MEDIA</b>	<b>8%</b>	<b>14%</b>	<b>7%</b>	<b>43%</b>	<b>7%</b>	<b>7%</b>	<b>7%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>
<b>OTHER</b>	<b>7%</b>	<b>0%</b>	<b>0%</b>	<b>25%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>

figure 4.5

**Responses for “other” are reported as the student wrote on the survey. This will show the abbreviations and misspellings.**

**Question 3: Major - Responses for Other**

- 2D-3D
- minor but still very important
- IDS - Art history is one area of concentration in my major
- undecided
- illustration
- psyc
- fine arts
- minor - Painting
- FAS major
- undecided
- media arts
- comm
- interdisciplinary major - studio arts - dance - Amer Ind. studies
- photo/ceramics
- metals

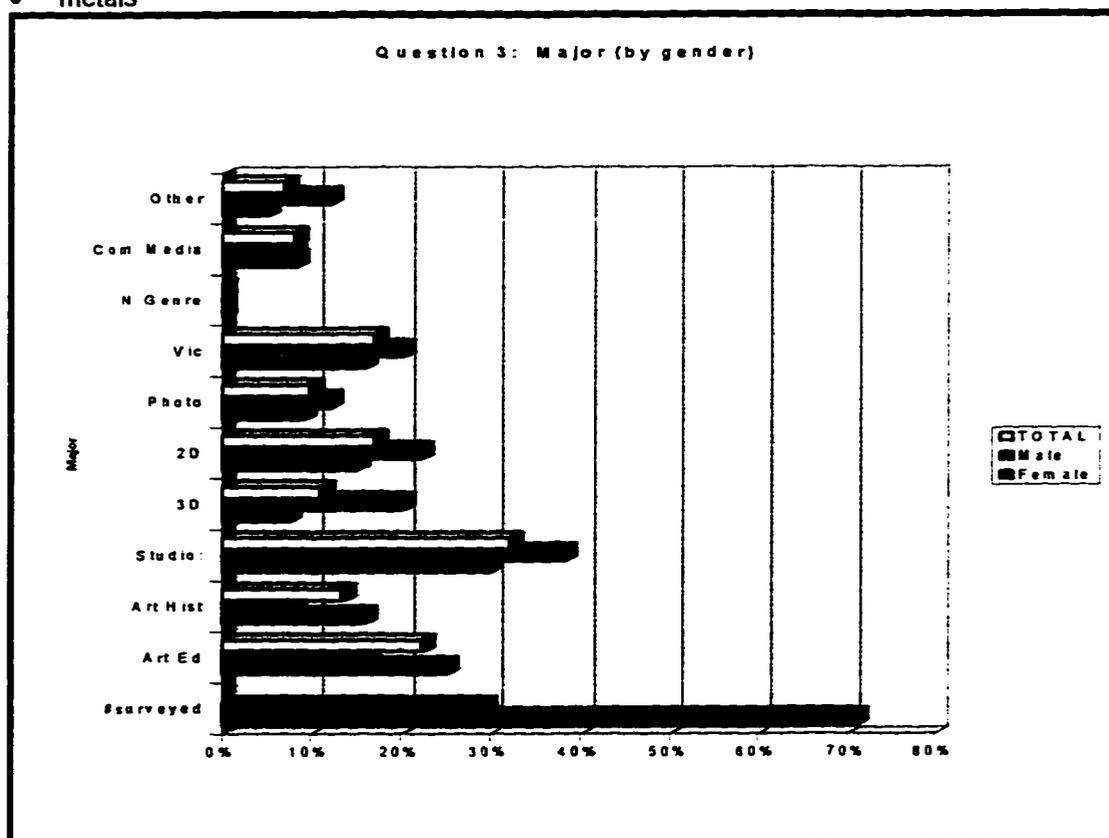


figure 4.6

There was a higher percent of females in art education, art history and combined media. Studio, three dimensional, two dimensional, photography, visual communications, and other had a higher percent of male students.

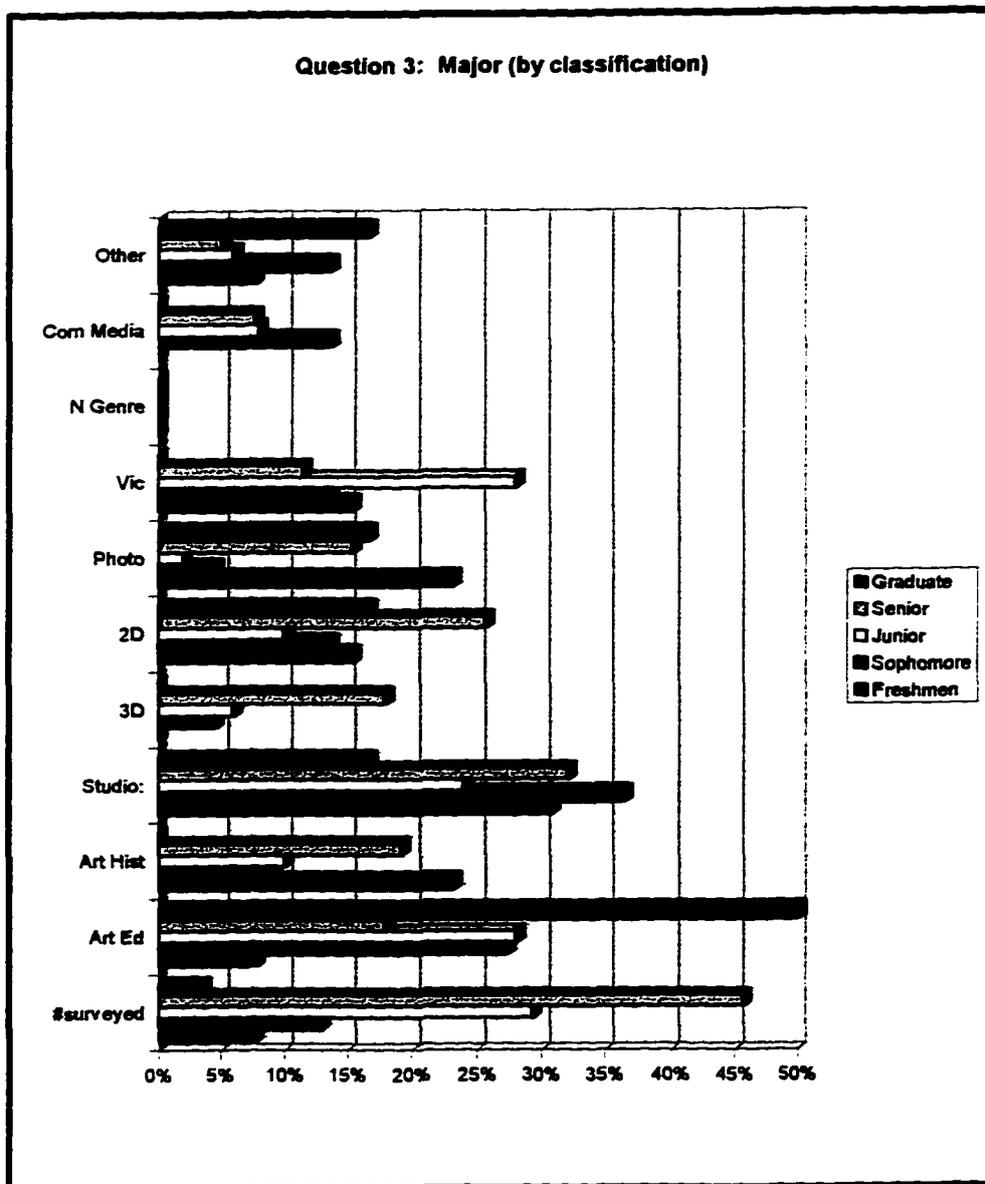


figure 4.7

The results of **Question 4: Gender** are in all reported results and will not be repeated separately.

**Question 8: Did you take any Fine Art classes in High School?**

	# surveyed	Yes	No
female	121	89%	9%
male	50	82%	12%
<b>TOTAL</b>	<b>171</b>	<b>87%</b>	<b>10%</b>
<b>Classification</b>			
<b>Freshmen</b>	<b>13</b>	<b>100%</b>	<b>0%</b>
Sophomore	22	86%	14%
<b>Junior</b>	<b>50</b>	<b>96%</b>	<b>0%</b>
Senior	78	80%	17%
<b>Graduate</b>	<b>6</b>	<b>67%</b>	<b>33%</b>
<b>Major</b>			
<b>ART ED</b>	<b>38</b>	<b>90%</b>	<b>5%</b>
ART HIST	23	87%	4%
<b>STUDIO</b>	<b>55</b>	<b>91%</b>	<b>6%</b>
3D	19	84%	16%
<b>2D</b>	<b>29</b>	<b>79%</b>	<b>17%</b>
PHOTO	17	94%	6%
<b>VIC</b>	<b>29</b>	<b>90%</b>	<b>7%</b>
N GENRE	0	0%	0%
<b>C. MEDIA</b>	<b>14</b>	<b>71%</b>	<b>21%</b>
OTHER	12	83%	17%

figure 4.8

All the freshmen reported taking fine art classes in high school. An overwhelming number, 87%, of students of all classifications or majors report taking fine art classes in high school. Students most likely to have taken high school art classes include photography, visual communications and art education majors.

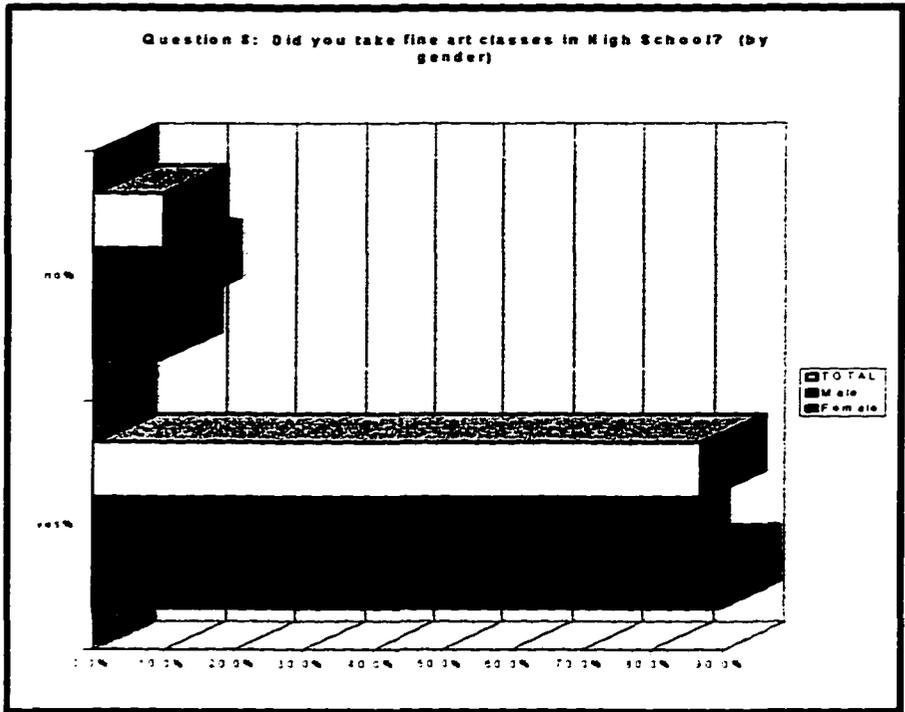


figure 4.9

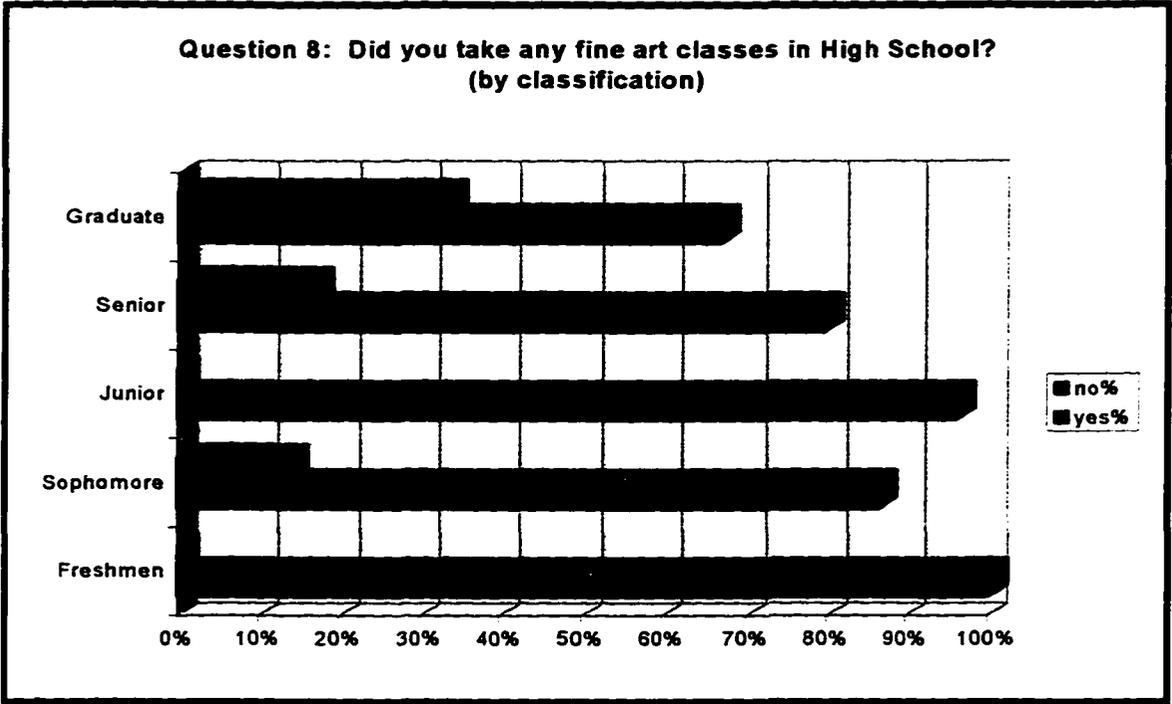


figure 4.10

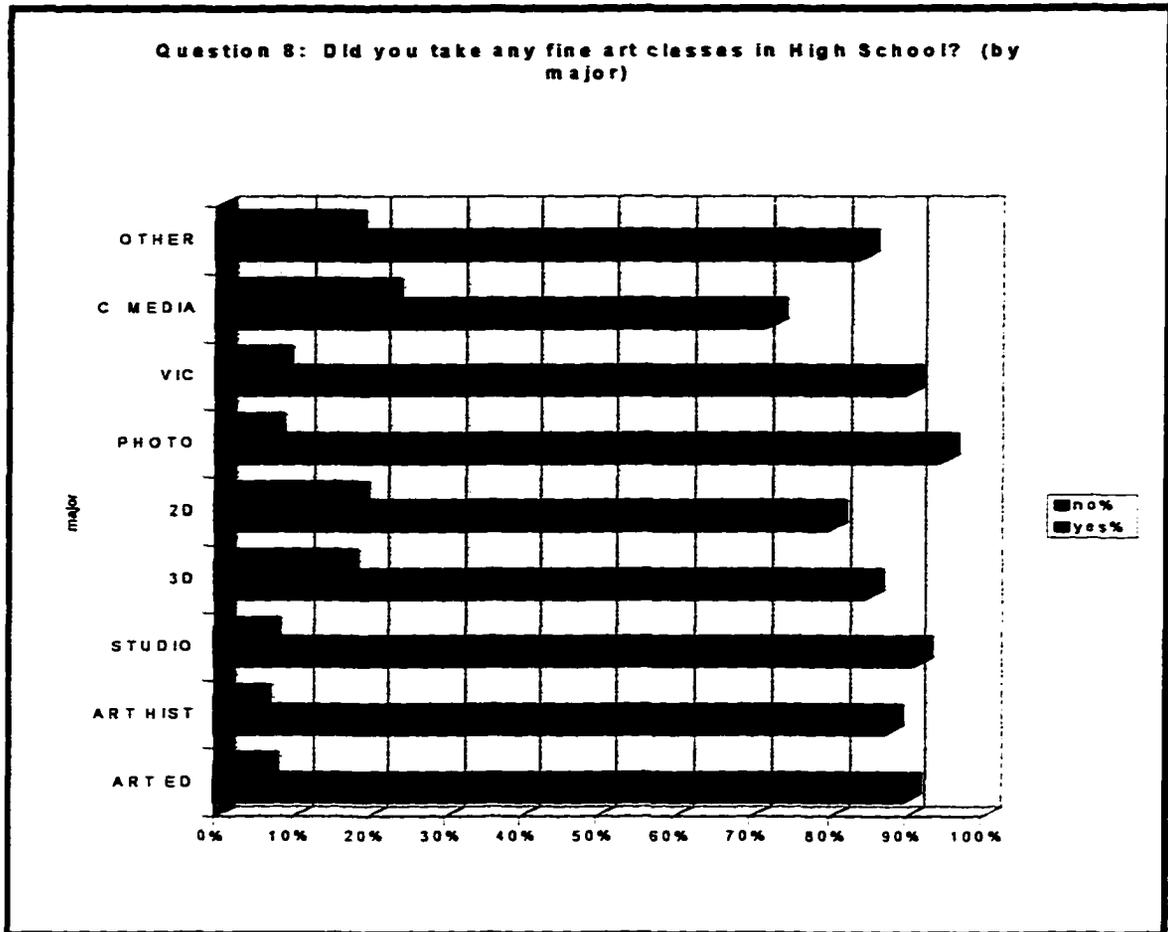


figure 4.11

**Question 9: If yes, What subjects were covered?**

The number of subjects in this question necessitates splitting the chart with the total percentages so the figures can be read. The first half will contain art history, art criticism, aesthetics, studio, painting, print making, and graphic design. The second chart contains sculpture, fibers, computer generated art, drawing, illustration, photography, ceramics, new genre and 'other'.

### High School Classes - First Chart

	Art History	Art Criticism	Aesthetics	Studio	Painting	Print making	Graphic Design
Female	30%	12%	13%	48%	57%	19%	23%
Male	14%	10%	0%	32%	44%	10%	20%
<b>TOTAL</b>	<b>25%</b>	<b>11%</b>	<b>9%</b>	<b>43%</b>	<b>53%</b>	<b>16%</b>	<b>22%</b>
<b>Classification</b>							
<b>Freshmen</b>	<b>15%</b>	<b>8%</b>	<b>15%</b>	<b>31%</b>	<b>69%</b>	<b>15%</b>	<b>23%</b>
Sophomore	32%	18%	14%	45%	68%	27%	18%
<b>Junior</b>	<b>26%</b>	<b>18%</b>	<b>12%</b>	<b>48%</b>	<b>56%</b>	<b>12%</b>	<b>20%</b>
Senior	22%	5%	5%	41%	45%	14%	22%
<b>Graduate</b>	<b>50%</b>	<b>17%</b>	<b>17%</b>	<b>33%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>
<b>Major</b>							
<b>ART ED</b>	<b>26%</b>	<b>11%</b>	<b>3%</b>	<b>61%</b>	<b>63%</b>	<b>21%</b>	<b>29%</b>
<b>ART HIST</b>	<b>35%</b>	<b>4%</b>	<b>9%</b>	<b>39%</b>	<b>43%</b>	<b>9%</b>	<b>4%</b>
<b>STUDIO</b>	<b>35%</b>	<b>16%</b>	<b>15%</b>	<b>45%</b>	<b>58%</b>	<b>13%</b>	<b>20%</b>
<b>3D</b>	<b>16%</b>	<b>16%</b>	<b>5%</b>	<b>53%</b>	<b>47%</b>	<b>5%</b>	<b>11%</b>
<b>2D</b>	<b>24%</b>	<b>10%</b>	<b>10%</b>	<b>34%</b>	<b>62%</b>	<b>24%</b>	<b>31%</b>
<b>PHOTO</b>	<b>18%</b>	<b>12%</b>	<b>29%</b>	<b>71%</b>	<b>59%</b>	<b>12%</b>	<b>18%</b>
<b>VIC</b>	<b>24%</b>	<b>17%</b>	<b>10%</b>	<b>41%</b>	<b>52%</b>	<b>17%</b>	<b>41%</b>
<b>N GENRE</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>C. MEDIA</b>	<b>21%</b>	<b>7%</b>	<b>0%</b>	<b>43%</b>	<b>36%</b>	<b>0%</b>	<b>14%</b>
<b>OTHER</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>	<b>33%</b>	<b>25%</b>	<b>8%</b>

figure 4.12

#### Comments for 'Other'

- theatre
- screen printing
- general "art" class we went over a bit of everything - drawing, sculpture, ceramics
- whatever supplies were available
- dance
- dance
- Fashion Design, Metal work
- calligraphy/ Air brushing
- drafting
- woodcarving
- Jewelry
- drafting

### High School Classes - Second Chart

	Sculpture	Fibers	Computer generated art	Drawing	Illustration	Photography	Ceramics	New Genre	Other
Female	32%	3%	5%	67%	20%	27%	43%	0%	6%
Male	24%	6%	4%	66%	16%	32%	30%	0%	8%
TOTAL	30%	4%	5%	67%	19%	29%	39%	0%	6%
<b>CLASSIFICATION</b>									
Freshmen	8%	0%	8%	69%	15%	38%	31%	0%	15%
Sophomore	36%	18%	5%	73%	18%	18%	45%	0%	5%
Junior	40%	2%	2%	74%	18%	26%	46%	0%	8%
Senior	23%	3%	6%	59%	19%	31%	33%	0%	4%
Grad Student	50%	0%	0%	67%	17%	33%	50%	0%	17%
<b>MAJOR</b>									
ART ED	39%	3%	5%	74%	21%	18%	45%	0%	11%
ART HISTORY	22%	0%	0%	70%	9%	22%	35%	0%	0%
STUDIO	29%	4%	2%	67%	16%	42%	42%	0%	5%
3D	32%	5%	0%	68%	11%	47%	32%	0%	0%
2D	34%	3%	3%	72%	21%	21%	38%	0%	3%
PHOTOGRAPHY	35%	6%	12%	59%	12%	65%	53%	0%	6%
VIC	24%	3%	3%	76%	31%	17%	41%	0%	3%
N. GENRE	0%	0%	0%	0%	0%	0%	0%	0%	0%
C. MEDIA	50%	7%	0%	43%	14%	43%	43%	0%	14%
OTHER	17%	17%	8%	42%	17%	17%	50%	0%	0%

figure 4.13

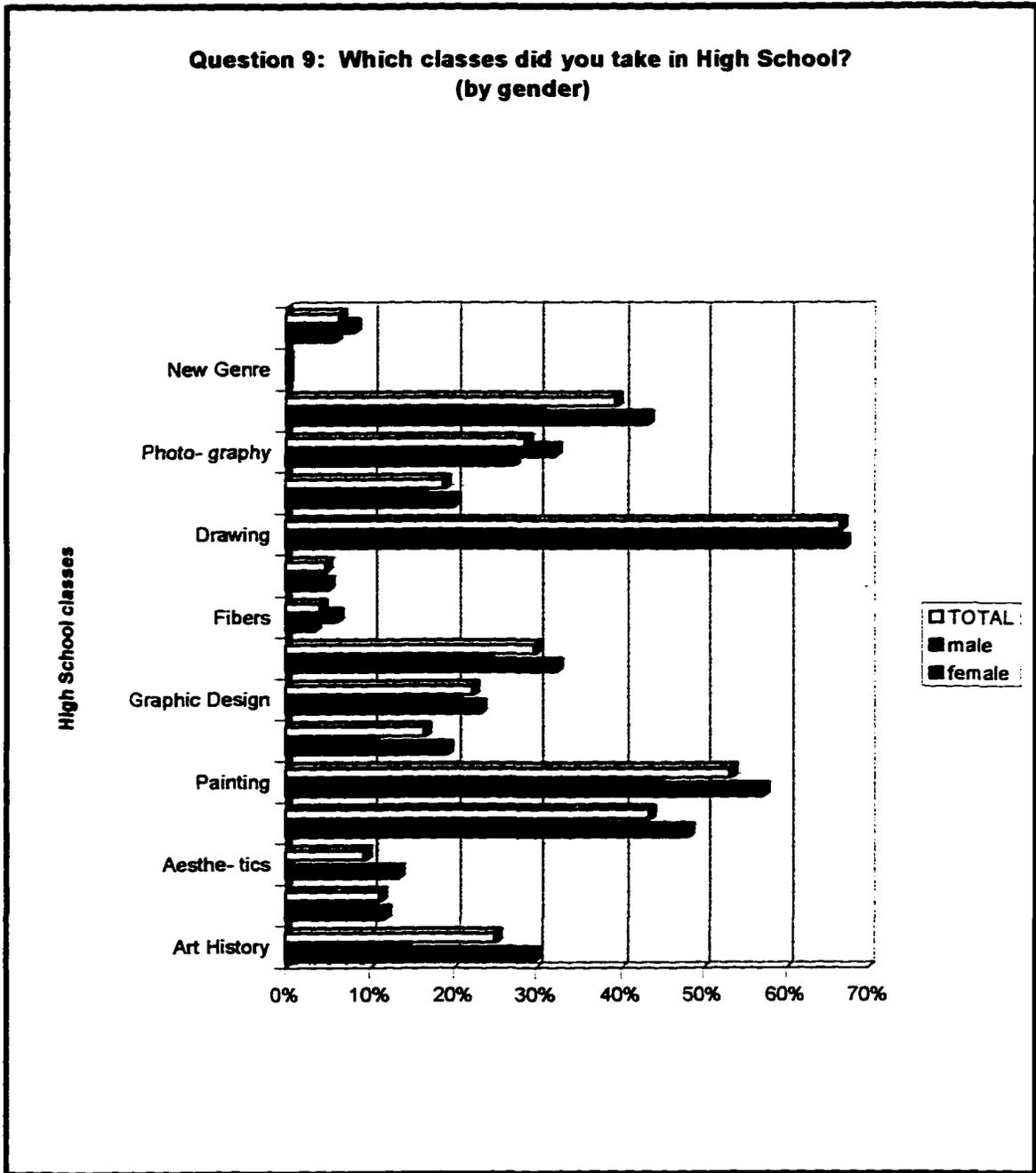


figure 4.14

The classes most often attended in high school were drawing, painting and studio. The Majors with the most number of high school classes were the

art education and the photography students. Art history students and those who listed their major as 'other' had the least amount of fine art classes.

**Question 10: Was your teacher an artist?**

	Yes	No
Female	64%	17%
Male	62%	20%
<b>Total</b>	<b>63%</b>	<b>18%</b>
<b>Classification</b>		
<b>Freshmen</b>	<b>54%</b>	<b>23%</b>
Sophomore	73%	9%
<b>Junior</b>	<b>74%</b>	<b>10%</b>
Senior	58%	22%
<b>Graduate Student</b>	<b>0%</b>	<b>0%</b>
<b>Major</b>		
<b>Art Ed</b>	<b>55%</b>	<b>18%</b>
<b>Art History</b>	<b>57%</b>	<b>22%</b>
<b>Studio</b>	<b>64%</b>	<b>24%</b>
<b>3D</b>	<b>63%</b>	<b>26%</b>
<b>2D</b>	<b>59%</b>	<b>21%</b>
<b>Photo</b>	<b>47%</b>	<b>35%</b>
<b>VIC</b>	<b>79%</b>	<b>10%</b>
<b>N Genre</b>	<b>0%</b>	<b>0%</b>
<b>C Media</b>	<b>57%</b>	<b>7%</b>
<b>Other</b>	<b>67%</b>	<b>17%</b>

figure 4.15

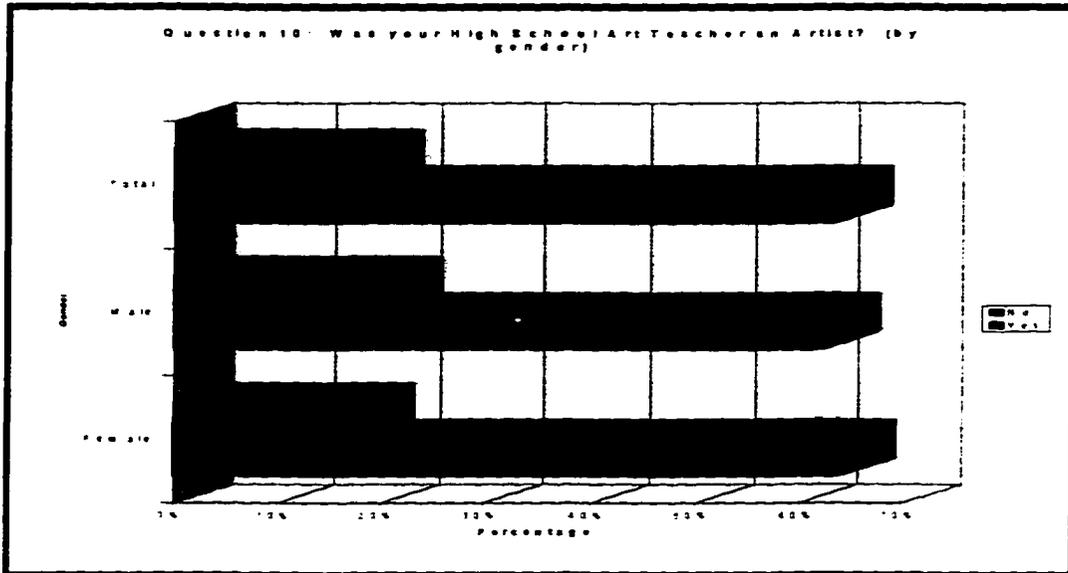


figure 4.16

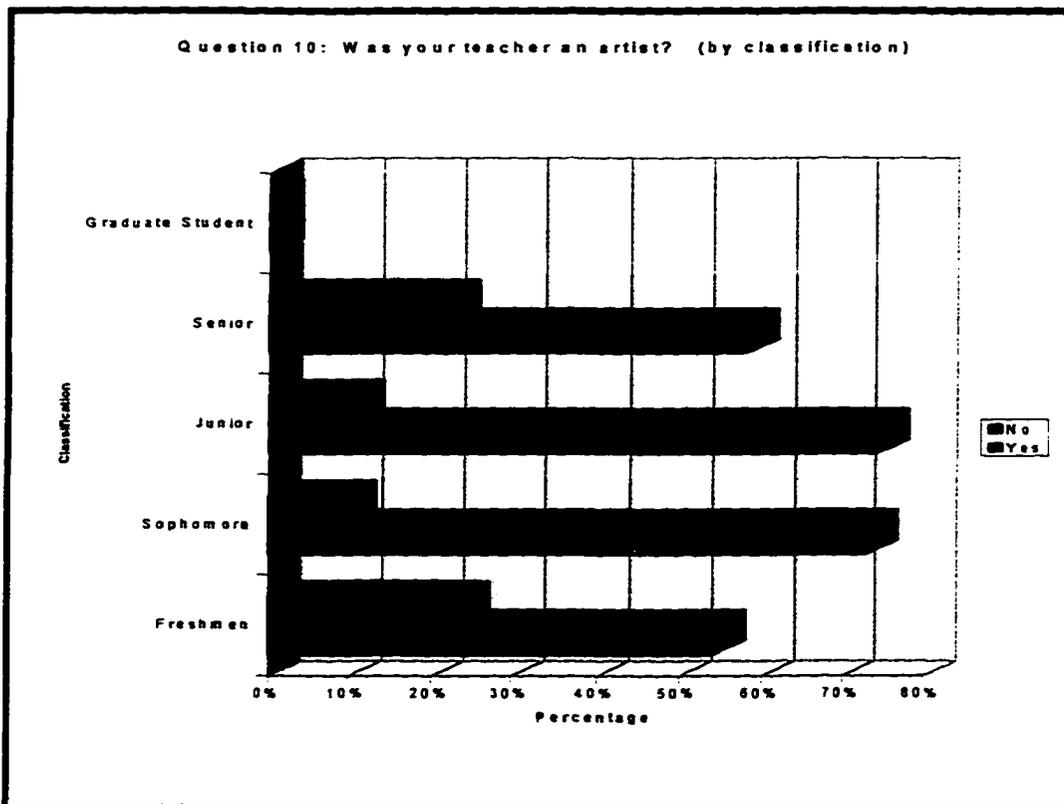


figure 4.17

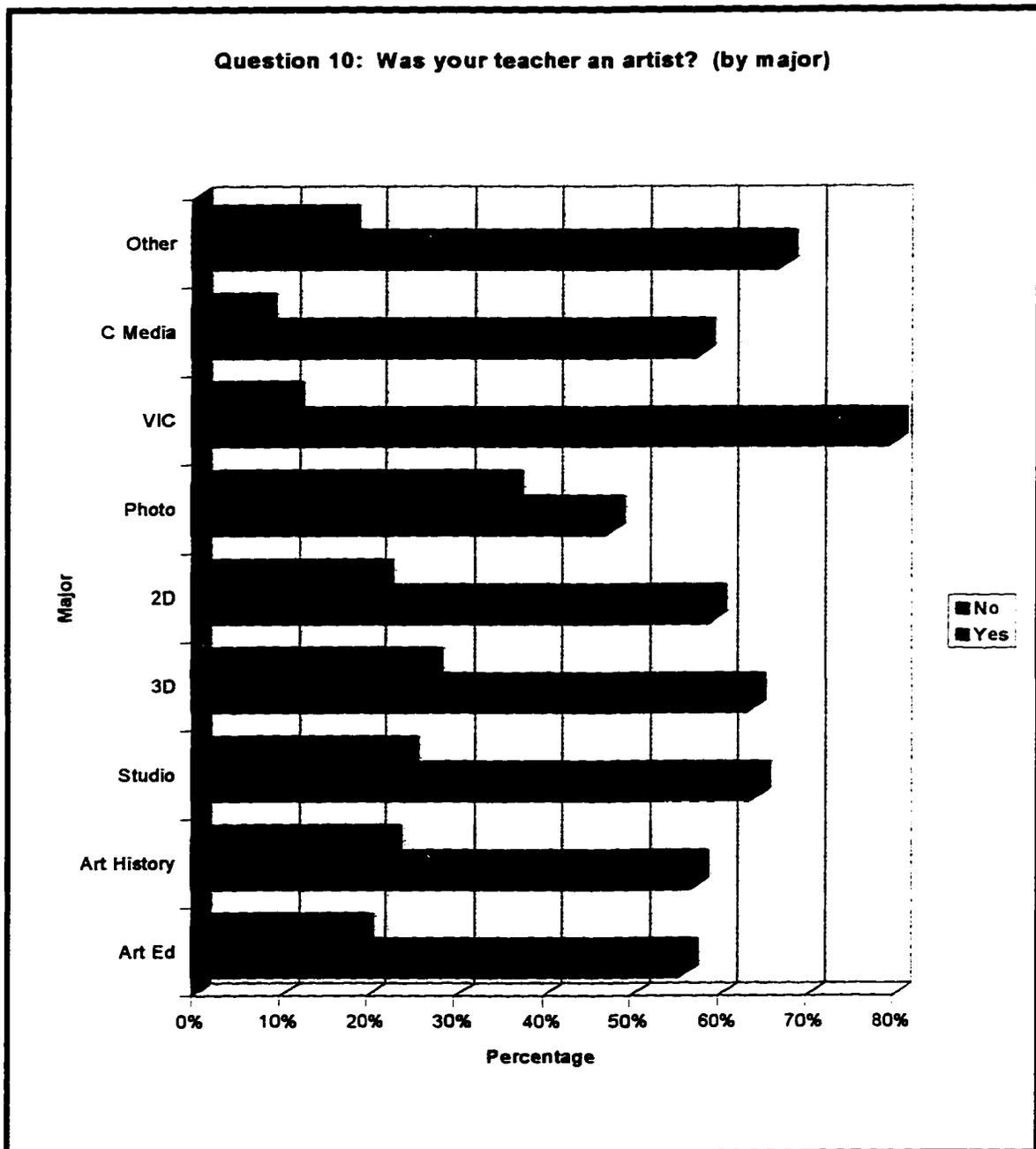


figure 4.18

Sophomores and juniors were up to 20% more likely to say their high school art teachers were artists. Just over half of the freshmen and seniors said yes, their teacher was an artist. Visual communication students, students from

studio and students from 'other' said yes most often. The largest number to say no, 35%, were photography majors followed by 3D majors, 26%, and studio majors 23%. Many students did not answer this question or wrote, "don't know" next to the question.

**Question 11: Did you ever discuss art careers in high school?**

	Yes	No
Female	60%	38%
Male	50%	50%
<b>TOTAL</b>	<b>57%</b>	<b>42%</b>
<b>Classification</b>		
<b>Freshmen</b>	<b>85%</b>	<b>15%</b>
Sophomore	64%	32%
<b>Junior</b>	<b>62%</b>	<b>36%</b>
Senior	47%	53%
<b>Graduate</b>	<b>50%</b>	<b>50%</b>
<b>Major</b>		
ART ED	55%	42%
ART HIST	61%	39%
STUDIO	60%	40%
3D	47%	53%
2D	52%	48%
PHOTO	65%	35%
VIC	52%	48%
N GENRE	0%	0%
C. MEDIA	64%	21%
<b>OTHER</b>	<b>50%</b>	<b>50%</b>

figure 4.19



figure 4.20



figure 4.21

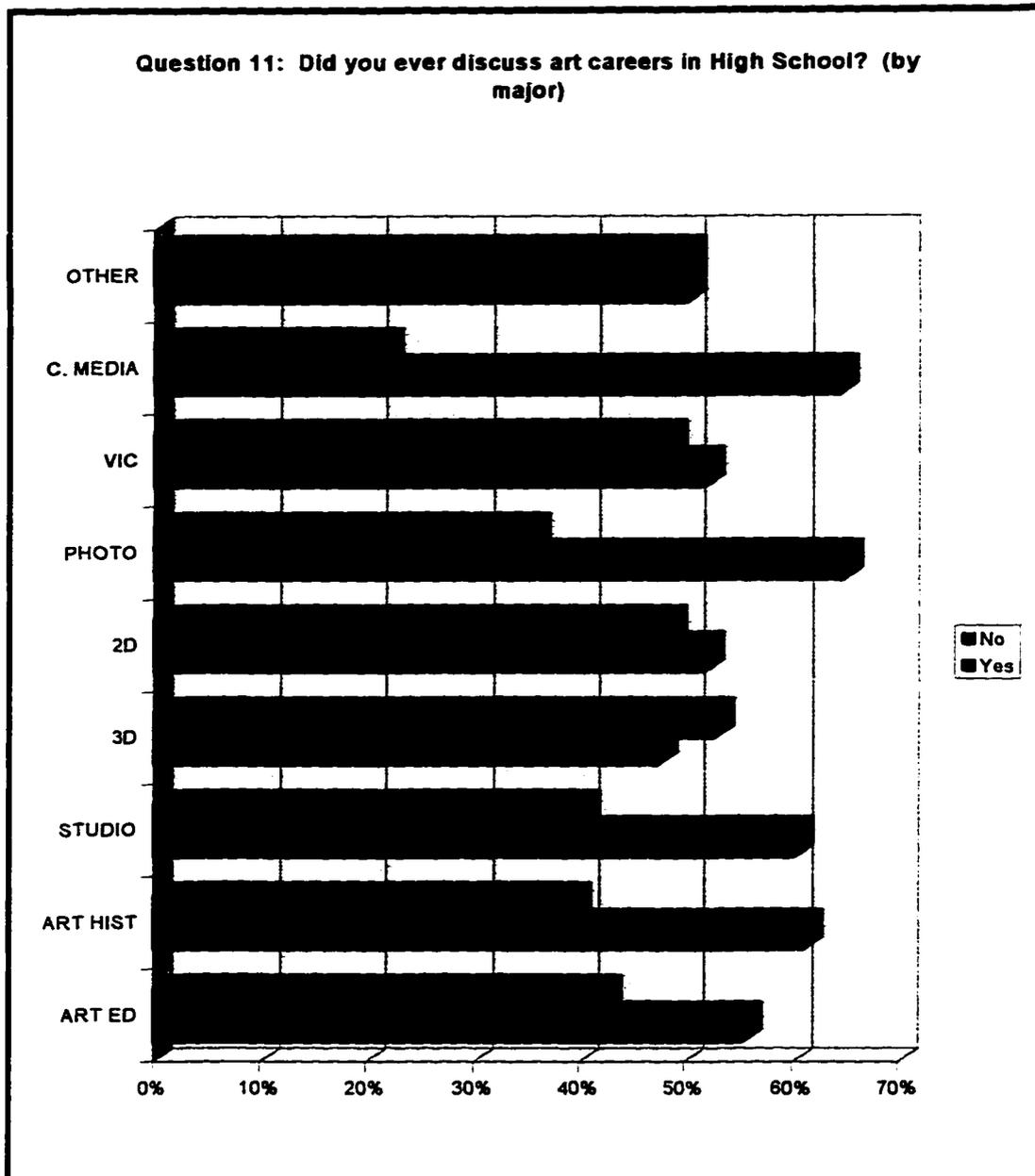


figure 4.22

Sixty percent of females answered yes while 50% of the males discussed careers while in high school. The Freshmen were far more likely to have discussed careers than the seniors. Photography students were the highest percent to discuss careers while the three dimensional students were the lowest.

**Question 12: If yes, with whom?**

Students were able to choose all that applied. This is why the percentages do not total 100 but reflect the percent of the total that voted for each of the possibilities.

**With whom did you discuss art careers in High School?**

	Parents	Art Teacher	Other Teacher	Counselor	Career Center
Female	47%	48%	17%	20%	7%
Male	42%	34%	14%	24%	4%
<b>TOTAL</b>	<b>46%</b>	<b>44%</b>	<b>16%</b>	<b>21%</b>	<b>6%</b>
<b>Classification</b>					
Freshmen	77%	77%	48%	46%	0%
Sophomore	59%	50%	27%	23%	14%
Junior	40%	44%	14%	28%	6%
Senior	40%	36%	9%	12%	6%
Graduate	50%	50%	17%	33%	0%
<b>Major</b>					
ART ED	37%	45%	13%	18%	0%
ART HIST	39%	30%	13%	17%	9%
STUDIO	47%	53%	20%	18%	11%
3D	32%	37%	11%	11%	11%
2D	45%	45%	14%	24%	7%
PHOTO	59%	53%	29%	18%	12%
VIC	45%	38%	21%	24%	7%
N GENRE	0%	0%	0%	0%	0%
C. MEDIA	50%	36%	7%	7%	7%
OTHER	33%	25%	0%	17%	8%

figure 4.23

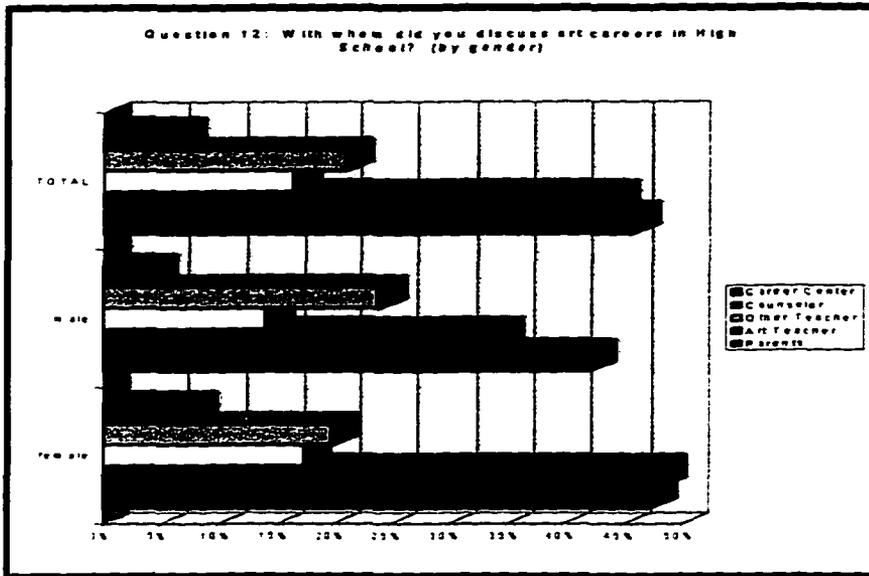


figure 4.24

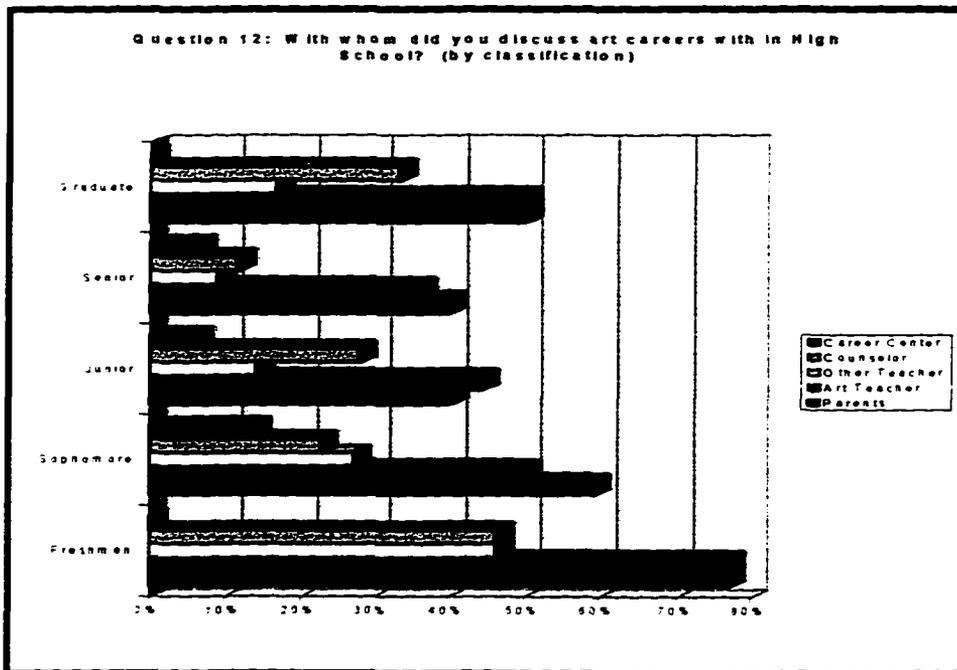


figure 4.25

**Question 12: With whom did you discuss art careers in high school? (by major)**

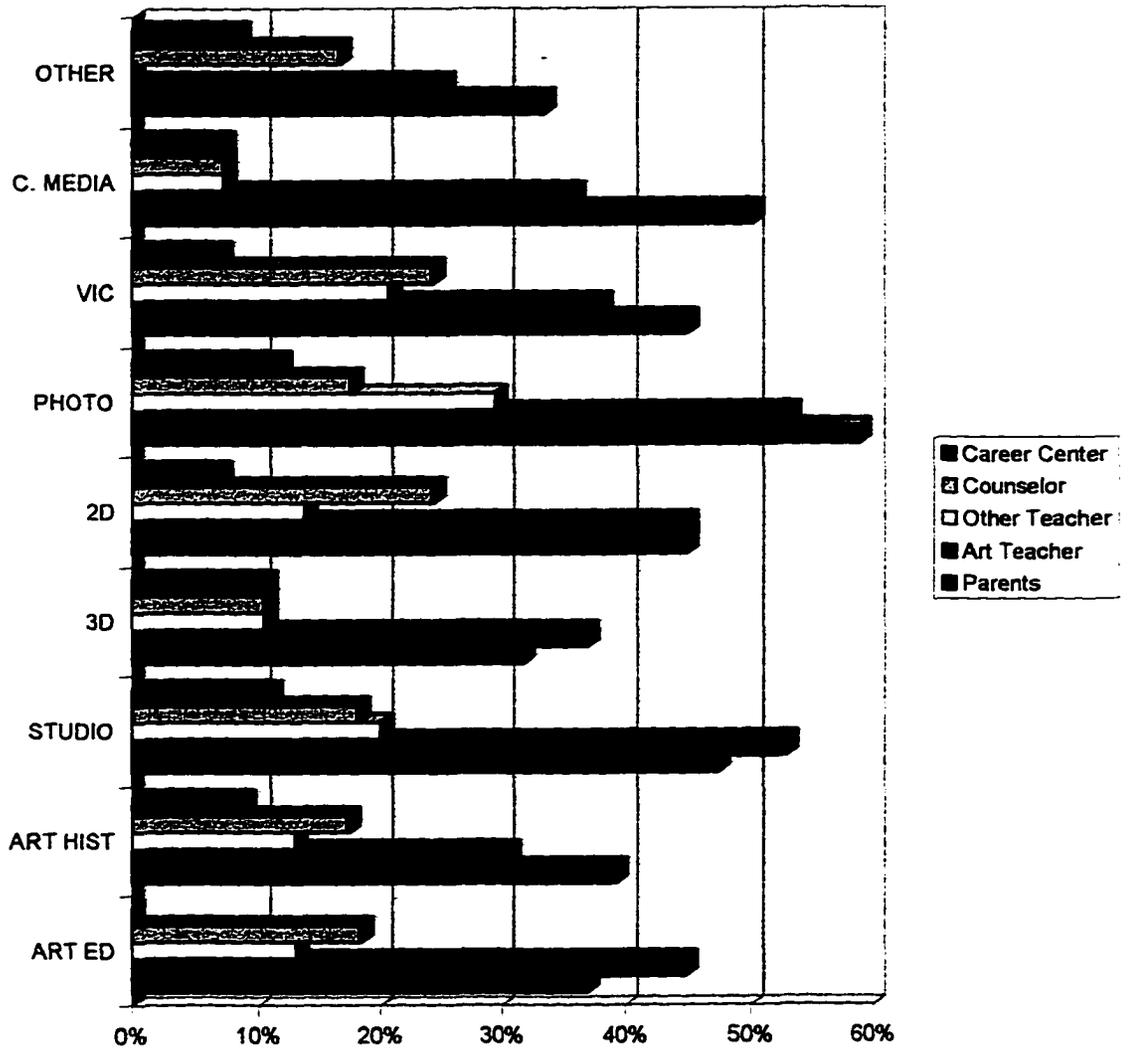


figure 4.26

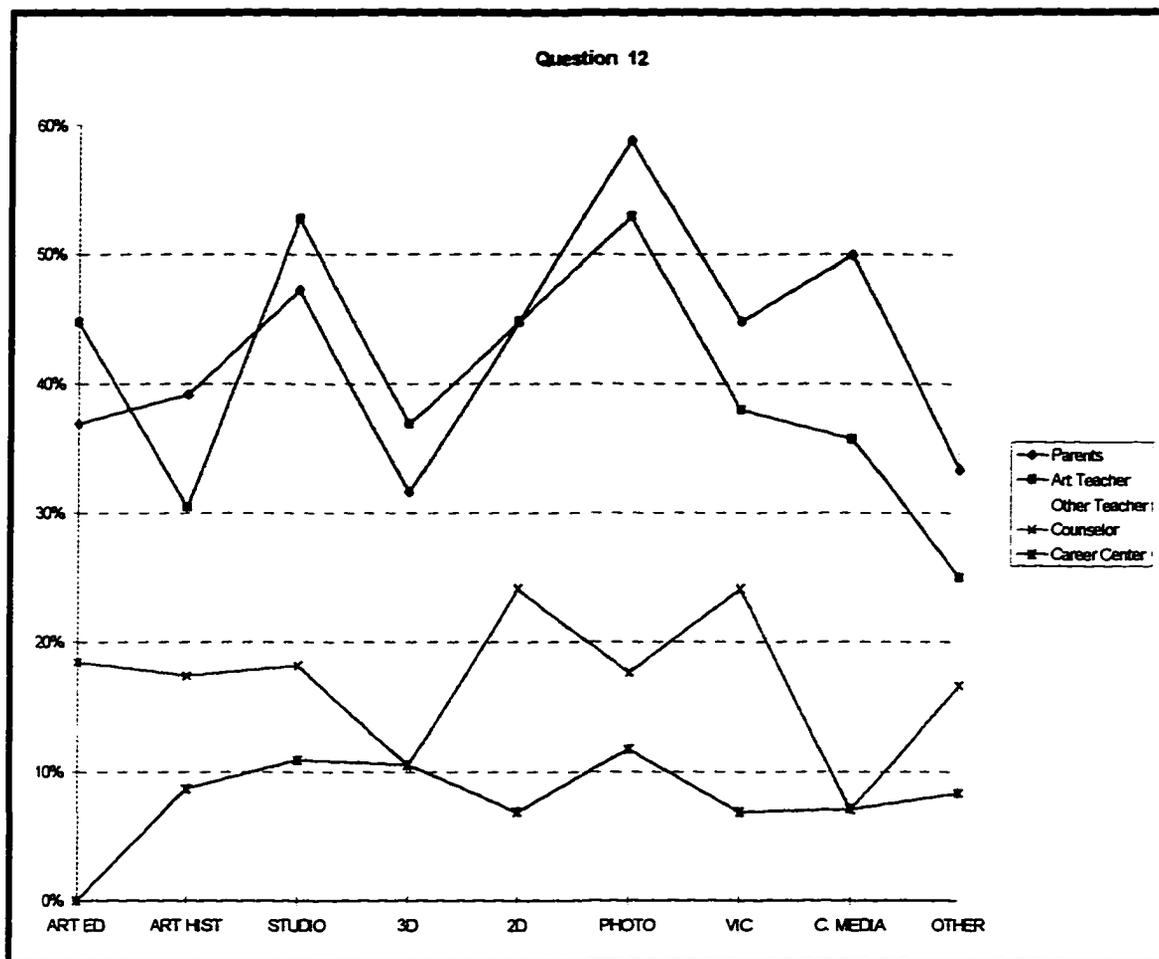


figure 4.27

Figure 4.27 clearly shows how parents and art teachers were preferred by students when discussing careers. Females chose art teachers slightly ahead of parents, males chose parents first by a slightly larger margin. Counselor was chosen over 'other teacher' for both male and female. Freshmen tied their choice of parent and art teacher and also tied 'other teacher' and counselor. Sophomores and seniors indicated discussion with parents first while only the juniors selected the art teacher first. Sophomores ranked 'other teacher' above

counselors but the juniors and seniors chose the counselor before 'other teacher'.

**Question 18: Did your High School art teacher have any affect on your decision to pursue an art degree?**

	Yes	No	positive effect	5	4	3	2	1	Negative effect
<b>Female</b>	<b>48%</b>	<b>44%</b>		<b>27%</b>	<b>21%</b>	<b>17%</b>	<b>4%</b>	<b>2%</b>	
<b>Male</b>	<b>34%</b>	<b>48%</b>		<b>18%</b>	<b>14%</b>	<b>12%</b>	<b>2%</b>	<b>6%</b>	
<b>TOTAL</b>	<b>44%</b>	<b>45%</b>		<b>25%</b>	<b>19%</b>	<b>15%</b>	<b>4%</b>	<b>4%</b>	
<b>Classification</b>									
<b>Freshman</b>	<b>62%</b>	<b>23%</b>		<b>31%</b>	<b>46%</b>	<b>0%</b>	<b>15%</b>	<b>8%</b>	
<b>Sophomore</b>	<b>41%</b>	<b>45%</b>		<b>32%</b>	<b>18%</b>	<b>23%</b>	<b>5%</b>	<b>0%</b>	
<b>Junior</b>	<b>44%</b>	<b>44%</b>		<b>26%</b>	<b>20%</b>	<b>22%</b>	<b>6%</b>	<b>0%</b>	
<b>Senior</b>	<b>40%</b>	<b>50%</b>		<b>21%</b>	<b>13%</b>	<b>13%</b>	<b>0%</b>	<b>6%</b>	
<b>Grad student</b>	<b>50%</b>	<b>33%</b>		<b>17%</b>	<b>33%</b>	<b>0%</b>	<b>0%</b>	<b>17%</b>	
<b>Major</b>									
<b>Art Ed</b>	<b>47%</b>	<b>42%</b>		<b>32%</b>	<b>24%</b>	<b>13%</b>	<b>3%</b>	<b>0%</b>	
<b>Art History</b>	<b>43%</b>	<b>48%</b>		<b>26%</b>	<b>17%</b>	<b>13%</b>	<b>0%</b>	<b>0%</b>	
<b>Studio</b>	<b>45%</b>	<b>45%</b>		<b>22%</b>	<b>20%</b>	<b>11%</b>	<b>4%</b>	<b>4%</b>	
<b>3D</b>	<b>47%</b>	<b>42%</b>		<b>16%</b>	<b>21%</b>	<b>16%</b>	<b>0%</b>	<b>5%</b>	
<b>2D</b>	<b>41%</b>	<b>45%</b>		<b>21%</b>	<b>14%</b>	<b>17%</b>	<b>0%</b>	<b>10%</b>	
<b>Photography</b>	<b>47%</b>	<b>35%</b>		<b>24%</b>	<b>18%</b>	<b>24%</b>	<b>0%</b>	<b>6%</b>	
<b>VIC</b>	<b>31%</b>	<b>62%</b>		<b>14%</b>	<b>24%</b>	<b>17%</b>	<b>10%</b>	<b>3%</b>	
<b>N Genre</b>	<b>0%</b>	<b>0%</b>		<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	
<b>C. Media</b>	<b>43%</b>	<b>36%</b>		<b>21%</b>	<b>14%</b>	<b>7%</b>	<b>0%</b>	<b>0%</b>	
<b>Other</b>	<b>42%</b>	<b>42%</b>		<b>17%</b>	<b>25%</b>	<b>8%</b>	<b>8%</b>	<b>0%</b>	

figure 4.28

A higher percent of Females reported that their art teachers had an affect on their decision to pursue a college art degree. Positive response is calculated by combining "5" and "4" responses and negative response is

calculated by "1" and "2" responses; "3" is seen as neutral and not included in either positive or negative responses. Females' responses indicated 48% positive compared to males who responded 32% positive. The most negative group was freshmen, with 23%. Freshmen were also the most positive with 77%. Freshmen were the only group who did not rank any responses in the middle at 3. Most positive response by major came from art education and the most negative from visual communications.

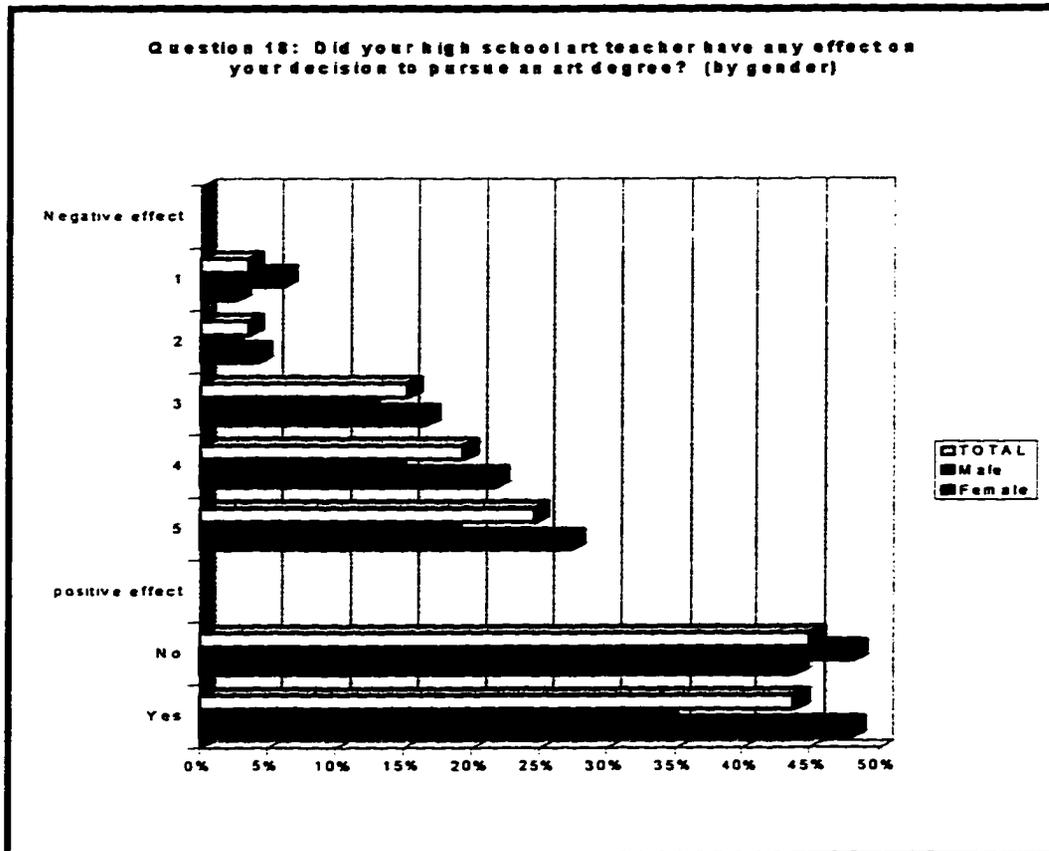


figure 4.29

**Question18: Did your high school art teacher have any effect on your decision to pursue an art degree? (by classification)**

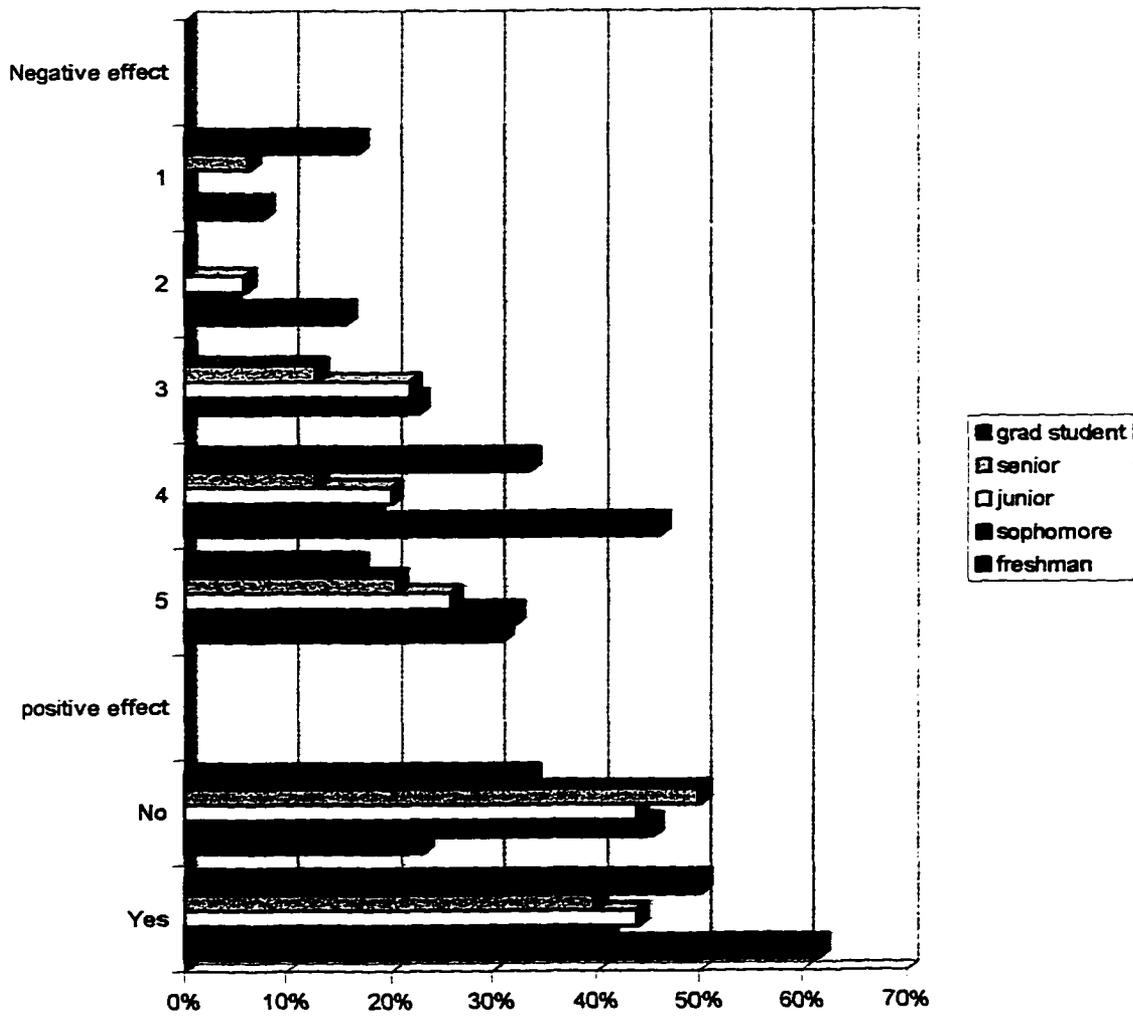


figure 4.30

**Question 24: How supportive is your family about your Fine Arts degree program?**

	<b>extremely supportive</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>no support at all</b>
<b>Female</b>	<b>59%</b>	<b>25%</b>	<b>9%</b>	<b>4%</b>	<b>1%</b>		
<b>Male</b>	<b>48%</b>	<b>20%</b>	<b>16%</b>	<b>2%</b>	<b>4%</b>		
<b>Total</b>	<b>56%</b>	<b>23%</b>	<b>11%</b>	<b>4%</b>	<b>2%</b>		
<b>Classification</b>							
<b>Freshmen</b>	<b>77%</b>	<b>15%</b>	<b>0%</b>	<b>0%</b>	<b>8%</b>		
<b>Sophomore</b>	<b>55%</b>	<b>23%</b>	<b>14%</b>	<b>9%</b>	<b>0%</b>		
<b>Junior</b>	<b>60%</b>	<b>22%</b>	<b>10%</b>	<b>4%</b>	<b>0%</b>		
<b>Senior</b>	<b>53%</b>	<b>23%</b>	<b>14%</b>	<b>3%</b>	<b>3%</b>		
<b>Grad Student</b>	<b>50%</b>	<b>33%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>		
<b>Major</b>							
<b>Art Ed</b>	<b>61%</b>	<b>21%</b>	<b>11%</b>	<b>3%</b>	<b>3%</b>		
<b>Art History</b>	<b>26%</b>	<b>43%</b>	<b>17%</b>	<b>9%</b>	<b>0%</b>		
<b>Studio</b>	<b>55%</b>	<b>25%</b>	<b>7%</b>	<b>2%</b>	<b>4%</b>		
<b>3D</b>	<b>47%</b>	<b>26%</b>	<b>5%</b>	<b>5%</b>	<b>0%</b>		
<b>2D</b>	<b>41%</b>	<b>21%</b>	<b>24%</b>	<b>0%</b>	<b>7%</b>		
<b>Photography</b>	<b>65%</b>	<b>29%</b>	<b>6%</b>	<b>0%</b>	<b>0%</b>		
<b>VIC</b>	<b>76%</b>	<b>14%</b>	<b>7%</b>	<b>0%</b>	<b>0%</b>		
<b>N. Genre</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>		
<b>C. Media</b>	<b>71%</b>	<b>43%</b>	<b>14%</b>	<b>0%</b>	<b>0%</b>		
<b>Other</b>	<b>58%</b>	<b>8%</b>	<b>8%</b>	<b>17%</b>	<b>0%</b>		

figure 4.31

Positive and negative rankings utilize the same sorting system as the previous question number 18. Female positive response was 84% compared to Males at 68%. Freshmen did not respond in the "3" middle category. Freshmen had the highest positive support rate with 92% and seniors the lowest with 76%. Both photography and visual communication did not have any negative responses and they were the two highest responses with 94% and 90%

respectively. The most negative response came from art history students, with 9% reporting their families were not supportive.

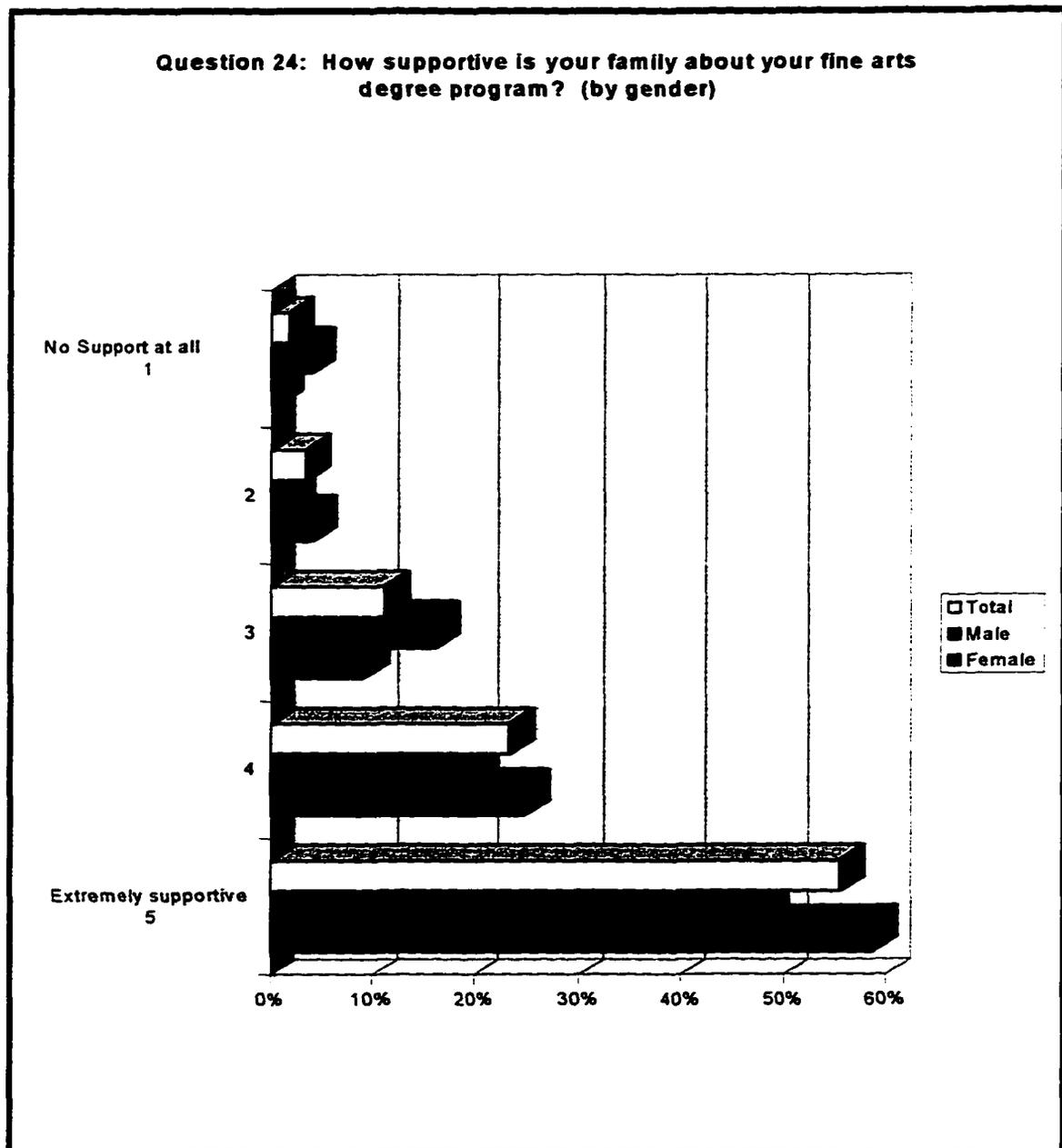


figure 4.32

**Question 24: How supportive is your family about your fine arts degree program? (by classification)**

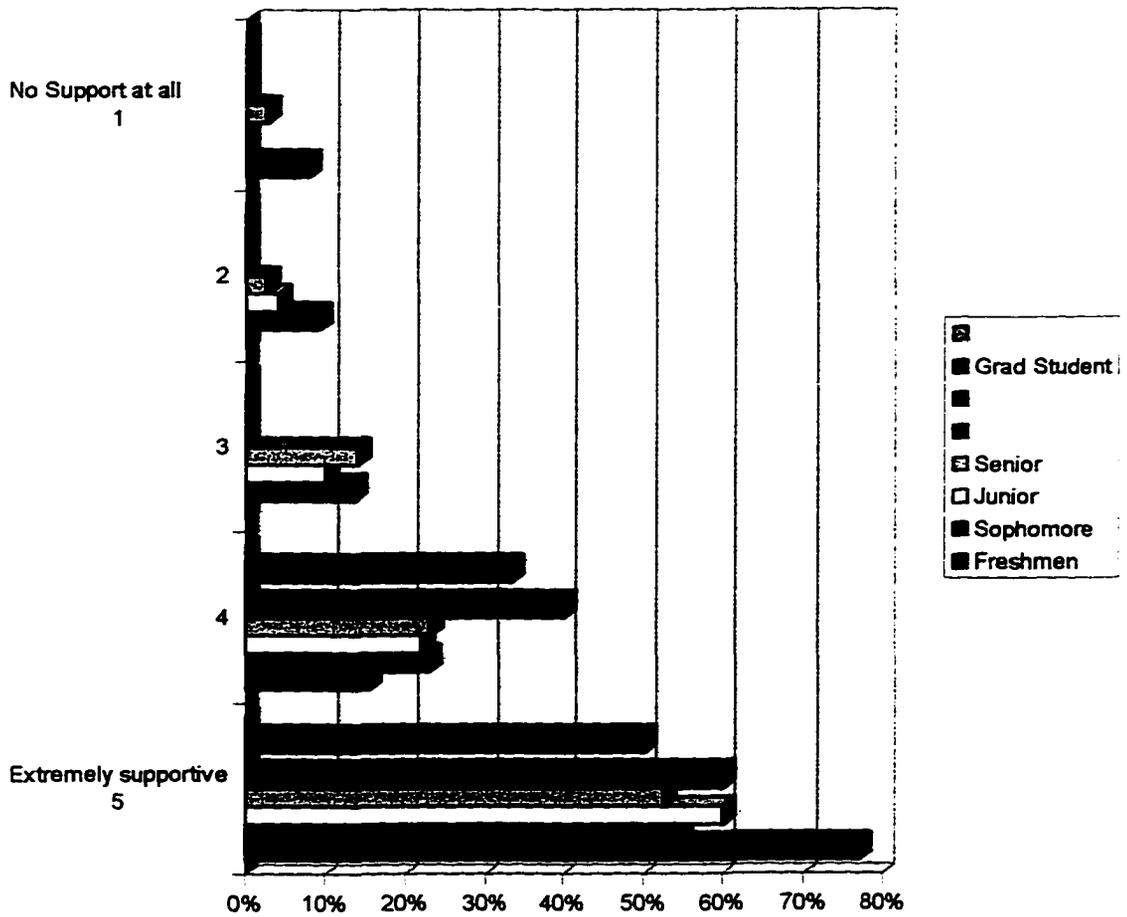


figure 4.33

**Question 24: How supportive is your family? (by major)**

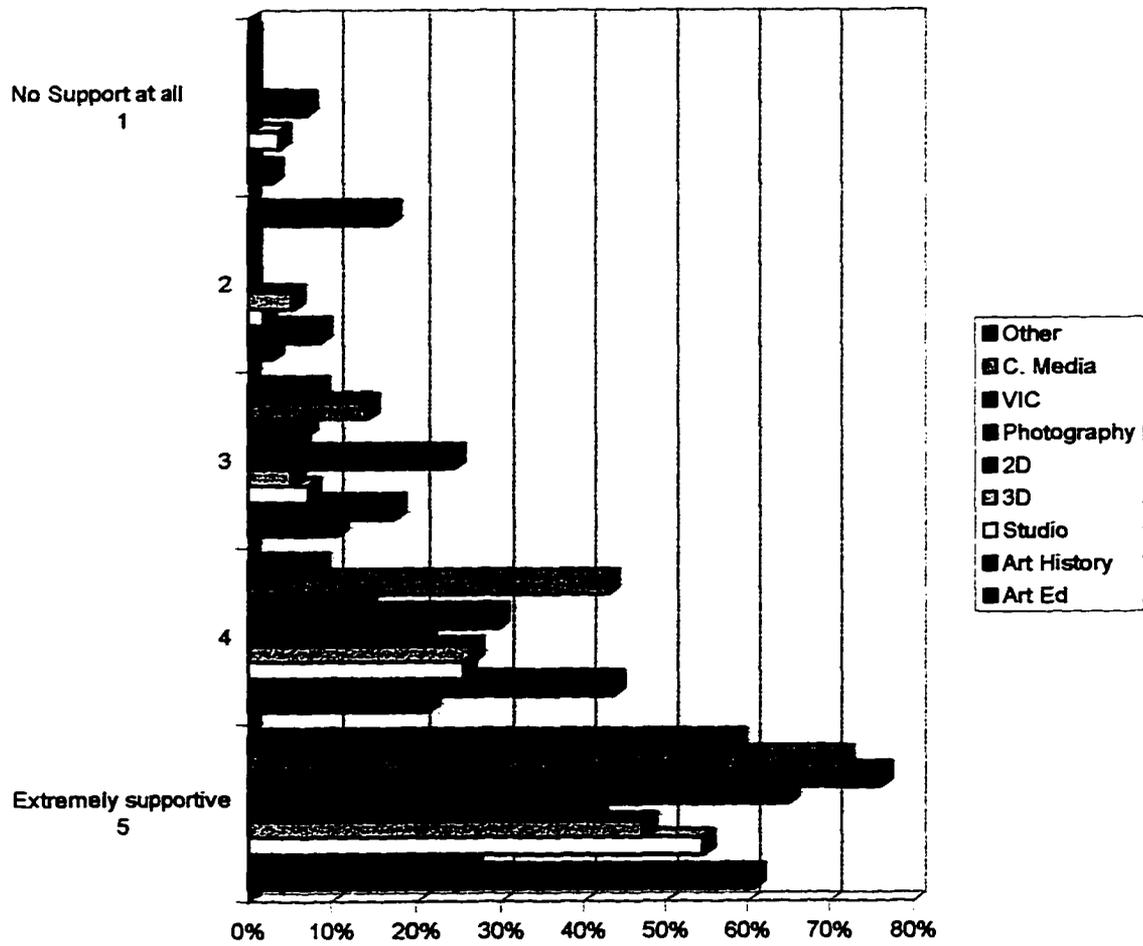


figure 4.34

## CHAPTER V

### Conclusions - Further Research

As with any survey, there is always the possibility that you will discover more questions than answers; that has been the case here. Though the researcher came in with certain questions to be addressed, the answers the students gave created more questions about their experiences and the role their art teachers and parents play in career development decisions.

All the data has been based on the University of Arizona undergraduate art student's perceptions of their experience during the 1996 - 1997 academic year. The conclusions, therefore, are a reflection of those perceptions. This survey does not take into account those students who were in high school art programs that did not pursue art as a major or those students who began in the art degree program at the University of Arizona but transferred out.

- **Does the High school art teacher have an affect on the student's career decision to go to college?**

Yes, but not as significantly as suspected. Less than half, only 44% of the students said their teachers had an effect. Of those, most said it was a positive effect. Fifty seven percent of the students said they had discussed art careers while they were in high school.

- **Does the influence of the art teacher change during the four years of undergraduate study?**

There is a significant difference in the effect freshmen reported. They had a 62% positive response compared to the sophomores, juniors and seniors who reported positively 41%, 44%, and 40% respectively. The implications are not clear. It could be that high school art teachers have not given their students a clear picture of what to expect in college, causing the students to become disillusioned and ultimately to switch majors or leave school. Or, does that represent the normal attrition rate for any department including the art department? Many students first come into a major, only to change their major. Perhaps the University of Arizona undergraduate program fails to nurture beginning art students. Eighty-five percent of the U of A's freshmen discussed art careers while they were in high school. The number drops to 64% for sophomores and 62% for juniors. By senior year the number drops to 47%. A 40% change from Freshmen to Senior year is quite a drop. Is it possible that the seniors discussed career possibilities that much less? Could it be that the importance of the conversations that seniors had in high school has diminished? With the value diminished, they are no longer remembered or reported. Additional research is necessary to address these points.

The responses freshmen gave to question 18 were particularly interesting. When asked about the effect their art teacher had in their decision

to pursue an art degree, they held both the most positive response and negative response. Freshmen ran the extremes on several questions. When given the opportunity to rate something from 1-5, they seemed least likely to chose 3. As a point of further research, would the freshmen's expression of their opinions in the extreme continue with further questioning?

The researcher, as an academic advisor in the art department, has seen many students in their junior and senior year laugh when they reflect back to when they first came to college. They had no idea what they were getting into, and had no idea what they should really be doing to prepare for a career in art. Their original perceptions and the reality they find at college do not seem to start coming together until they have nearly completed their degree program. This may begin to explain the 40% drop in the perception of the affect their high school teacher had from the freshmen to the senior response.

- **Are certain art majors more influenced than others?**

Art education and photography majors were the most likely to have had art classes in high school. The photography majors were least likely to see their teachers as artists, 47%. In many of the high schools, photography is not considered a fine art class but is a vocational class. This could reflect the type of teacher that is hired for photographic teaching positions and the curriculum that is followed. It would be interesting to investigate the differences in

photography curriculum at local high schools and correlate curriculum with the educational and artistic backgrounds of the teachers. The photography students were most likely, 53%, to discuss art careers in high school. Is this because the vocational programs in the high schools where many high school photography programs are located automatically add career development in the curriculum?

A complete reversal of the experience with the photography majors responses is the visual communication response. When asked if their art teacher was an artist, the visual communication majors said yes 79% of the time. This contrasts with the 38% of the visual communication students who talked with their art teachers about careers.

High school art teachers had the most positive effect, 56%, on art education majors. This positive effect could have lead them to pursue their art education major. Further research in this area could prove interesting. The most negative effect, 13%, was on visual communication majors. Very few students took classes in high school specifically related to visual communications, such as graphic design or illustration. Since there appear to be no strong role models for this major, was the effect the art teachers had minimal?

The parents showed much more positive support to their children in photography and visual communications majors. These studio majors have the

most commercial career application and one could summarize that these career opportunities are seen as positive outcomes of a fine arts degree program. Art history majors had the least amount of parental support. Career applications for art history are not very clear to most parents. Even many of our art history majors that come into advising are not sure what their degree could lead to.

- **Are there any gender differences?**

The most obvious gender difference is that there are two times more female art majors than male. Specific statistics to support whether this was true on a larger scale were not available. The only available data was from the U.S. Department of Education. In 1993 there were over three times more females receiving bachelor degrees in education than males. This data did not differentiate areas of study, so art education could not be specifically analyzed. Visual and Performing Arts are listed together for BFA degrees. The data that would allow for gender comparisons was not separated in fine arts by major. For all of Visual and Performing Arts there are one and a half times more females than males receiving bachelors. (It is interesting to note, though not specifically part of this study, that in majors where females numerically dominate as undergraduates, graduate degrees show the beginning of a reversal and the numbers start to even out. In Visual and Performing Arts the numbers

completely reverse and there are more men with doctoral degrees than women. Though this trend has been the norm for years, it would be interesting to see how much, if any, it has lessened or changed.)

Art education and art history have the highest percent of female students, while visual communications, photography, 3D, and 2D all had a higher percent of male students. Females had the highest percent of high school art classes in all categories except photography and fibers. To what extent there are gender differences by medium and how that is perpetuated is an area that demonstrates an interesting potential for further study.

When asked whether they discussed art careers in high school, female students said yes 10% more than males. Females discussed careers with art teachers just 1% more than with their parents. Males spoke with their parents 42% and art teachers 34%. Could this merely be a reflection of the gender difference that exists with high school art teachers? Does this show that parents are more likely to discuss careers with sons than with daughters?

Once the students are in college, females reported that their family was supportive 84% compared to male students who reported support 68%. If the parents are discussing the careers with their sons, but are more supportive of their daughters in art, does this reflect parental gender bias towards art as a viable career? Is it possible that the idea that the females do not have the

pressures that males have in securing careers still exist? What majors parents will support their sons and daughters in and what parental bias that may show would be interesting for follow up.

### **Conclusion**

Parents sending their children off to college are concerned with many issues. Not only are they concerned about the quality of the education that their children will receive, they are also concerned with the employment possibilities their children will have once they graduate. According to the Labor Department there are many positive areas for students in Art.

**Jobs growing the fastest and having the largest numerical increase in employment from 1994-2005, by level of education and training.**

### **Bachelor's degree**

<b>FASTEST GROWING OCCUPATIONS</b>	<b>OCCUPATIONS HAVING THE LARGEST NUMERICAL INCREASE IN EMPLOYMENT</b>
Systems analysts	Systems analysts
Computer engineers	Teachers, secondary school
Occupational therapists	Teachers, elementary school
Physical therapists	Teachers, special education
Special education teachers	Social workers

## Work experience plus bachelor's degree

FASTEST GROWING OCCUPATIONS	OCCUPATIONS HAVING THE LARGEST NUMERICAL INCREASE IN EMPLOYMENT
Engineering, mathematics, and natural science managers	General managers and top executives
Marketing, advertising, and public relations managers	Financial managers
Artists and commercial artists	Marketing, advertising, and public relations managers
Financial managers	Engineering, mathematics, and natural science managers
Education Administrators	Education administrators

\*Compiled by The United States Department of Labor

With the need for artists in the top five fastest growing jobs, and the teaching positions third in the total number of new positions available, the outlook for art majors is promising. In 1982 a survey was conducted by the National Center for Education Statistics that tracked 20 different majors one year after graduation from college. Art majors were the least likely to be holding a professional position a year after graduation (Hecker, 1982). With the additional positions available it may be time for a new survey.

The focus of this survey was the effect that the art teachers had on their students to pursue art in college. It would be helpful to compare the results that came from this questionnaire with the effect teachers in other disciplines have on their students. How would the art teachers effect on their students compare? Would it differ from other disciplines?

Also not addressed in this study were the personality types of the art students surveyed and their art teachers. This could influence the significance of the effect that the students reported. The Myers-Briggs personality type indicator has been used in research to track the type preferences and the effect on choice of college major and career decisions. Some clear trends in personality type have been identified in the fine arts. Do these type preferences of the teachers or of the parents affect the influence and support students have, or at least report having?

The many questions this survey generates demonstrates how little is known about art students and their career decisions. The difficulty will be in prioritizing the questions that are proposed. Perhaps the gender differences that seem to dominate are really personality differences. The medium the student works in, on the other hand, may be more significant to the affect of the teacher than gender issues.

Whatever the priority for future research, high school art teachers do have a profound effect on the new students coming into art at a college level at the University of Arizona. This fact, on its own, should make art teachers more conscious of the integration of attitudes about art career development that goes on in their classrooms, whether planned as part of the curriculum or not.

## APPENDIX I



12. If yes, with whom? \_\_\_ parents  
 \_\_\_ art teacher(s)  
 \_\_\_ other teacher(s)  
 \_\_\_ counselor(s)  
 \_\_\_ career center

13. Why did you choose the University of Arizona Art Department? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Mark the point on the scale that fits you best:

14. Happiness very happy(5)(4)(3)(2)(1) very unhappy  
 15. Stress none (5)(4)(3)(2)(1) extreme distress  
 16. Degree I understand requirements(5)(4)(3)(2)(1) completely confused  
 17. Advising very helpful (5)(4)(3)(2)(1) useless  
 18. Did your high school art teacher(s) have any effect on your decision to pursue an art degree? yes no 19. positive effect(5)(4)(3)(2)(1) negative effect  
 20. How important is it to succeed in art?  
 extremely (5)(4)(3)(2)(1) not important  
 21. How would you rate your art work compared to other art students in your classes?  
 Mine is superior (5)(4)(3)(2)(1) Inferior to others  
 22. How easy will it be for you to find a job in your field of study when you graduate?  
 very easy (5)(4)(3)(2)(1) impossible  
 23. How easy is it for you to speak with UA Art faculty about your post graduate plans?  
 very easy (5)(4)(3)(2)(1) impossible  
 24. How supportive is your family about your fine arts degree program?  
 extremely supportive (5)(4)(3)(2)(1) no support at all  
 25. Overall rating of UA Art dept. superior (5)(4)(3)(2)(1) inferior  
 What are the three top reasons for your rating?  
 1) \_\_\_\_\_  
 2) \_\_\_\_\_  
 3) \_\_\_\_\_

26. Which of the art career related activities below are you well prepared to do already?

Check all that apply:

- \_\_\_ 1. Obtain good slides of your artwork  
 \_\_\_ 2. Present your art to dealers, gallery managers, museums, etc.  
 \_\_\_ 3. Get a resume prepared.  
 \_\_\_ 4. Handle business aspects of Art such as taxes, contracts.  
 \_\_\_ 5. Get art prepared to exhibit/sell (matted, framed, etc)  
 \_\_\_ 6. Arrange publicity for artwork and exhibits.  
 \_\_\_ 7. Find exhibit space or sales outlets.  
 \_\_\_ 8. Locate loft or studio space.  
 \_\_\_ 9. Find a job to supplement your art income.  
 \_\_\_ 10. Other \_\_\_\_\_

27. Which of the above tasks would you like help in learning to do?

1. \_\_\_ 2. \_\_\_ 3. \_\_\_ 4. \_\_\_ 5. \_\_\_ 6. \_\_\_ 7. \_\_\_ 8. \_\_\_ 9. \_\_\_ 10. other \_\_\_

28. What have you done to prepare for after you graduate from the U of A?

- Nothing.
- Have thought about it.
- Have discussed it with someone.
- Have asked someone for advice.
- Have started getting information (books or materials.)
- Have taken job-related courses.
- Have prepared a resume.
- Have prepared a portfolio.
- Have applied to graduate school(s).
- Have applied for job(s).
- Other \_\_\_\_\_

29. If you have discussed your future plans with someone or asked someone for advice or help, who were they?

- Parent(s)
- Other family members
- Spouse/significant other
- Other student(s) majoring in Art
- Student(s) not majoring in Art
- Graduates of Art Department
- Art Advisor
- Art Professor
- Professor in other department
- Dean's office
- University Counseling Center
- University Career and Placement Center
- Other \_\_\_\_\_

30. Do you feel you can earn a living in your field of study?    yes    no

31. Should the University help with your post graduate plans?    yes    no

32. If yes, how? \_\_\_\_\_

33. Which of the following options would you consider after graduation?

CHECK ALL THAT ARE POSSIBLE:

- Work full-time on your art work to sell.
- Work full-time in an art-related job (museum, gallery, teaching, etc.)
- Work full-time at a job not directly related to art.
- Work part-time at a job and part-time on your own artwork.
- Create art in your leisure time.
- Go to Graduate School to major in Fine Art.
- Go to Graduate School to major in a field other than Fine Art.
- Other \_\_\_\_\_

**34. Name three jobs your degree will qualify you for:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**35. How much do you expect to earn, per year, the first three years after graduation?**

<input type="checkbox"/> \$5000. or less	<input type="checkbox"/> \$5001-\$10,000	<input type="checkbox"/> \$10,001-\$15,000
<input type="checkbox"/> \$15,001 - \$20,000	<input type="checkbox"/> \$20,001-\$30,000	<input type="checkbox"/> \$30,001-\$40,000
<input type="checkbox"/> \$40,000 +		

**36. Any additional comments?** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Optional Information**

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_

**Would you like to get the results of this survey? It should be available by the end of the Spring 97 semester.**       **yes**       **no**

If yes, you must provide your name and address so the results can be mailed to you.

- All questions in blue were used as part of the thesis survey.
- Questions in black were asked for the Academic Advising of the University of Arizona's Art Department.

## APPENDIX II

# Career Development Questionnaire

For Master's Thesis Research

Lisa M. Kreamer

## RESULTS - APRIL 1997

Total Number of Students Surveyed - 171

Classification: Freshman - 13      Sophomore - 22      Junior - 50  
 Senior - 78      Graduate Student - 6

	Freshmen	Sophomore	Junior	Senior	Graduate Students
Female	8%	16%	31%	40%	4%
Male	6%	6%	26%	60%	2%
<b>TOTAL</b>	<b>8%</b>	<b>13%</b>	<b>29%</b>	<b>46%</b>	<b>4%</b>
<b>Major</b>					
ART ED	3%	16%	37%	37%	8%
ART HIST	0%	9%	22%	65%	0%
STUDIO	13%	15%	22%	45%	2%
3D	0%	5%	16%	74%	0%
2D	3%	10%	17%	69%	3%
PHOTO	18%	6%	6%	71%	6%
VIC	10%	10%	48%	31%	0%
N GENRE	0%	0%	0%	0%	0%
C. MEDIA	0%	21%	29%	43%	0%
OTHER	8%	25%	25%	33%	8%

Status: Part-time student - 8%      Full-time student - 89%

Gender: Female - 71%      Male - 27%

Age: 16-18 - 4%      19-21 - 43%      22-25 - 26%  
 26-29 - 2%      30-34 - 2%      35-39 - 0%  
 40-44 - 3%      45-49 - 2%      50+ - 2%

**Major:**

	# surveyed	Art Ed	Art Hist	Studio	3D	2D	Photo	VIC	N Genre	Com Media	Other
Female	71%	25%	16%	30%	7%	15%	9%	16%	0%	8%	5%
Male	29%	16%	8%	38%	20%	22%	12%	20%	0%	8%	12%
<b>TOTAL</b>		<b>22%</b>	<b>13%</b>	<b>32%</b>	<b>11%</b>	<b>17%</b>	<b>10%</b>	<b>17%</b>	<b>0%</b>	<b>8%</b>	<b>7%</b>
<b>Classification</b>											
Freshmen	8%	8%	23%	31%	0%	15%	23%	15%	0%	0%	8%
Sophomore	13%	27%	9%	36%	5%	14%	5%	14%	0%	14%	14%
Junior	29%	28%	10%	24%	6%	10%	2%	28%	0%	8%	6%
Senior	46%	18%	19%	32%	18%	26%	15%	12%	0%	8%	5%
Graduate	4%	50%	0%	17%	0%	17%	17%	0%	0%	0%	17%
<b>Major</b>											
ART ED	22%	100%	0%	11%	5%	5%	8%	3%	0%	5%	0%
ART HIST	13%	0%	100%	17%	0%	9%	4%	4%	0%	4%	0%
STUDIO	32%	7%	7%	100%	16%	22%	15%	18%	0%	11%	5%
3D	11%	11%	0%	47%	100%	26%	16%	0%	0%	5%	0%
2D	17%	7%	7%	41%	17%	100%	7%	0%	0%	3%	0%
PHOTO	10%	18%	6%	47%	18%	12%	100%	0%	0%	6%	0%
VIC	17%	3%	3%	34%	0%	0%	0%	100%	0%	0%	0%
N GENRE	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
C. MEDIA	8%	14%	7%	43%	7%	7%	7%	0%	0%	100%	0%
OTHER	7%	0%	0%	25%	0%	0%	0%	0%	0%	0%	100%

Are you working? Full-time - 8% Part-time - 52% Not working - 39%

I've seen an art department advisor?

never - 10% once - 16% twice - 20% three times - 15% four + - 37%

Did you take any fine art classes in high school? yes - 87% no - 10%

If yes, what subjects were covered? check all that apply

25% Art History

11% Art Criticism

9% Aesthetics

43% Studio work:

53% Painting

16% Printmaking

22% Graphic Design

30% Sculpture

4% Fibers

5% Computer generated art

67% Drawing

19% Illustration

29% Photography

39% Ceramics

0% New Genre

6% Other

**Comments for Other**

theatre; screen printing; whatever supplies were available; dance; dance; drafting;  
 general "art" class we went over a bit of everything - drawing, sculpture, ceramics;  
 Fashion Design, Metal work; calligraphy/ Air brushing; woodcarving; Jewelry;  
 drafting

Was your art teacher an artist? yes - 63% no - 18%

Did you ever discuss art careers in high school? yes - 57% no - 42%

If yes, with whom? 46% parents  
44% art teacher(s)  
16% other teacher(s)  
21% counselor(s)  
6% career center

Why did you choose the University of Arizona Art Department? \_\_\_\_\_

Comments follow

Mark the point on the scale that fits you best:

Happiness	very happy	(5) 26%	(4) 42%	(3) 23%	(2) 5%	(1) very unhappy 2%
Stress	none	(5) 5%	(4) 21%	(3) 38%	(2) 38%	(1) extreme distress 7%
Degree	I understand requirements	(5) 26%	(4) 36%	(3) 26%	(2) 6%	(1) completely confused 2%
Advising	very helpful	(5) 36%	(4) 34%	(3) 21%	(2) 2%	(1) useless 4%
Did your high school art teacher(s) have any effect on your decision to pursue an art degree?	yes - 44%	no - 45%				
	positive effect	(5) 25%	(4) 19%	(3) 15%	(2) 4%	(1) negative effect 4%
How important is it to succeed in art?	extremely	(5) 49%	(4) 39%	(3) 8%	(2) 0%	(1) not important 2%

How would you rate your art work compared to other art students in your classes?

Mine is superior (5)	(4)	(3)	(2)	(1) Inferior to others
9%	47%	27%	5%	4%

How easy will it be for you to find a job in your field of study when you graduate?

very easy (5)	(4)	(3)	(2)	(1) impossible
5%	25%	40%	20%	4%

How easy is it for you to speak with UA Art faculty about your post graduate plans?

very easy (5)	(4)	(3)	(2)	(1) impossible
26%	23%	26%	12%	3%

How supportive is your family about your fine arts degree program?

extremely supportive (5)	(4)	(3)	(2)	(1) no support at all
56%	23%	11%	4%	2%

Overall rating of UA Art dept.

superior (5)	(4)	(3)	(2)	(1) inferior
8%	39%	35%	8%	1%

What are the three top reasons for your rating?

- 1) \_\_\_\_\_
- 2) List of Remarks available upon request. \_\_\_\_\_
- 3) \_\_\_\_\_

Which of the art career related activities below are you well prepared to do already?

Check all that apply:

- 42% 1. Obtain good slides of your artwork
- 19% 2. Present your art to dealers, gallery managers, museums, etc.
- 46% 3. Get a resume prepared.
- 18% 4. Handle business aspects of Art such as taxes, contracts.
- 37% 5. Get art prepared to exhibit/sell (matted, framed, etc)
- 16% 6. Arrange publicity for artwork and exhibits.
- 16% 7. Find exhibit space or sales outlets.
- 30% 8. Locate loft or studio space.
- 40% 9. Find a job to supplement your art income.
- 9% 10. Other \_\_\_\_\_

Which of the above tasks would you like help in learning to do?

1. 40%
2. 51%
3. 47%
4. 54%
5. 39%
6. 53%
7. 46%
8. 37%
9. 39%
10. other 11%

**What have you done to prepare for after you graduate from the U of A?**

- 9% Nothing.
  - 54% Have thought about it.
  - 51% Have discussed it with someone.
  - 51% Have asked someone for advice.
  - 41% Have started getting information (books or materials.)
  - 30% Have taken job-related courses.
  - 23% Have prepared a resume.
  - 24% Have prepared a portfolio.
  - 5% Have applied to graduate school(s).
  - 8% Have applied for job(s).
  - 5% Other
- 

**If you have discussed your future plans with someone or asked someone for advice or help, who were they?**

- 67% Parent(s)
  - 43% Other family members
  - 35% Spouse/significant other
  - 54% Other student(s) majoring in Art
  - 34% Student(s) not majoring in Art
  - 26% Graduates of Art Department
  - 44% Art Advisor
  - 40% Art Professor
  - 14% Professor in other department
  - 5% Dean's office
  - 1% University Counseling Center
  - 2% University Career and Placement Center
  - 6% Other
- 

**Do you feel you can earn a living in your field of study?** yes - 74% no - 15%

**Should the University help with your post graduate plans?** yes - 65% no - 12%  
If yes, how? \_\_\_\_\_

**Which of the following options would you consider after graduation?**

**CHECK ALL THAT ARE POSSIBLE:**

- 38% Work full-time on your art work to sell.
  - 61% Work full-time in an art-related job (museum, gallery, teaching, etc.)
  - 23% Work full-time at a job not directly related to art.
  - 44% Work part-time at a job and part-time on your own artwork.
  - 36% Create art in your leisure time.
  - 47% Go to Graduate School to major in Fine Art.
  - 22% Go to Graduate School to major in a field other than Fine Art.
  - 5% Other
-

**Name three jobs your degree will qualify you for:**

**Comments follow** \_\_\_\_\_

**How much do you expect to earn, per year, the first three years after graduation?**

4% \$5000. or less

5% \$5001-\$10,000

10% \$10,001-\$15,000

22% \$15,001 - \$20,000

27% \$20,001-\$30,000

6% \$30,001-\$40,000

3% \$40,000 +

**Any additional comments?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Addendum to Questionnaire Results - April 1997

### Why did you choose the University of Arizona Art Department?

question 13

- 2 work at the University & know the Art Dept. offers a variety of classes.
- I chose the U of A for a science major.
- It was in Tucson and were (sic) I wanted to go.
- Because it sounded interesting and it was something I wouldn't mind being involved in for the next 4 to 5 years
- location
- I'm from Tucson and the dept has a good reputation.
- location
- in state, I was going here then I decided to major in art.
- because I can attend w/a fee waiver
- because I have a sister & brother who graduated from here.
- Because I did not want to be far from my family who live in Tucson
- I wanted to come to the U of A
- Art is my life - I love it! U of A is my school of choice
- I moved here
- I live in Tucson
- WHY NOT
- local resident
- close
- I came to this University undecided - - and declared art as my major in the beginning of my sophomore year.
- peer pressure ha ha
- local
- Photo program
- I am retired from U of A
- Live in Tucson
- I got married and moved here.
- Because of Center For Creative Photog.
- I want to major in Art History
- I live in Tucson
- I didn't originally come here for art - I got into it while I was here.
- chose arizona then art dept.
- \$
- Because my father is a professor here and this is the school I chose to go to.
- I live here
- liked school in general, didn't know I would be in art when I entered.
- U of A was the only university I applied to I have no idea why
- I narrowed the choices down to who offered an M.A. in art ed closed my eyes and picked AZ - then I asked for a full scholarship (student drew smile face)
- I liked the program
- I am interested in art & this is the school I wanted to go to
- close to home - scholarships - good photo dept.
- It is near from my home town and also it was my dream to study art.

- Because it has a good reputation
- I live in Tucson & I am going here to save \$ to go to the school of the Art Institute of Chicago.
- I heard it had a really good photo department
- reputation, location
- Because my art teacher & counselor (sic) told me this school has a great department
- Because I live here
- I was already going to school here and changed majors
- Because of the good photography program.
- good art history & gallery program
- size & location
- It was the closest & I have a scholarship (sic)
- I was recommended to me by my uncle who is an artist and an art professor at UNLV
- ?
- I was in the architecture department here, and switched to graphic design
- The program and classes offered were what I was looking for.
- I originally came here to study the sciences even though I got accepted to Savenna, Pratt and FIT now I changed my mind.
- a (can't read word) in state school
- I live in Tucson and the U of A is cheaper than the Art Institute of Chicago - where I'd love to have gone if I was in that position, financially.
- opportunity was there
- I'm planning to go into Interior Design.
- I am interested in ceramics & fibers.
- Mother went here I like the school.
- My roommate convinced me I should use the talents I had
- Location, tuition fees
- I wanted to go to school here - never considered department - didn't have choice
- Local University did not want to travel
- I want to minor in Art History because I enjoy the history of art.
- The weather
- Had the best art history department of the 3 in-state Universities
- ?
- Climate
- Originally for the Psychology Department
- Close to home - in Tucson
- because U of A has a great American Indian Studies program
- They have a really good Art department
- I want to go into advertising so I am doing Graphic Design
- Because of the Art department
- started out in Architecture and didn't want to switch schools
- Arizona resident
- Because I am a permanent (sic) resident here. But - it helped that you have such a great reputation.
- I made the decision to attend U of A w/out looking at the art dept. But I am somewhat satisfied w/it.
- in-state university + I wanted to go into an art field
- location convenient. Degree recommended.
- location

- proximity to home town
- I got a scholarship
- Decided that art was what interested me most after trying other majors
- Chose sch. before dept.
- I live here
- Close to home + was recommended(sic) by my art teacher in H.S.
- Resident
- I had to stay in Arizona
- Because I knew I would never move out of Tucson
- large studios + interdisciplinary
- cheap
- Reputation & locale
- it chose me, I was an arch student in search of color
- I was living in Tucson after being [can't read word] in California. The cost of education was much more within my reach
- My Husband was staff
- Affordable
- To get far away from Michigan.
- good studio, sculpture, good town, cheaper in state.
- I was Pre-med & changed
- I ask myself that.
- close to home
- Because I moved to Tucson & heard good things about it.
- Transferred from U of A architecture.
- only place I applied
- excellent program
- Did not want to go to ASU, this program not as traditional
- Was here majoring in science and switched over w/out thinking how good dept. is.
- because it felt good.
- Scholarship opportunities, financial standing, convenience
- hometown school
- I live in Tucson
- Destiny
- I live here
- size of school. Good art dept
- I was working here and decide to try Art
- I liked the school (people, environment, campus tucson)
- Computer search - school ranking for Visual com.
- Close to home, good photo department
- friend recommended program. bad school
- Only University acceptance, I am an artist so I went to the Art Department
- seemed interesting
- I chose the U of A because my Mother is faculty & the Art Dept. because I wanted to get a degree in graphic design.
- Because I decided I didn't like the science dept.
- best art dept. for me in-state
- My art teacher graduated from the U of A. She gave the school a great review.
- change of major and it had the program I wanted
- S.A.L.T. weather women

- UA is in State, in my financial need range
- I moved to Arizona for financial reasons.
- in-state school
- unhappy with present major in biology
- live in Tucson
- A diversity of instructors. Many minds to learn from.
- I was awarded a scholarship
- I came to the U of A tuition waiver
- I was most concerned with attending a University with a good reputation and the U of A proved to be that place.
- good reputation, local
- I understood it was ranked in the top 10 in the nation

### Three top reasons for rating of UA.

question 25

- 1) I make the best of a situation. 2) I am shooting toward betterment of my skills. 3) What or whom defines success. 3
- 1) Seems a little unorganized. 2) appears to be little funding. 3) Behind in computer classes 3
- 1) TA's teaching upperdivision classes. 2) teachers w/ATTITUDE. 3) Too much emphasiss on critique. 2
- 3
- This will be my 1st semester, so I cant say, sorry. 3
- graphics 4
- 1)Some good instructor's 2) Great criticism of work 3) Just a fun atmosphere. 4
- 3
- 1) Good professor 2) Advising 3) good school 4
- 1) I have had great faculty. 2) The facilities are real bad. 3
- 1)Quality of studio/equip 2) teaching abilities of staff 3) How much the institution has helped my art. 3
- 1) Still need to findout more/ get more involved. 2) not quite the Art Institute of Chicago. 3
- 1) facilities (lack of proper -) 2) facilities 3) facilities (written off to the side: SUPERIOR faculty !) 2
- 1) I haven't learned a lot of what I set out to. 2) Faculty is always trying to manipulate my interests and mold them to their own. 3) Don't feel entirely prepared. 3
- 1) Good advising 2) classes alwaysavailable for Art History 3) Good instructors. 4
- 1) Equipment 2) Communications 3) Structure 2
- 1) most classes have been Art History thay are realy good. 2) my art ed class have not been as happy as the art hist. 4
- 1) Exp of Teachers 2) Equip for Major 3) Good Admin Help 4
- 1) good space 2) decent teachers 3) ? 4

- 1) Classes should be 5 not 3 hours & 4 credits 2) Art History should be better integrated w/studio classes 3) professors do their best w/ inample funding 3
- 1)Have not been here long enough don't know
- 1) I haven't had much time to rate. 2) (can't read) so far it seems good. fun. 3) excited teachers. 4
- I don't know yet 5,1
- 1) TA's & professors teaching 2) difficulty of talking to advisors 3) Productivity of classes. 4
- 3
- 1) some classes/teachers are great. others are mediocre(sp?) 2) facilities are in general not very good. 3) I haven't been in any other ART Departments, so I have nothing to compare it to. 3
- 1) a 4 instead of 3 because of quality 2) a 4 instead of 5, because of crappy funding. 4
- 1) Good instructors 2) thorough program 3) not quite enough background/beginning classes. 4
- 1) Faculty involvement 2) Feel good about my education 3) Diversity of classes taught 5
- 1) no other exposure to other art dept. 4
- 1) no other comparison 2) personal feeling 3) quality of faculty instruction 4
- 1)Too many offices telling me different things 2) Repetition of credit transferred from other university 3)good professors though 3
- 1)facilities (esp. comp. + studio) are sub-par 2)great instruction, but not enough media/technique 3)good atmosphere 3
- 1) Does not teach theory, academic art 2) only conceptual art 3) Does not teach technique 2
- 1) Instructors 2) facility 3) opportunities 5
- 1) easy to talk to 2) talented 3) but too concerned w/fine art rather than commercial. 4
- 1)class availability 2) facilities 3) instructor quality 3
- 1) faculty 2) availability of classes/registration 3) facilities 3
- 1) reputation 2) prof. McGrew previous painting classes 4
- 1) Great faculty 2) great classes 3) easy to understand curriculum 4
- 1) classes available 2) faculty 4
- 1)good foundation 2) lack of organization 3) lack of funds/ lack of class availability. 3
- 1) I like art 2) I like working with my hands 3) I like me 5
- 1) I enjoy the classes 2) The teachers push me to succeed 3) a good selection of classes 4
- 4
- 4
- 1) I have no other school to compare it to 2) Some classes need to be offered more often. 3
- 1)I've been here for 3 years 2)No real problems with instructors 3)The projects are worthwhile 4
- 1) no computer graphics program 2) requirements 2
- 1) Learn a lot of new things 2) Good teachers 3) challenging 4
- 1) helpfulness 4

- 4
- 1) advising in the past has been non existant 2) computer labs until this year insufficient 3) computer classes until this year not offered, I had to go to Pima. 3
- 1) teachers good in painting dept. 2) beurocracy (sic) is discouraging 3
- 1) UA is not very supportive of the Art department 2) need more equipments (sic) 3) need a better ventilation system 3
- 1)lack of resources 2) lack of instructor time 3) TA s 3
- 1) Classes (availability) 2) Lack of teachers caring 3) to many TA s 2
- ?
- 4
- 1) (name omitted) poor advising 2) office hours 1
- 1)advising 2) my friends art work; she got her MFA here 3) assistant Dean Bassnett 4
- 4
- 1) classes 2) teachers 3) personal feeling due to size 4
- 1) Facilities inferior to Pima! 2) supplies inferior to Pima 3) dirty facilities 3
- 4
- 1)great teachers (Moir, Peggy Doogan, Chuck H., Bruce McGrew) (Student crossed out the 2 and 3, drew an arrow to the names above and wrote) those are the only reasons 4
- 3
- 3
- 3
- 2
- 1) I'm not very happy with the photo dept. 2) (professor's name - omitted) 3) Most other instructors have been fine 3
- 1) need career counseling 2) the professors I have dealt with have been very helpful + inspiring. 3) I have nothing to compare the program to 3
- 1) Photo department is a disaster (studio my emphasis) 2) I've had very positive feedback and support in painting esp. from Peggy Dugan (sic), Bruce McGrew. 2
- 4
- 1) good teaching 2) interesting subjects 4
- 1) great, informative, friendly advisors 2) easy to make appointments 3) great teachers 5
- 1) very helpful 2) great classes 3) good instructors (sic) 4
- 1) quality of teaching 2) courses offered 3) availability 4
- 1) my studio classes have been wonderful 2) most of my professors have been great! 4
- 1)compared to art colleges 2)asistence with assignments 3) teachers ability to interact 3
- 1) I think art ed. should have more studio requirments 2) mentioning possibilities?? portfolio development classes 3)faculty show 3
- I have nothing to compare it with 3
- 1) I've never met the person 2) All course times conflict with each other 3) No one is organized
- 1) inability to talk w/ actual person 2) poor information given to students 3) no regular info sessions. 2

- 4
- 5
- 1)for a Public U = great facilities 2) great teachers 3) variety of classes offered. 4
- 4
- 1) good instructors 2) opportunities/variety 3) facilities 4
- 1) teachers want to help 2) advisors helpful 4
- 1) I'm not really too sure about 2) I'm just entering the dept. 3
- ? 3
- 1)good teachers 2) good environment 4
- 1) Haven't thought about life after grad. yet. 4
- 1) Faculty 2) Teaching methods 3) Communication skills 5
- 1) good teachers 4
- not very familiar 3
- 1) My main area of interest is not covered (Animation) 2) I think that so (sic) of the requirements are unnecessary (sic) 3) That it takes too long because of the prerequisites (sic) 3
- 1) I don't know much about it 2) have heard good things about it 3
- 4
- 3
- 1) comparison to a previous school 2) availability of classes (pre registration 3)faculty 4
- unsure this semester will be my first with the Department.
- 1) helpfulness of people 2) quality of teaching 3) my output 2
- 1) Teachers, Bart Morse, Chuck Hitner etc really great 2) students are interesting to see + be around as people but not all the students are brilliant artists though, no way can I say they're like people at ART SCHOOLS. 3) (see final comment section) 3
- 1)teaching 2) advising 3
- 1) good program 2) good teachers 3) but the jewelry making is gone 4
- 1) Excellent help provided for students 2) Interest in teaching more than core classes. 3) need for a useful department 4
- 1) teachers are accessible 2) course work is valuable 3) classes are small 4
- don't have many programs to compare (sic) it to
- Teachers don't help much (drew star) 2
- 1) willingness to help 4,3
- 1) helpful friendly people 2) variety 3) reputation 5
- 4
- 1) encouraging TA's & profs 2) enlightening classes 4
- 1)Great Professors 2) Good Museum 3)Interesting Classes 4
- 4
- 1) BARBARA ROGERS - 5 2) GAYLE WIMMER - 5 3)organization - 2/3 4
- 3
- 3
- 1) professors attitudes are very good 2) creative freedom given in photography courses. 3) I enjoy my courses at Univ. of Arizona 4

- 1) I enjoy my teachers 2) my mind expands daily 3) my work has improved 4
- don't know at this point
- 1) Friendly advisors & teachers 2) wonderful facilities (easy to access) 3) very educational 5
- 1) good variety 2) only Tas - grad students teach most studios 3) good classes 4
- 1) The women who work in the Art department are very helpful and they do their jobs well. 2) The Advisor (Lisa) is also very helpful but need help. 3) The teachers have something lacking! 3
- 1) classrooms 2) teachers 3) advisors 3
- 1) not much experience here 2) good instructors 3) sink madness 3
- 3
- 1) Good well rounded education in the arts 2) There's always someone to help - with anything - 3) It needs more funding 4
- 1) It is somewhat under funded 2) Somewhat unorganized 3) It is difficult to get answers about degrees. 3
- 1) underfunded 2) unorganized 3) good grad student profs 3
- 1) clear concise advise, compasonate(sic), flexible. 2) Response from advisor is rather quick 3) supportive secetrial (sic) response 5
- 3
- 1) need more computer equip 2) access to instructors 3) need new tables/chairs etc!! 3
- 1) most teachers are artists 4
- 10 haven't developed any great relationships w/teachers 2) haven't developed many relationships w/students 3) like art and hands on, but don't know where I will lead me 3
- 
- 1) advising has improved - A LOT !! 2) program needs more studio classes 3) program requirements - classes are redundant. ed psych? if all mat'l covered in TTE 300 and ED 350. 4
- 1) Teachers are good 2) Classes that help 3) Quality of program 4
- 1) teachers are creative + helpful 2) advising is easily accessed 3) fun classes 5
- 1) teachers are open easy to talk to if the student wants (most of them anyway) 2) classes offered are great. [written on the side] teachers great / facilities - extremely inferior
- 3
- 1) Classes are not offered at reasonable times 2) Classes are filled up fast 3) most profesurs(sic) are good, very few make a difference 4
- 4
- 1) Very good art counsler(sic) now 2) Getting one wonderful teacher in 96. 3) Having a bad counsler (sic) in the past 3
- 1) variety of faculty! professional -> unprofessional 2) variety of facilities 3) good studies 3
- 1) availability of advisor's/profess. 2) competitiveness (lack off) 3) communications 2
- 1) Teachers give valuable information 2) Most teachers are supportive 3) All teachers have a good background in art. 4

- 1) Personable staff/faculty 2) wide range of knowledge 3)availability of support 5
- 1)the instructors in the ARH classes are informative 2) class availability(sic) 4  
3) I'm pleased with the education I am receiving from the dept.
- 1) classes canceled 2) metals canceled 3) I enjoy the teachers 2

### **Career related activities you are well prepared for.**

question 26

#### **Comments for other**

- I'll decide what to do & how to do it after I get my degree!
- NA - I am a beginning art minor
- (Student wrote the following after the stated activities) 1. Photo 3. because of my intern  
4. because internship 8. common sense 9. intern. & school
- (Student crossed out dealers, gallery manager, museums, etc. on number 2 and wrote) art  
directors
- I'm not interested in exhibiting my work. I'm more focused on teaching.
- gallery management experience
- I don't plan on showing my work to anyone ever!
- starve
- none yet
- Being a GOLD DIGGER so I can be RICH enough to pay for my coffee + cigarettes + all  
that keeps body + soul together.
- teach
- TEACH
- Research Strategies
- photography assistant knowledge/ working as a photographer
- creating marketable skills, portfolio, etc. career development options etc.
- find teaching job later
- not confident in any of them
- anything else to promote career
- building frames
- anything
- portfolio
- I did sign up for senior seminar!
- none
- graphic work, etc
- go to optometry school
- Know where to find job that uses what I have learned !

### **What tasks would you like help in learning to do?**

question 27

#### **Comments for other**

- all

- girlfriend
- all
- more help (on # 6 need lots of help)
- ALL! specifically 1,3,9
- ALL
- none
- All - I am some what prepared in almost all but not to the level I would like.
- All of the above
- All
- All
- I'm "well prepared" but help never hurts.
- all marked and not marked
- find job in art field
- all
- learn more about what jobs are available
- all
- x
- all
- mostly #9
- X
- all
- teach all of the above.
- all
- X
- X
- X -> community interaction/service art -> culture
- X
- frame building
- X

### What have you done to prepare for after you graduate from the U of A?

question 28

- **comments for other**
- (Student commented after two listed items) (after resume) currently (after have applied for graduate school) currently
- also currently interning
- Started acting on it by getting a body of work together
- (next to applied to graduate schools wrote) planning stages still
- strengthen resume
- I added an art ed major to my photo major
- I am starting to get a resume ready.
- I plan to intern
- Internships in field
- have internship
- administrate prepariness
- found possible internship
- internships

- worked full time for 21/2 yrs.
- independent study projects
- Have job.
- Special circumstance - retired - do not need money
- work with Cass Fay at Center for Creative Photo

**If you have discussed your future plans with someone or asked someone for advice or help, who were they?**

**question 29**

**comments for other**

- working Artists
- Graduate Art Students
- Advisor to Student Publications
- Researched different art schools
- (next to University Career and Placement Center wrote: -useless for art)
- friends
- friends
- Have remained friends w/art teachers w/whom I frequently discuss art/life/plans
- SALT
- artist's passed (sic) Teachers
- everybody except authority figures at U of A art dept.
- local artists

**Should the University help with your post graduate plans? if yes, how?**

**question 32**

- graduate school information
- find me a job
- Give continued support and references.
- advice
- give advice, suggestions on where + how to show your portfolio
- ?
- Help us apply to grad school
- discuss
- info about schools and through advising
- resource
- ?
- Help place me.
- further development/availability of the senior seminar - type class - offer it earlier - get us thinking about these things earlier
- it is - the faculty helps a lot
- giving me info on what to do, who to go to etc.
- Instructor in your department should help w/ information about career or graduate school
- I just need to know what is out there

- advising career seminars
- they should supply lists or books or discuss w/you whatto do -inform you sooner - w/out you having to ask.
- help in how to find (can't read the rest)
- relate what the possibilities are
- Job placement newsletter opportunities and keep resumes + references on file (u of lolw does a good job with this
- Give me ideas (I did not ask for placement ) on how to get a job in another state as a teacher
- help me know where to look to get jobs
- give me advising
- help find a job
- ?
- perhaps provide assistance in job placement
- Help me find job, interviews, or just give me ideas
- To lead in the right direction
- find a job
- Masters in Indian Studies
- help w/ job placement
- access to possible employers in the area - help review resume, make available possible contacts in our prospective field
- ?
- help show the range and availability of jobs
- tell you which direction to go in career-wise
- help in obtaining helpful information
- Help SEND me to some graduate school provided I ever graduate - (help me GET it together, get accepted)
- advising on opportunities
- ?
- help to find job openings
- give advice as to how to go about making them and how to obtain them
- provide related job info
- Help find job - recommend (sic)
- Providing more information about opportunities in non studio fields
- Fine arts job board would be nice
- more advising
- provide job shows where people from diff. companies are available
- I am not sure there is anything that can be changed, there are just too many people seeking the same degrees.
- Discuss ways of doing things to be prepared for graduating in advising sessions
- experience w/marketing
- You may do this at the career & Placement Center. I haven't been there - yet - And, I don't know what I need to know.
- Giving options towards jobs w/in ones' field. Extensive research should be done to make it work.
- setting up a list of local business
- maybe I just havent heard, but it would be nice to have people come in and have interviews - like a job fair.
- Job placement

- Placement opportunities/help - contacts, etc.
- By being informative
- More advising on carreres(sic) that are available
- job placement, career advising technical courses on presentation, taxes, etc.
- more about Graduate Plans and help with career choices
- networking on behalf of students & sincere recommendation
- networking
- Make the world realize the importance of art.
- Job availability. Perhaps have companies come and scout for people at the U of A.
- Give advice on where to apply.
- Advising - What's out there. knowledge
- The senior seminar class is good for those with no plan
- help with jobs
- (crossed out yes, how? and put in no, why) it would probably just make things worse.
- To help me find contacts for job prospects
- Career Planning, etc.
- Advising
- Good advice for choosing a Grad School.
- general Advising
- Prepare me, use (can't read)
- Help become "feeder school to major companies ie: scholastic, hallmark etc.
- By providing resources like the career center, advising, internship info, and recruiting opportunities.
- How to class for portfolio, resume prep etc.
- Information on bestways to a good presentation.
- offer information even if it is only on paper
- career field opportunity assessment
- artistic development
- catalog of potential careers
- assist in job placement
- By providing access to knowledge about my hopes and by helping me answer questions.
  
- Find jobs in town related to schooling
- Give some areas around the country (or state) where there may be some openings for Art teachers.
- ?

**Which of the following options would you consider after graduation?**

**question 33**

**comments for other**

- mix all three
- work at a job that is my art - graphic design
- teach
- Lucas film or Advertising
- work in job w/ creative needs
- optometry

- (Student drew an arrow from Work full-time in an art-related job and wrote) as a graphic designer @ a design firm
- (Student crossed out the "part-time" for job and art work and wrote) full-time on both - I don't sleep much
- art therapy
- art education or art therapy
- art educ
- Teach
- Arquitect (sic)
- teach art class
- I might sell real estate get a license
- go to an Interior Design Institute
- Art teacher, Educator
- teaching

**Name three jobs your degree will qualify you for:**

question 34

- anything to do with potography (sic)
- NA
- Advertising, Design Agency
- Graphic Designer
- Illustration, graphic design
- Graphic Designer
- Profesor (sic) MA, Graphic Designer
- teacher, gallery owner
- art director, graphic designer
- Teacher, (ART), Graphic Designer
- A BFA? not much
- GD, Advirtising (sic)
- Interior designer's studio/shop
- teaching, Museum work, criticism
- teacher, Gallery Work
- Dance instructor, Job trainer/demonstrator/lecturer, Instructional specialist
- Teaching K - 12
- teaching art
- Gallery/museum work, Art related retail, teaching
- waitress, clerk, housewife
- exhibiting in a gallery
- art teacher, receptionist, photographer's assistant
- ??? that's what I need help with
- grad school
- teaching art K-12
- manufacturing, making lot kind pieces, gallery work
- teaching art in arizona, teaching art outside of public schools in any state
- Becoming a free lace (sic) artist, teaching but in school

- Teach at a university, Teach K-12 Art, Serve as a school district consultant (Student draws arrow to) and work at the mall (ha! ha! - bad joke)
- Teaching art
- ?
- photojournalism, Fine Art (Photography), Secretary
- Publish. Graphic Design, Art Teacher, Involved in Designers field
- medical illustration, science illustration
- teaching Art in grade school, teaching art in secondary school
- photojournalist, commercial photographer, private
- art teacher
- film industry, music industry
- art teacher
- art specialist, artist in residence
- teaching art
- Teaching Art
- museum, gallery
- not sure
- Graphic Designer
- teaching
- gallery worker, photographer on magazine, artist
- Education - Teaching, Free-Lance, Graphic Designer
- very uncertain
- teacher, art director for advertising maybe, selling art in a gallery -
- Interior design , Museum curator
- teaching
- art teacher, art museum
- teaching, Museum Work, Advertise - studio work
- teaching
- teaching, museums/gallery work, maid
- Gallery/Museum, Professor -> with more education
- Arts Mgt?
- Painter, Illustrator
- my degree requires that I "sell myself". Someone looking at the degree would not know off hand what it means.
- My own studio
- Graphic designer, advertising
- magazine photography, My own business (sic) ceramics, Teach Kids
- advertising, graphics in film, card making
- teaching -> have to get certified though - independant business(sic) - bum
- any field of photography
- Gallery work exhibitions, Free lance commercial art, currator
- art conservation, artist
- advertising, printing, publishing
- Designer, Advertising
- not too sure
- teach
- Advertising, Graphics, museum work
- teacher, historian, advisor?
- teaching private art instruction

- Teaching
- Teaching a studio class, Working in a gallery(sic)
- Teaching Art in K-12
- ? ? ?
- teaching, digital design, animation (maybe)
- teacher, curator, appraiser
- gallery work, designer, business
- nothing, nothing, artist
- I don't feel a BA degree will qualify me for much. I need to attend graduate school.
- studio art, gallery management
- Art teacher, Day care Director
- carpenter, cook, waiter, retail sales
- 1) movies 2) video games 3) webpages
- animator, illustrator, desktop publisher
- advertising, teaching art, ?
- ?
- 3-D Designer, Foundry Technician
- good one!!
- teaching, museum related, waiting tables (smile face drawn)
- graphic design, illustration, printer
- metal Fabricator, Foundry Technician, Computer Cartographer (Geog major)
- sign Painting (maybe!)
- Sports Photographer, News Photographer, Photo Gallery Curator
- Ad Agency - Creative Dept., Some Design Co., ??
- Human - factors engineering, Human - computer interface design, useability testing.
- artist, Illustration, Design
- teach - -
- Vis Com/Graph Design, Freelance, Newspaper
- comput graphics design
- janitor, painter
- Editorial Illustration, - Advertising Illustration - Fitness, Freelance
- Photojournalist, photographer
- commercial advertising, computer animation, anything!
- Professional (sic) Illustrator, Medical artist, Criminal Artist
- Management at any level or in any business., Management in an Art Gallery/museum
- Art Teacher, Illustrator, Fry cook
- Art teacher, Vocation teacher, bilingual teacher
- teaching, artist
- advertisement
- advising, counseling, TA/GTA
- gallery director, conservator, illustrator
- great retirement, great enjoyment, maybe sell some art too!
- foundry technician, Three D designer, 3D computer (can't read final word)
- webmaster, digital designer, multimedia specialist
- museum curator, teach - if persued teaching cert., gallery curator
- children's book ill., animation, magazine illustration
- working in a foundary, jewelry, selling work privately
- art ed
- illustrate, teach art

- hopefully to teach art

### other comments

*all those comments not in an exact place*

- 22) Not Sure 23) Haven't tried 26/4) I am not sure what this means
- I take loans. T pay money. To learn and associate with art. I am Idealistic. This situation is a perfect as any other. Where I am in my life. I do not blame or expect much. Except dedicated soulds, in Art and in its Education.
- 21) Haven't taken a class here yet.
- 22) a paying job
- 36) (sigh) no, thank you 35) I have no clue.
- 1) Graduated w/MKTG Degree
- 36) I am using an Art History Major in my IDS program ASA personal development program + to become cultural aware. I love Art History, but do not plan to work in the field of Art History except in my leisure time. I plan on going to grad school, and wa
- 10) who knows
- 10) I gess.
- 21) NA 22) Unknown 23) Unknown 24) Unknown 25) Unknown
- 10) ?
- 30) not sure 33) (after Go to Graduate School to major in Fine Art) two MFAs please
- 35) \$ 1 million 36) I hope this survey turns out well
- 7) I saw you today 14-25) not constant 30) maybe
- 17) As of recent Art Advisors have been very helpful. 28) (after - have prepared a resume wrote:) Not specifically in preparation for after graduation. (after - have prepared a portfolio wrote:) in preparation for upper division Graphic Design classes
- 35) after undergrad.
- 30) maybe
- 2) 9 pts 20) for personal reasons 26) use other people 30) not required 35) not relevant
- 36) I would like to see an emphasis on commercial art
- 3) both 28) (next to resume, portfolio, grad school and jobs wrote:) working on these 35) ?
- 10) ?commercial 29) (next to art advisor wrote:) T. Vanhook 30) maybe
- 10) not working 30) how (sic) knows 31) ?
- 35) ? (put next to the question) 36) The art program here is wonderful.
- I hope to get my degree before I retire so am not taking the courses to get a job - taking the courses to learn as much as possible about art.
- We need to improve the UA art department! This is what I have to say about the ASU Art department **WOW!!**
- University of Arizona needs an Interior Design Program
- we need more advising hours
- 35) each yr?
- 30) not to my standards 36) State requirements to teach art (30u) + U of A's requirement for Art Ed Endorsement (40u) are 10 credits difference (sic)
- 20) succeed how? 21) dep. on class 35) ?
- 12) my dad said artists make good sales clerks 36) no

- 17) Lisa - extremely helpful, (omitted) only if in the mood 22) in art ed, I will find a job much more easily than with my photo degree.
- 35) ?
- 35) ?
- 10) don't know 30) ARE yes, ART no 36) one visit with you was ten times more helpful than six visits with (names deleted). Thank you so much !!!
- 14) depends on time of day
- 33) (student wrote next to Grad School to major in Fine Art ) PhD 35) post PhD 36) You should have asked if we have time to do any "un-school" related art while in school - the answer is a resounding NO!
- 33) (next to create art in your leisure time) HA! HA! 36) Student wrote an extensive comment, see \*\*)
- 35) ?
- 35) no clue 36) If you could help me find scholarships/grants so that I can attend Chicago (or if you know contacts or have ideas...) please help !!! (smile face)
- 6) Will be working part time 7) you 9) I took an advanced placement studio art class 22) worried about it 30) I hope to 36) I love art and hope to find a career doing what I love and making a good salary doing so.
- 10) I don't know
- 22) I hope very easy 36) I would like to know my options of employment w/this major
- 30) eventually
- 35) ?
- 25) 3) some process of getting accepted because of talent 36) I'm pretty sure the only thing I can count on, believe in, be convinced of, is that my artistic life, my life as an artist, can only be successful depending on DESTINY (more at the end)
- 3) want to change to 10) ? 22) ? 23) ? 25) ?
- 3) (next to Photography) ? Master Degree 12) (arrow to art teacher) brought in some one from the art center 21) I don't compare it depressing. 22) don't know yet 23) haven't talked w/them 28) (next to nothing) yet 33) (next to grad schools) Photo
- 30) not sure 35) ?
- 36) no
- 3) bilingual endorsement, History minor 10) don't know
- Advising has been a problem. I have discussed some classes w/an advisor & when I got to the class I was told I did not have all required pre-reqs. Many others have been in the same boat.
- I would like to see more exploration of Asian & Indian Art History in the Department.
- 35) ?
- 26) Sr Sem Class
- 20) aggggh - what's your definition of success 21) don't know 22) up to me 23) haven't tried 35) ?
- My photography will be on the side for enjoyment, I will also ride horses also.
- I would like to see a limit of students allowed to enter into the art program or have more classes offered, where does all the money go. Only 8-10 people are allowed in the upper division photo classes this makes it extremely difficult to get the class I
- I'm glad we finally appropriated a female instructor in the Photo Dept.
- 30) but not specific major
- 10) don't know
- 26) [next to locate loft or studio space student wrote:] financially impossible at this point.

- 35) ?
- 6) almost full-time 26) [next to handle business aspects of Art student wrote:] yikes 27) [under # 3 and arrow & student wrote:] esp!!
- Thank you for a better advising staff.
- 1) ? 6) but want to return to school F/T 12) [line from parents] refused art scholarship
- 10) N/A 27) [student wrote under #5] done by myself not paying someone else 36) thinking of all this makes my head hurt!
- I've seen past advisors to obtain information regarding internships and I've been told that the school doesn't really provide this service. Helping student in making connection would be a great benefit.
- I am prepared for hard work and success.

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