1984

Marketing research: Brigham Young University Art Department

Jeffrey S. Boice
Bruce A. Hawks
Michael D. Peterson
Nancy M. Taylor

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Prepared for
Dr. Sherron O. Hill
Chairman of the Art Department
Brigham Young University

Prepared by:
Citimart Research

November 8, 1984

Researchers:
Jeffrey S. Boice
Bruce A. Hawks
Michael D. Petersen
Nancy M. Taylor
Martin C. Wright
November 8, 1984

Dr. Sherron Hill
Chairman of the Art Department
Brigham Young University
Provo, Utah

Dear Dr. Hill,

Enclosed you will find the marketing research study you requested on High School art students perceptions of art programs offered at Utah colleges and universities.

In completing this study, Citimart Research learned a great deal and we feel that the findings as well as the recommendations will help you develop successful recruiting programs for your department.

Citimart Research wishes to express our sincere thanks for allowing us the opportunity to be of service to you. Should you desire any additional information or have any questions, feel free to let us know.

Sincerely,

Jeffrey S. Boice

Bruce A. Hawks
Michael D. Petersen
Nancy M. Taylor
Martin C. Wright
SYNOPSIS

In recent years, the Brigham Young University Art has experienced a decline in the number of students in the art program. Dr. Sherron Hill, Chairman of the Art has requested Citimart Research to conduct a resea on student perceptions of scholarships, placement oppo and other aspects of the art program.

OBJECTIVES

1. Determine perceptions of high school art students a of the overall quality of BYU's Art program in with other programs in the state of Utah.

2. Determine if scholarships and placement opportuniti in the BYU Art Department, as well as the curr: perceived as competitive with other art progr Utah.

3. Determine plans and expectations of junior and school art students in the state of Utah.

METHODOLOGY

Data were collected by means of two mail quest Six hundred student surveys were mailed to high school i who distributed them to junior and senior level art cla Results from the completed questionnaires were then analyzed by research team members.

FINDINGS

1. Majority of students plan to continue their ed art. (64 percent)

2. Over 66 percent of students have no informati art program.
3. Over 95 percent of students have no information on scholarship opportunities.
4. Students feel that none of the schools will inhibit their artistic freedom.
5. "Type of work," were listed as the most important characteristics in career decisions.
6. The mean grade point average lies between 2.5 to 4.0.

CONCLUSIONS
1. Target market consists of Junior and Senior level art students.
2. No information transfered from high school faculty to students.
3. Lack of student awareness of college art programs within the state of Utah.
4. Informed students choose to attend Utah State University.
5. High school faculty recommends student to attend Utah State University.
6. High school teachers indicated a desire to be more involved in recruiting.
7. Recruiting efforts at BYU differ from most other universities.

RECOMMENDATIONS
1. Focus attention to Juniors and Seniors in high school.
2. Use high school faculty to help in the recruiting process.
3. More and better information needs to be made available to individual students concerning program, scholarships, and placement.
4. Use workshops and displays to create involvement of high school students on the college level.
<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
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<tbody>
<tr>
<td>Synopsis</td>
<td></td>
</tr>
<tr>
<td>Table of Contents</td>
<td></td>
</tr>
<tr>
<td>Proposal</td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
</tr>
<tr>
<td>Limitations</td>
<td></td>
</tr>
<tr>
<td>Secondary Research</td>
<td></td>
</tr>
<tr>
<td>Student Surveys and Findings</td>
<td></td>
</tr>
<tr>
<td>Faculty Surveys and Findings</td>
<td></td>
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<tr>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>Bibliography</td>
<td></td>
</tr>
<tr>
<td>Appendicies</td>
<td></td>
</tr>
<tr>
<td>Appendix 1</td>
<td></td>
</tr>
<tr>
<td>Exhibits 1 - 15</td>
<td></td>
</tr>
<tr>
<td>Student and Teacher Comments and Suggestions</td>
<td></td>
</tr>
<tr>
<td>Appendix 2</td>
<td></td>
</tr>
<tr>
<td>Surveys</td>
<td></td>
</tr>
<tr>
<td>Code Sheets</td>
<td></td>
</tr>
<tr>
<td>Appendix 3</td>
<td></td>
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<tr>
<td>See Supplementary Computer Data</td>
<td></td>
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<td>Appendix 4</td>
<td></td>
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<td>See Supplimentary Material</td>
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RESEARCH PROPOSAL PROJECT
FOR THE BYU ART DEPARTMENT

INTRODUCTION

In recent years, the BYU Art Department has experienced a decline in the number of students enrolling in the Art program. Dr. Sherron Hill, Chairman of the Art Department, has requested the help of Centermart Research, a team of senior marketing research students. It is proposed that a research study be conducted to determine student perceptions of scholarships, placement opportunities, and other aspects of the Art program.

OBJECTIVES

1. To determine perceptions of high school art students and faculty of the overall quality of BYU's Art program in comparison with other art programs in the state of Utah.

2. To determine if scholarships and placement opportunities available in the BYU Art Department, as well as the curriculum are perceived as competitive with other art programs within Utah.

3. To determine plans and expectations of junior and senior high school art students in the state of Utah.

METHODOLOGY

1. Background and exploratory data obtained from a variety of sources, including:

   a. Interviews with Dr. Sherron Hill and the Public Communications Committee of the BYU Art Department.
   
   b. Recent survey of BYU Art Department Graduates.
   
   
   d. Other as appropriate.

2. Collection of primary data to determine existing perceptions of the BYU Art program.

   a. Develop separate questionnaires for high school art students and high school art faculty, indicating their perceptions of the BYU Art Department.
   
   b. The questionnaire will then be adequately pre-tested and reviewed by the BYU Art Department.
   
   c. Approximately 300-500 respondents will be selected from junior and senior students enrolled in high school art courses. Also, 20-30 high school art faculty will be selected.
3. The high school and faculty involved will be previously called for authorization to distribute questionnaires. The questionnaire will be distributed by personal contact and through faculty, as well as mail.

4. Computer analysis will be used to generate cross-tabulation and dispersion, as well as other useful measures of central tendencies pertinent to this study.

5. The results of the study will be compiled and presented in both oral and written form.

LIMITATIONS

The survey will be limited to Utah as requested by Dr. Sherron Hill, Chairman of the Art Department.

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<th>BEGIN</th>
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<td>22</td>
<td>Sep. 25</td>
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<td>Proposal approved and finalized</td>
<td>25</td>
<td>27</td>
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<tr>
<td>Questionnaire written and approved</td>
<td>27</td>
<td>Oct. 9</td>
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<td>Analysis of primary data</td>
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<td>24</td>
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<td>Writing of report</td>
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<tr>
<td>Overall analysis</td>
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<td>Nov. 5</td>
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BUDGET

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<tr>
<td>Binding</td>
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<tr>
<td>Travel (estimated 300 mi. @ .20/mile)</td>
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<tr>
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<td>Computer Time (20 hrs.)</td>
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<tr>
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<tr>
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</table>

* These costs can be reduced if accomplished through Art Department facilities.

** This is an estimate. Actual costs will not exceed the above amount.
AGREEMENT

This research project will be conducted by Citimart Research for the BYU Art Department. The outcome of this project will be the sole responsibility of the marketing team, and not BYU or Dr. Ray Andrus.

The BYU Art Department agrees to cover the expense incurred in the preparation and presentation of this project. In addition, it is recommended that a transfer of funds of $200.00 be made to the restricted account of the marketing fund of the Institute of Business Management.

We invite Dr. Sherron Hill to attend the presentation which will be held on November 8, 1984, at 9:30 AM in room 264 of the Nathan Eldon Tanner Building.

[Signatures and dates]

Dr. Sherron Hill
Chairman of BYU Art Department

CITIMART RESEARCH:

Jeffrey S. Boice
Bruce A. Hawks
Michael D. Petersen, Chairman

Nancy M. Taylor
Martin C. Wright

Project approved by:

Dr. Ray Andrus, Research Advisor
METHODOLOGY

This portion of the report is an expanded version of the Methodology outline found in the research proposal, and contains detailed information on how Citimart Research (CMR) conducted this project. The Methodology used by Citimart consists of a five-stage process.

PREPARATION

Upon acceptance of the research project for the Brigham Young University (BYU) Art Department, an interview was scheduled with Dr. Sherron Hill, chairman of the BYU Art Department. The interview with Dr. Hill gave CMR an opportunity to define the problem to be studied, and to develop key objectives of the research project. The objectives were established to aid in obtaining relevant data for the research project. Later discussions with Dr. Hill and the public communications committee (PCC), of the BYU Art Department, aided in defining specific objectives to facilitate the research study.

The problem, the supporting objectives, and a brief outline of the Methodology are found in the signed research proposal. Also found in the proposal is a time schedule, an expense budget, and a statement of agreement.

With this stage completed, CMR was able to focus attention on obtaining information which correlated with the problem.
SECONDARY DATA COLLECTION

Both background and exploratory data was compiled by CMR from the following sources:

1) Discussions with Dr. Hill and the PCC on where to acquire information.

2) Examination of a bi-monthly publication to art educators entitled "National Council of Art Administrators."

3) Research of government and state publications containing data on higher education.

4) Phone interviews with personnel from Utah State Board of Higher Education.

5) Phone interviews with Art Departments faculty at institutions of higher education in the state of Utah (art programs and scholarships).

The background data was obtained without great expense and allowed for a solid base form which the research was expanded, and contributed to the formulation of the questionnaire.

PRIMARY DATA COLLECTION

SIZE AND TARGET OF SAMPLE

Due to time and cost restraints, the survey was limited to high schools in the state of Utah. The high schools included in the study were chosen on the basis of total student enrollment and geographic location. The schools chosen represented different geographic areas in Utah so as to avoid area bias. This selection process also lessened the risk of low response rates from high schools with low populations and small art classes.

Twenty high schools were chosen to receive a packet of 30 student questionnaires and two art faculty questionnaires.
This allowed for a maximum response of 600 students and 40 art faculty members to the study.

**QUESTIONNAIRE DEVELOPMENT**

Two separate questionnaires were developed, one for faculty and one for students. Because of geographic distance and travel costs, these questionnaires were developed to be sent by mail to pre-chosen high schools. The student questionnaire was developed in draft form and reviewed by Dr. Hill and Dr. Andrus, the Institute of Business Management Research Advisor at BYU. Several revisions were developed and revised before the student questionnaire was presented to a group of 40 students for pretesting of bias.

The faculty questionnaire was developed in conjunction with the student questionnaire, and contained similar questions.

**CODE SHEET**

Separate code sheets were developed for each questionnaire. The purpose of the code sheets were to facilitate the entry of questionnaire data into the computer analysis program. The code sheets also eliminated the possibility of entry errors while data was transferred into the computer. The "Crisp" program was used on an I.B.M. Personal Computer for analysis.

**ANALYSIS**

The primary analysis began when all data was entered in the computer analysis program. Cross-tabulation, histograms dispersion, and other useful measures of central tendencies were developed for analysis. The data was converted into useful
information relevant to the problem, and then prepared in book form for the BYU Art Department.

**PRESENTATION**

Along with the report prepared in book form, a presentation of the findings was scheduled. The presentation was held to present and discuss some of the more important information compiled.

**LIMITATIONS**

Due to the short time allowed to complete the research, several factors were affected. Surveys could only be sent out to high schools located in the state of Utah. Surveys received after October 29th were not submitted into the data.

Due to the slow process through which the U.S. Department of Education must go through to publish their records, CMR was only able to obtain records through 1981.

In order to receive an unbiased selection of respondents, high schools throughout Utah were chosen. Because of the distance involved, surveys were mailed to the high schools. This response rate was lowered because the questionnaires were not personally administered.

**SECONDARY RESEARCH**

As a whole CMR gathered data on the annual number of students graduating with art degrees. Throughout the nation however, CMR was unable to obtain statistics on the total number of students enrolled in art, but the change in the number of graduates would
reflect any change in the total enrollment. (See exhibit 1.) From 1975 to 1981 the number of graduates dropped from 21,606 to 18,893— a 13 percent drop. This figure was compared to BYU's drop form 1980 to 1984. BYU's drop was much larger, at 48 percent.

Dr. Hill was also concerned about the number of students in BYU's Art Department as compared to the other four-year universities in Utah. (See exhibit 2 and exhibit 3.) CMR discovered the following:

<table>
<thead>
<tr>
<th></th>
<th>Total in Fall 1980</th>
<th>Total in Fall 1983</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYU</td>
<td>370</td>
<td>198</td>
<td>-45.5%</td>
</tr>
<tr>
<td>U of U</td>
<td>339</td>
<td>326</td>
<td>-3.8%</td>
</tr>
<tr>
<td>USU</td>
<td>222</td>
<td>250</td>
<td>-12.6%</td>
</tr>
<tr>
<td>Weber</td>
<td>139</td>
<td>125</td>
<td>-10.1%</td>
</tr>
<tr>
<td>SUSC</td>
<td>33</td>
<td>48</td>
<td>+45.5%</td>
</tr>
</tbody>
</table>

These figures are startling; however, the total enrollment of students in these universities were also increasing. So CMR compared the enrollment of art majors as a percentage of total students (see exhibit 4).

These figures showed that BYU's number of Art majors was still falling extremely fast in comparison to other universities. Each of the four-year universities were called and information was requested regarding admissions, art programs offered, and art scholarships available. The following information was obtained:

SOUTHERN UTAH STATE COLLEGE: The information obtained from SUSC is very general. A brochure containing brief outlines on admissions, scholarships, financial aids, housing and academic areas. Along with this information, applications for both admissions
and scholarships were received. A brief, one page overview describing the art program was sent; however, there was no specific information. No information was offered regarding art scholarships and how they were obtained.

UNIVERSITY OF UTAH: The University of Utah sent a bulletin describing their art program specifically, and contained personal profiles for each member of their faculty including a listing of their degrees. The bulletin contained pictures of art at the University as well as an informative description of the department goals and qualifications. No written information regarding admissions, financial aid, and scholarships was obtained.

UTAH STATE UNIVERSITY: U.S.U. sent a personal letter along with the information. An in-depth overview of the Art department was sent which explained the degrees offered, the entrance and graduation requirements. A description of career opportunities, general education, specific major requirements and a work sheet to plan out one's major were also received. No description of their faculty or their financial aid or scholarship programs.

WEBER STATE COLLEGE: Weber State sent a very extensive list of required courses of each art major emphasis. The information is very comprehensive and complete. They provided no description of the program other than course titles. No information regarding faculty, quality of programs, scholarships or financial aid was received.

REVIEW: The five packets of information (see Appendix 4) did not contain all the information requested. Utah State was the
most impressive because they were prompt in sending their information and the content was informative.

Scholarships offered at the various universities have similar requirements which coincide with scholarships offered at BYU. The major focus is on the art work which the student has completed through their senior year in high school. The recruiting method is conducted at art shows in Utah. However, spring workshops and specialized training is also offered to junior and senior level students at other universities. This allows for greater exposure at Utah State and Weber, for recruiting purposes.

**STUDENT SURVEYS AND FINDINGS**

Refer to Appendix 2 and Appendix 3

The purpose of the survey was to determine high school art students' perceptions and awareness of art programs offered at Utah colleges and universities. Six hundred student surveys and forty faculty surveys were received by art teachers at the following Utah high schools:

1. Mountain View high School  
2. Orem High School  
3. Bountiful High School  
4. Davis High School  
5. Cottonwood High School  
6. Granger High School  
7. Alta High School  
8. Bingham High School  
9. Springville High School  
10. Tooele High School  
11. East High School  
12. Highland High School  
13. Ogden High School  
14. Provo High School  
15. Timpview High School  
16. Kearns High School  
17. Hillcrest High School  
18. Weber High School  
19. Dixie High School

In the development of the questionnaire, attention was directed to two major concerns. The primary concern was to develop a survey that would be simple enough for the average
high school student to understand. Hence, care was exercised
in the choosing of vocabulary. In addition, the length of the
survey was an important consideration. Each survey contains
three pages of evenly spaced questions, which at first glance,
appears to be lengthy. However, the time factor in taking the
survey was found to be more important than length. To maintain
student interest and to avoid taking a large amount of the teacher's
instructional time, the questionnaire was designed to take
approximately three minutes to complete.

In reviewing the survey, one will note that the responses
to the questions were rotated in their ordering. This was done
so as to prevent any school from gaining more exposure than
the other listed. Thus, a possible list bias was averted.

Finally, a brief explanation of each question will aid
in the understanding of why each question was included in the
survey. Following each explanation is a summary of the findings
obtained from the survey.

**Question #1.** Question #1 was asked so as to determine the percentage
of students who are planning to pursue their education in art,
as opposed to those who are taking art as an elective course.
The findings show that of the 245 respondents, 64 percent plan
on continuing their education in art. This shows that of those
students surveyed, the majority were interested in art programs.

**Question #2.** This question would enable researchers to establish
what proportion of students are interested in continuing their
art education in fine arts or commercial arts. The findings
indicate that 34.7 percent were planning on continuing their education in commercial art, whereas only 17.6 percent desired to continue their education in the fine arts. (See exhibit 5.)

**Question #3.** The purpose of question #3 was to determine the degree of students' awareness of art programs offered at the listed institutions. Results of the survey indicated that only 33 percent of the students had information about any school's art program. In addition, only 14 percent had information about two or more schools. This shows that the majority of high school students are not aware of art programs in the Utah.

**Question #4.** Again, this question was designed to gauge the level of student awareness of the art scholarship programs extended by colleges and universities. Moreover, the question can indicate to a degree, the amount of effort the institutions are expending in making students aware of available scholarship programs. An average of four percent of students were found to have any information at all about the five major college and university scholarship opportunities.

**Question #5.** Question #5 was a continuation of question #4. The rankings indicate how students perceive BYU's scholarship program in comparison with financial assistance programs of other institutions. The respondents to question #5 gave positive comments to those larger or more well-known schools (USU, U of U, and BYU). Weber State and SUSC received lesser marks. A possible explanation for these marks could be that students perceive bigger schools as having more scholarship opportunities.
Question #6. Based upon the respondent's knowledge of art programs and scholarships, question #6 allows the student to express his/her personal preference for an institution. BYU, the U of U, and USU were mentioned the most as institutions students would like to attend. (See exhibit 6.) This result was expected as these schools are the most attended colleges in the state.

Question #7. Students were asked to judge each institution in terms of the amount of artistic freedom they feel they can exercise at each institution. Specifically, the question was devised to detect which institutions, if any, students feel their freedom to express themselves may be thwarted.

The findings demonstrated that 95.1 percent of those who expressed an opinion felt they would be able to express themselves at the University of Utah. In comparison, only 68.2 percent of the students were felt they would be able to artistically express themselves at BYU. The percent that disagreed with BYU was much higher in comparison with other schools. This was felt to be due to the conservative nature of BYU. (See exhibit 7.)

Question #8. This perceptual question provides the student the opportunity to signify which school's art program he/she perceives as being the most impressive. In following up the question with an open-ended question, researchers can reveal the specific factors that differentiate the chosen institution from the others listed. Results of the survey suggested that BYU, USU and the U of U have the most impressive art program. (See exhibit 8.) For student comments see exhibit 10.
Question #9. This perceptual question provides the student the opportunity to indicate which school's art program he/she perceives as being the least impressive. In this category, BYU achieved prominence as being the least impressive art program. In reading through the comments however, it appears that some of the responses were based on knowledge of the University as a whole, without a particular references to the BYU art department.

On the contrary, when 33 percent of those who responded that USU had the most impressive program, comments were based on specific knowledge of USU's art department. (See exhibit 9.) For student comments, see Exhibit 11.

Question #10. The purpose behind question #10 is to gain some insight into what motivates the student in the selection of a career. Sixty-three percent of those responding to the question listed "type of work" as being the most important variable to consider. Twenty-three percent of those surveyed listed financial benefits as a secondary consideration.

Question #11. Question #11 is exploratory in nature. That is, it aids in determining how many students are considering art as a career and, therefore, are likely to declare a major in art. The question helps delineate between those students seriously considering art as a career and those students who are enrolled in art classes for pleasure. Forty-one percent of respondents replied that they desired to pursue are as a career. This is a drop of 23 percent from those who consider continuing their education in art. This may suggest that many
plan to continue their education but do not plan on continuing
in an art career.

Question #12. This question was useful in describing popular
areas of interest. As in question #2, commercial art design
proved to be the most popular. This may explain why enrollment
in Fine Art programs is dropping.

Question #13. Question #13 was used in the classification of
survey respondents. Survey findings indicated that most of
the respondents were Juniors and Seniors. Moreover, their responses
are assumed to be representative of future college entrants.

Question #14. Due to BYU's high entrance requirements, many
potential students are not eligible for acceptance. The grade point
average was useful in providing an estimate of how many students
pursuing an education in art qualify for BYU's art program.
62.9 percent of those surveyed met the 3.0 entrance requirement.
This suggests that meeting minimum entry requirements is not
a problem for students wishing to continue their education in art.

Question #15. Question #15 was used in the classification of
survey respondents. 135 males and 106 females responded to
the survey. Four students did not respond.

Question #16. This space was provided for survey respondents
who desired to make additional comments. The comments were
felt to provide further insight into the respondent sentiment
concerning art programs in Utah. Comments given were often
made in the form of suggestions on how schools could improve
their art programs. For student suggestions, see exhibit 12.
The faculty surveys focused only on awareness of program and teacher preference. More open-ended questions were answered on these questionnaires which provided a clearer understanding of the teachers' opinions.

**FACULTY AWARENESS**

The faculty has a higher degree of awareness of the university programs than do the students. Only one faculty member had no information on any of the universities, and 10 out of 14 (71.4 percent) teachers had knowledge of two or more programs. The teachers had received the largest amount of information from BYU and the second most from USU. This information came mainly in the form of brochures and personal discussion with other teachers and faculty members. The teachers had little information from the other three universities.

The same was true of their knowledge of universities scholarship programs. Again most teachers know about some programs but not all. Twelve of the fourteen teachers are aware of BYU's program and nine of fourteen know about USU. Again, the other totals were very low. This is positive for BYU, in that at least some of the teachers are at least aware of what the art department has to offer.

A surprise finding was that only two of the nine Salt Lake City respondents had any information from the University of
Utah. In comparison, eight of these nine were acquainted with BYU's scholarship program. Only three knew about WSU's and SUSC's programs.

A major problem became evident when comparing the faculty survey results with the students results. The teachers are receiving information, yet aren't passing it on to their students. This is a serious hindrance to the universities ability to distribute information to prospective art students.

MOST IMPRESSIVE UNIVERSITY

The university receiving the most favorable comments was Utah State with BYU receiving the second highest number. The nine teachers who ranked the scholarship programs produced the following list (not all schools were ranked by each teacher):

<table>
<thead>
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<th>School</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
</tr>
</thead>
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<td>PSU</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BYU</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>U of U</td>
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<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
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<td>WSC</td>
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<td>1</td>
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<td>0</td>
<td>0</td>
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</table>

In specifying which school the teachers would suggest for their students to attend, USU was recommended by seven teachers and BYU by three. No others were recommended. (See exhibit 13.)

Nearly the exact same results were received in answer to the question: "Which art program impresses you most?" USU was selected seven times, BYU twice and U of U once.

Four other teachers marked both BYU and USU on their questionnaires indicating a virtual tie in the quality of their programs.
Most teachers felt students would be free to express themselves artistically at all of the universities with three exceptions. Two teachers felt BYU would not allow artistic freedom and one expressed the same opinion about U of U. USU and U of U were most frequently selected as allowing the most artistic freedom.

The open ended questions provided further insight. As with the students, most teachers who preferred Utah State made specific comments about the art program whereas those favoring BYU made more general comments about the school and not the program.

LEAST IMPRESSIVE UNIVERSITY

University of Utah was selected four times as having the least impressive art program. SUSC and WSC were chose twice each and BYU only one. No one selected USU. The comments about SUSC and WSC referred to the fact that the teachers never received any information from them and therefore were not impressed. (See exhibit 14.) Some negative comments were made about U of U's program and their attitudes. The one teacher who felt BYU was the least impressive commented: "They live in their own world. You never see them involved in any other state organization or local organization." BYU was viewed much less favorable by the student respondents than by the faculty.

FACULTY RECOMMENDATION

Most teachers who provided other comments about art programs agreed that they want more personal contact with the universities.
The high school teachers feel they could be a valuable help to the universities in the recruiting process. The teachers know the students and their talents and feel they can refer those with true talent who will become successful artists (See exhibit 15.)

**ANALYSIS**

At first, the results of our survey were somewhat surprising when compared with our secondary research findings. On further analysis of the results, these apparent discrepancies became clear. Although efforts were made to avoid bias, these efforts were somewhat thwarted by the uneven distribution of responses. Questionnaires were sent to high schools in all areas of Salt Lake City as well as in the Provo-Orem area, Ogden, Southern Utah, and other areas. The only high schools to respond were two in Provo, two in Orem, and six in the Salt Lake City area. None were received for southern or northern Utah—the response was limited to the Central Utah area. Some questions did not exhibit bias, yet others did.

**TARGET MARKET**

The first question in our survey was simple yet very important. Sixty-four percent of all the students surveyed expressed an interest in continuing their education in art as opposed to only seven percent expressing no interest. These results indicate that a majority of students in junior and senior level art programs have a serious interest in furthering their studies in art.
rather than just taking a class for an "easy-grade". This is significant because it shows that those students enrol junior and senior level art classes constitute the target.

STUDENT AWARENESS OF VARIOUS PROGRAMS

A obvious discovery as a result of our survey is that high school students are very unaware of the various art programs in the State. The following table illustrates the response:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>(66.5%)</td>
<td>163 students had no information on any schools.</td>
</tr>
<tr>
<td>(19.2%)</td>
<td>47 students had information on one school.</td>
</tr>
<tr>
<td>(10.6%)</td>
<td>26 students had information on two schools.</td>
</tr>
<tr>
<td>(2.9%)</td>
<td>7 students had information on three schools.</td>
</tr>
<tr>
<td>(0.8%)</td>
<td>2 students had information on four schools.</td>
</tr>
<tr>
<td>(0.0%)</td>
<td>0 students had information on all five schools.</td>
</tr>
</tbody>
</table>

Several non-responses were recorded in other questions as a result of this lack of awareness. The students lack of knowledge helps to account for the area bias apparent in the survey—with nothing else with which to compare the local university, the students have no reason not to stay local.

PREFERRED AREAS OF STUDY

Eighty-five of the respondents selected Commercial as their preferred area of study—that represents 34.7% of the total sample. Only fifty-four (22%) students chose an area of study which are included in BYU's Art Department. This indicates that furthering their art education (question #1) and those int
in pursuing art as a career (question #11). Only 38.8% of the respondents wanted to pursue an art education as an art career. This means that many of the students on taking art classes for their own pleasure, but do not on choosing art as a major area of study or eventual career.

Many of the students who responded "yes" to question one and "no" to question number eleven also marked "fin benefits" as the most or second most important character in making a career choice. These are students who believe art as a career will not provide them with a satisfactory i This is important to note because it aids in determining a mar approach to those students interested in learning art by majoring in Art. If Art can be shown that art can be a luc career, some of these may be attracted to art as a major.

**MOST IMPRESSIVE PROGRAM**

A major discovery in the survey was that Utah State Univ seems to be the preferred place to study art. This is on in which bias appeared. Only three of the Universities were frequently selected as having the most impressive art pr and as being the ones the respondents wish to attend. The institutions were BYU, USU, and U of U. Thirty-nine of fort who selected BYU to attend were from Provo-Orem area (40.6 p of the respondents from Provo and 54.2 percent of tho responded to the question). For question number eight, thirty selected BYU as most impressive and twenty-seven of thos from the Provo area (73 percent). These figures hint tha
exists but it becomes even more obvious as more results are considered. Only twenty-six of the forty-nine who plan on attending BYU also think it has the best program. This indicates that almost half are attending BYU for other reasons that the quality of BYU's art programs. Perhaps the most revealing considerations in determining whether these figures show a geographic bias are the written answers to the open-ended question asking why the students are impressed. Those selecting BYU had such answers as its near to home, it is a good school, or it is the only one they know about. With very few exceptions no specific comments were made about the quality of BYU's art program. Apparently, BYU was selected for other reasons.

The University of Utah showed similar trends. Almost every student selecting the U of U as the school to attend or as having the most impressive art program, supported their opinions with comments similar to those about BYU--it is convenient, it is a good school, etc.. Once again, no specific comments about the art program itself were made.

In contrast to both BYU and U of U, Utah State was selected by several students, none of whom are from the local area. BYU had a higher number of respondents planning to attend BYU. However, fewer students (37) were impressed with BYU. Whereas, USU was selected as the future school of only 23 students, yet was singled out by 34 students as having the best art program. Nineteen students indicated USU was the best, and also wanted to attend USU. The other fifteen who preferred USU's art program
opted to attend a local university. The most interesting comparison, is between the comments about why USU was chosen. The responses were much more specific about the actual art programs. Their comments refer to USU as having the best art program in the state, "and as being highly recommended by their teachers."

In summary, it appears that those students who are informed about art programs, to any degree, chose USU as having the best programs. Furthermore, those who are unaware of the programs appear to select local universities.

LEAST IMPRESSIVE PROGRAM

Another interesting area of the survey was designed to see if students had a bad impression of BYU, and if so, why. Of those who responded to the statement: "I feel I would have the freedom to artistically express myself at: BYU", thirty-nine respondents from the Provo area and thirty-four from the Salt Lake area agreed. An important figure is the number of those who disagreed with the statement. Five respondents from Provo and twenty-nine from Salt Lake felt BYU would not allow them to express themselves freely. Compared to the other schools, BYU's total of 34 disagrees was nearly three times as high as any other university. A large contrast is noted in comparing the number of agrees to disagrees for the five schools:
<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYU</td>
<td>24</td>
<td>49</td>
<td>94</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>SUSE</td>
<td>6</td>
<td>32</td>
<td>132</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>WSC</td>
<td>8</td>
<td>34</td>
<td>132</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>USU</td>
<td>22</td>
<td>43</td>
<td>116</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>U of U</td>
<td>30</td>
<td>67</td>
<td>92</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Agrees</th>
<th>Pct. of total Opinions</th>
<th>Total Disagrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYU</td>
<td>73 (68.2%)</td>
<td>31.8%</td>
<td>34</td>
</tr>
<tr>
<td>SUSE</td>
<td>38 (74.5%)</td>
<td>25.5%</td>
<td>13</td>
</tr>
<tr>
<td>WSC</td>
<td>42 (82.4%)</td>
<td>17.6%</td>
<td>9</td>
</tr>
<tr>
<td>USU</td>
<td>65 (90.3%)</td>
<td>9.7%</td>
<td>7</td>
</tr>
<tr>
<td>U of U</td>
<td>97 (95.1%)</td>
<td>4.9%</td>
<td>5</td>
</tr>
</tbody>
</table>

*These percentages reflect only those who responded.

In general, BYU's Art Department is seen as being very restrictive in allowing artistic freedom.
CONCLUSION

The results and subsequent analysis let to the following conclusions:

1. The target market for the BYU Art Department consists of those students enrolled in junior and senior level art classes. These students have an interest in pursuing an art education and many an art career. With some encouragement and attention from universities, it is very likely that many of the "undecided" students could be persuaded to further their education in art.

2. The art faculty at the high schools within the state are well-informed about BYU's art department. However, the instructors do not transfer this information to the students.

3. A majority of students are unaware of the various art programs offered at colleges in Utah. Therefore, the students are left to choose a college to attend according to other criteria, such as religious, academic, and overall reputation. For most students, the most important criteria is in choosing a school close to home.

4. Those students who were more informed about the various art programs were least likely to choose the nearest school. USU was selected by the more informed students as the university with the best art program. Several expressed a desire to continue their education at USU in order to obtain the best art training.
5. Faculty respondents agree with the students, showing a definite preference for USU Art programs. Most of the teachers indicated USU as the school they would recommend to their students.

6. A major discovery is the apparent animosity high school teachers hold toward universities (which could partially account for the lack of information being transferred to their students). The teachers indicated a desire to be more involved in the universities recruiting processes. They feel that the universities selection of Art students is not fair to all students.

7. Recruiting methods at BYU are unlike most of the other universities in the state. There is no personal contact with students at workshop or classes on the high school level.

RECOMMENDATIONS

There are several recommendations that need to be made to the BYU Art Department. These recommendations can help to expose potential BYU students to the art program at BYU.

1. The Art Department needs to focus their attention on juniors and seniors in upper division high school at classes.

2. More effort needs to be centered on the individual high school instructor. Use high school faculty as a source for recruiting high quality art students and in aiding talented students to become aware of scholarship opportunities.
3. More information concerning art programs needs to be made available to the individual students. This can be accomplished by the following:

A. An attractive, informative, and personalized student packet should be made available to each student. This student packet should be easily attainable through the high school.

B. Detailed information concerning art programs, scholarships, and placement opportunities should be included in the packet.

4. Brigham Young University needs to create involvement of the high school student on a college level. Specifically, develop student workshops and displays at BYU that will expose the potential student to the art program.
BIBLIOGRAPHY

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BYU Art Department Talent Award information and art catalog.


Southern Utah State Art Department Scholarship Information, October 11, 1984.

University of Utah Art Department, Bulletin of department.


Utah State University Art Department Scholarship and Admissions Information.

Weber State Art Department, Art program catalog.
UTAH

Total Number of students Majoring in Art

YEAR


U of U
USU
BYU
Weber
SUSC
Change in Enrollment of Art Majors
compared to Percentage of Total Students

BYU: 1.33%
U of U: 1.58%
USU: 2.23%
Weber: 1.38%
SUSC: 1.60%

BYU: -0.71%
U of U: -1.33%
USU: -2.11%
Weber: -1.21%
SUSC: 1.89%

Total Enrollment 1980/% of art majors
Question #2
Areas of study preferred by art majors.

- No Response: 34.3%
- Commercial Art: 34.7%
- Fine Arts: 17.6%
- Other: 9.0%
- Art Ed.: 4.1%
Question #6

Institution that student would like to attend:

- No response 31.8%
- USU 9.4%
- BYU 20.8%
- U of U 13.5%
- Other 8.2%
- SUSC 1.2%
- WSC 0.8%
- Not planning to attend 7.8%
Response to the question: “I feel I would have the freedom to artistically express myself at...”

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

No response ignored on graph.

Exhibit 7
Question #8

Those schools which are most impressive as a percentage of respondents.
Question #9
Those schools which are least impressive as a percentage of respondents.
STUDENT COMMENTS AND SUGGESTIONS

Question 8 Comments
Exhibit 10

(USU): "There are great possibilities for acceleration in creativity."

(BYU): "Art shows excellent - good programs."

(BYU): "Because I live near BYU and I will probably end up going there."

(USU): "It is very impressive. I've been there for a workshop and the illustration class was impressive. (I have been told it is one of the best commercial Art programs in the nation.)"

(BYU): "Close to home and good art exhibits"

(U of U): "Well known vocational art school"

(BYU): "Has talked to dean and received a lot of information"

(U of U): "It's the best Art Department"

(U of U): "Cause of the People"

(USU): "It sounds interesting"

(BYU): "The teachers are better"

(U of U): "Because it has good facilities"

(U of U): "Just because"

(U of U): "The different ways they have done there are a lot of it shows the feelings they put into it."

(U of U): "It has good engineering and is close to home"

(U of U): "Because they offer a degree of architecture"

(U of U): "Large enrollment"

(BYU): "Because of size and vastness of it's program"

No Opinion "I have no information about any art program"

(U of U): "They have a good program"

(USU): "Has commercial art program"
(USU): "I heard they're good"
(USU): "Because I've heard the most about USU and not a lot about the other colleges"
(USU): "Attract good artists, good teachers"
(U of U): "I have friends that are in the art program"
(BYU): "Heard good things"
(U of U): "Good art teachers"
(U of U): "Going to be a doctor"
(U of U): "Where I want to go"
(USU): "Looks to be best in Utah based upon popular opinion"
(USU): "It places most of it's artists"
(BYU): "Art show good"
(BYU): "Because I know more about it than any other college"
(BYU): "Only art program I've seen"
(BYU): "Overall Quality"
(BYU): "They have the best systems of art Museum"
(BYU): "Because is the only one I know of"
(BYU): "Because BYU is the closest and the only one I know a little about"
(U of U): "I heard that they have people come from an art school in L.A. lots of time"
(BYU): "It is the only one that I know much about, I'm afraid I don't know anything about the other schools art programs"
(BYU): "Because it is a great school"
(USU): "Many good artists have come from their school"
(USU): "Because it offers the courses I am most interested in and I have heard nothing by good things about it"
(BYU): "I hear it is one of the finest in the Nation"
(BYU): "Because of the art I have seen, and the teachers I know and the different kinds of art they offer"

(BYU): "It is the only one I've ever really studied upon"

(USU): "The best known art school beside the Art School in L.A."

(USU): "They have the best department according to what I have heard. I've also taken classes there."

(USU): "My teacher said it was excellent"

(U of U): "Most information and opportunities, special departments, better known"

(USU): "Successful program"

(USU): "They have the best art department around the state"

(U of U): "The only one I know anything at all about"

(USU): "Because it has an excellent art department, I have friends that really enjoy it"

(BYU): "Course offerings, Teaching Program, Expressive freedom"

(BYU): "I have had a professional photographer tell me it was a very good program"

(USU): "I have heard good things about it"

(USU): "The quality of work and the good recommendations that I hear"
Comments on Question 9
Exhibit 11

(Weber): "Because it's stupid"

(BYU): "I don't like the school at all"

(SUSC): "Because I don't think it would offer as much as some of the major colleges"

(SUSC): "I don't know"

(BYU): "Because someone of another denomination you are put down and you have to take religion classes which are not proper for a non-LDS person"

(Other): "Because I'm not attending a Utah college"

(BYU): "Don't like"

(BYU): "Don't like Mormons"

(U of U): "Heard bad things about it"

(U of U): "Haven't heard anything about it"

(BYU): "It is Utah's rival"

(SUSC): "Not really up to date"

(Weber): "Because I heard it was"

(BYU): "To conservative - explains it all"

(BYU): "Because I have heard that you don't have as much freedom on what style you draw with"

(BYU): "It is overly conservative in nearly all areas. The stereotyped individual attending BYU might look down on certain works."

No opinion: "Not sure I'm going to college"

(WSC): "Distance away from home"

No Opinion "I don't have enough information to form an opinion"

(U of U): "Because I have heard that it doesn't have a very well rounded Art program and that the teachers aren't of the highest quality"

(BYU): "Because of the atmosphere"
"Weber - No Art program"

"Not much going on in the department at BYU"

"I have heard that the students must follow strict guidelines in their work set up by the LDS church"
Comments on Question 16

Exhibit 12

"I think that excellent art programs are vital to a well-rounded educational system and I would like to know more about the art programs offered at each of the various schools listed in this questionnaire."

"I think the colleges should get more information to the schools."

"The high school students are not given enough credit and opportunity - they need better facilities and equipment in order to expand their talents. Not enough information and openings are given to look into the college programs."

"Not enough information given to our school from State Colleges and private schools."

"Very few colleges are sending information about the art programs they offer. Those that do send information are not being detailed enough."

"I would like to know more about the art programs and what they have to offer."

"I think they need to send more information about their art programs to the schools and scholarship information."

"I haven't yet been told about art programs--maybe next year."

"The Art Departments are all understressed in college work. I is very discouraging and frustrating. The art is needed and why it is not stressed is beyond me. We need talented people in the world. I think the Art Departments should contact all high school art students and get them involved. The Art programs in schools are all jokes. They need help. I am very disturbed."

"Want to have information on art programs and scholarships."

"Does not have any information to make comments."

"Must have good teachers."

"Must have information to answer."

"Need more information to respond."

"Need more information to respond."
"I really wish the colleges would tell us more about scholarship opportunities. I am very lost on how I can get into a college art program."

"More information should be readily available."

"There is only one school in Utah that offers a degree in architecture, so you don't have a big choice."

"No information."

"Trade Tech is the only program that offers a sign painting class."

"Don't know very much."

"No information has ever been brought to my attention about the Utah colleges art programs and any requests for information about college or scholarships are greeted with a "don't worry about it until you're a senior" attitude."

"Haven't chosen a career yet."

"Don't know anything."

"I would like to understand more about what an art career has to offer, all the pros and cons."

"I strongly feel that in college art classes, it shouldn't be required to draw nude people."

"I cannot judge art programs of different schools without more information."

"I would like to get information I need on the scholarship programs, concerning the art programs."

"I like to draw. I appreciate the beauty."

"I prefer to attend a program that is interested in bringing the best out of an artist, and not forcing him/her to conform to an ideological artist."

"Need scholarship information Please"

"I wish I knew more about the art programs."

"I don't know anything about any of the art programs at the universities anywhere, so I think someone ought to tell us about them."

"The reason why I didn't comment on the colleges provided is because I intend on going to one of the colleges in Southern California."
FACULTY COMMENTS AND SUGGESTIONS

Comments on Question #6

Exhibit 13

(BYU): "Offerings, faculty, atmosphere"

(USU): No comment

(BYU): "Diversity of program"

(USU): "Commercial art program"

(BYU): No comment

(USU): "I am more familiar with the program and the instructors."

(USU): "Most widely known and respected art reputation"

(BYU & USU) "I have seen more effort on their part. Their students work show how well their programs function."

(U of U): "It's close"

(BYU & USU) "They are the two I know the most about"

(USU): "Provide a program for Juniors in summer. Bring outside artists to Utah State to work."

(USU): No comment

(BYU): "Faculty, they are trying to deep up with trends, they have a good rapport with other artist and faculties throughout the state and region."

(BYU & USU) No comment

(USU): "Does most for the student and isn't too snobbish and elite to recruit good art students!!"
Comment on Question #7

Exhibit 14

(U of U): "Too much influence from the liberal left."

(USU): No comment

(U of U): "I read the stats on the number of grads—very low"
No Opinion

(U of U): "Never hear much about it—from students otherwise"
No Opinion

(SUSU): "Out of touch with the community. They only have requested the very best names for their program. Little interest shown—little interest given in return. Poor P.R."
No Opinion

(SUSU): "I know so little about it"

(Weber): "I am never contacted by Weber. I don't have any feel for their program."

(BYU): "They live in their own world. You never see them involved in any other state organizations or local organizations."

(Weber): "Never any information from that college!"

(U of U): "Never hear anything about it unless you live in S.L.C.!!"
"They are all good."

"It would be nice to know more about all programs."

"The University professors need to get off their duffs and look into the high schools and show some interest in other programs than their own! I teach 180 students each semester. 360 students a year!! I am the main source for their college bound students!! Shouldn't they show a little interest in my program and my art instead of just their own!!"

"All colleges do a poor job in recruiting art students, training art teachers, and helping to make the fine arts a required, important subject for college entrance. We have lost many students in the past 2 years to the language programs since language has been required for college entrance."

"All college entrance test are based on academic subjects. Colleges should be at the forefront in designing test for the creative, talented student. It's discrimination at its worst in providing further education for our students. A student who "survives" in the arts is a rare bird."

"We are grateful to have any art program alone one of the best in the state. We continually fight school administration, counselors, colleges and parent wishes for students to "go where the money is". We are in trouble in the arts!"

"The problems of low enrollment is due to the programs or lack or programs at the public school level."

"Talented students are channeled into "solids" such as Math, English, College Prep, etc...

"Many students graduate without any type of Fine Arts credit. Fine Arts are not required for graduation from high school."

"Most important colleges and universities do not require a Fine Arts experience for entrance."

"If trends are going to change help from the university level directed towards community awareness of Art and the public schools programs is a must."

"I wish that we could submit names of promising students, and the universities would respond by having one of their agents personally interview them and look at their portfolio. The present practice of judging by slides has eliminated some of the most deserving candidates--while in other instances they have accepted students that were duds, who later on have been a big disappointment to them. It may take a little more time and personal attention to recruit this way but I promise the resulting improvement in the caliber of student would be dramatic."
"This also would improve high school/college relations. The procedure for dispensing scholarships now has the flavor of begging crumbs, or applying for a loan at the bank. I think the universities have forgotten that these kids pay their salaries and build their reputations. So they ought to get out and work for the best."

"Please inform us for deadlines of scholarships and applications. What areas of emphasis? Strong areas within your Art department so we can gear students, strong in that area to your schools. It would be nice if a representative from the Art Department could visit with us as they would always be welcome. BYU has done this in the past and we've appreciated it."
ART EDUCATION SURVEY

This survey is being conducted in major Utah high schools to aid in development of better art programs in colleges and universities. Please answer the questions based on what you know and how you feel about the various programs offered in the state of Utah.

1) Are you planning to continue your education in art?
   (158) Yes  (18) No  (68) Undecided  (1) Non

2) If yes, in which emphasis would you be most interested?
   (43) Fine Arts  (10) Art Education  (22) Other
   ( 1) Art History  (85) Commercial Art Design
   (84) Non

3) From the list of institutions below, please indicate if you have no information about their current art programs; or if you do, please indicate by what methods you acquired your information.

   No. of programs that students are aware of:

<table>
<thead>
<tr>
<th>Weber State College</th>
<th>University of Utah</th>
<th>Brigham Young University</th>
<th>Southern Utah State College</th>
<th>Utah State University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No information</td>
<td>Brochures</td>
<td>Teachers</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>[ ]</td>
<td>[ 2]</td>
<td>[ 8]</td>
<td>[ 0]</td>
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<td></td>
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<td></td>
<td>[10]</td>
<td>[ 4]</td>
</tr>
</tbody>
</table>

4) Do you know about the art scholarships offered at the following colleges and universities?

   University of Utah  (20) Yes  (221) No
   Brigham Young University  (12) Yes  (226) No
   Southern Utah State College  ( 5) Yes  (229) No
   Utah State University  (10) Yes  (226) No
   Weber State College  ( 2) Yes  (233) No
5) If you responded yes to two or more institutions in question #4, please respond to the following question.

Whose scholarship program would offer you the most financial assistance (please rank in order, 1 being the most financial assistance).

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Total Responses 33

6) With what you know about art programs and scholarships, which institution would you like to attend?

28 Non
23 Utah State University (USU)
49 Brigham Young University (BYU)
2 Weber State College (WSC)
33 University of Utah (U of U)

7) Please indicate the extent to which you agree or disagree with the following statement.

I feel I would have the freedom to artistically express myself at:

- Strongly No
- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree

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8) With what you know, which art program impresses you the most? (please check one)

41 Non
0 Weber State College
28 University of Utah
37 Brigham Young University

34 Utah State University
3 Southern Utah State College
102 No opinion

Why does it impress you the most?
9) With what you know, which art program impresses you the LEAST? (please check one)

43) Non
7 University of Utah
24 Brigham Young University
3 Utah State University
13 Southern Utah State University
12 Weber State College
143) No opinion

Why does it impress you the least?

CAREER DECISIONS

10) When making a career choice, which characteristics do you consider most important? Please rank in order of importance (1 to 6, 1 being the most important characteristic).

1 Type of Work
5 Social Status
3 Independence
2 Financial Benefits
4 Recognition
6 Other (specify) Non

11) Are you considering Art as a career?

(99) Yes (45) No (96) Undecided (5) Non

12) If yes, in which Art career would you be most interested?

113) Non
29 Fine Arts (self-supporting)
21 Art History (museums, lectures)
76 Commercial Art Design

4 Art Education (teaching career)

13) Year in school (circle):

(5) Non
(7) Freshman (44) Sophomore (80) Junior (109) Senior

14) Current grade point average:

16 [] Non
7 [] Less than 2.00
17 [] 2.01 - 2.49
51 [] 2.50 - 2.99
88 [] 3.00 - 3.49
66 [] 3.50 - 4.00

15) Sex:

135 [] Male 106 [] Female 4 [] Non
October 1984

Dear Art Instructor,

According to the National Council of Art Administrators, enrollment of high school students in colleges and universities has been declining. In order to recruit more students into art programs, it is clear that these programs must meet the needs of students.

To determine the needs of students, Citimart Research is conducting a survey on high school student/faculty perceptions of art programs within the state of Utah. As one of twenty high schools chosen to be surveyed, your opinion and insights are greatly valued. Enclosed you will find two questionnaires. The blue questionnaires are for faculty responses. We would ask that the remaining questionnaires be administered at your convenience to those students you have enrolled in upper-level art classes. The survey is designed to take only 5 to 8 minutes of your students' time.

Results of this survey will be made public. However, names and school affiliation of respondents will be strictly confidential. The findings may be of interest to you. If you desire tabulated results, please check the box on the outside of the postage paid envelope provided.

Due to survey time constraints, we would request that any responses be mailed out by October 19, 1984. Each questionnaire is extremely important, so we would appreciate your help. If you have any questions, please feel free to call us.

Sincerely,

Michael Petersen
Research Analyst

Citimart Research 72 E. 600 S., Orem, Utah 84058 (801)226-3070
ART EDUCATION SURVEY

This survey is being conducted in major Utah high schools to aid in the
better art programs in colleges and universities. Please answer the que-
in what you know and how you feel about the various art programs offered in
Utah.

1) Are you planning to continue your education in art?
   ( ) Yes  ( ) No  ( ) Undecided

2) If yes, in which emphasis would you be most interested?

   Fine Arts  Art Education  Other
   Art History  Commercial Art Design

3) From the list of institutions below, please indicate if you have no in
   about their current art programs; or if you do, please indicate by what
   you acquired your information.

   Weber  University  Brigham  Southern
   State  of  Young  Utah
   College  Utah  University  State

   College

   No information  [ ]  [ ]  [ ]
   Brochures  [ ]  [ ]  [ ]
   Teachers  [ ]  [ ]  [ ]
   Students  [ ]  [ ]  [ ]
   Personal  [ ]  [ ]  [ ]
   Art Shows  [ ]  [ ]  [ ]
   Other  [ ]  [ ]  [ ]

4) Do you know about the art scholarships offered at the following col-
   lege universities?

   University of Utah  ( ) Yes  ( ) No
   Brigham Young University  ( ) Yes  ( ) No
   Southern Utah State College  ( ) Yes  ( ) No
   Utah State University  ( ) Yes  ( ) No
   Weber State College  ( ) Yes  ( ) No

5) If you responded yes to two or more institutions in question #4, plea-
   to the following question.

   Whose scholarship program would offer you the most financial assis-
   tance in order, I being the most financial assistance).

   Brigham Young University
   Southern Utah State College
   Utah State University
   Weber State College
   University of Utah
5) With what you know about art programs and scholarships, which institution would you like to attend?

- Utah State University (USU)
- Brigham Young University (BYU)
- Weber State College (WSC)
- University of Utah (U of U)
- Southern Utah State College (SUSC)
- Technical College
- I do not plan to attend
- Other (specify)

7) Please indicate the extent to which you agree or disagree with the following statement.

I feel I would have the freedom to artistically express myself at:

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8) With what you know, which art program impresses you the MOST? (please check one)

- Weber State College
- University of Utah
- Brigham Young University
- Southern Utah State College
- Technical College
- I do not plan to attend
- Other (specify)

Why does it impress you the most?

9) With what you know, which art program impresses you the LEAST? (please check one)

- University of Utah
- Brigham Young University
- Weber State College
- Southern Utah State College
- Technical College
- I do not plan to attend
- Other (specify)

Why does it impress you the least?

10) When making a career choice, which characteristics do you consider most important? Please rank in order of importance (1 to 6, 1 being the most important characteristic):

- Type of Work
- Social Status
- Independence
- Financial Benefits
- Recognition
- Other (specify)
11) Are you considering Art as a career?
   ( ) Yes  ( ) No  ( ) Undecided

12) If yes, in which Art career would you be most interested?
   ______ Fine Arts (self-supporting)  ______ Art Education (teaching career)
   ______ Art History (museums, lectures)  ______ Other (specify)
   ______ Commercial Art Design

13) Year in school (circle):
   Freshman  Sophomore  Junior  Senior

14) Current grade point average:
   [ ] Less than 2.00
   [ ] 2.01 - 2.49
   [ ] 2.50 - 2.99
   [ ] 3.00 - 3.49
   [ ] 3.50 - 4.00

15) Sex:
   [ ] Male  [ ] Female

16) If you have any other comments or observations about art programs, please space provided below.

Thank you very much for your time. Each questionnaire is extremely important and we appreciate your help.
ART EDUCATION SURVEY FORM

Question #1 (Var 1)--Continuing education in art?

0--
1--Yes
2--No
3--Undecided

Question #2 (Var 2)--Which emphasis?

0--
1--Fine Arts
2--Art History
3--Art Education
4--Commercial Art Design
5--Other

Question #3 (Var 3--27)--Information

Weber State College--Source of Information

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University of Utah

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Brigham Young University

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### Question #3 Continued-- Number of Methods Checked

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### Question #3 Continued-- Number of Schools with Information Students Know about

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### Question #6 Continued: Number of Responses (Var 45)

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### Question #6 (Var 46)--Which Institution

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**Question #7** (Var 47--51)--Artistic Freedom

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**Question #8** (Var 52)--Most Impressed

0--
1--Weber State
2--University of Utah
3--Brigham Young University
4--Utah State University
5--Southern Utah State University
6--No Opinion

**Question #9** (Var 53)--Least Impressed

0--
1--University of Utah
2--Brigham Young University
3--Utah State University
4--Southern Utah State University
5--Weber State College
6--No Opinion

**Question #10** (Var 54--59)--Career Choice

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Question #11 (Var 60)--Interest in Art Career
0--
1--Yes
2--No
3--Undecided

Question #12 (Var 61)--Career Emphasis
0--
1--Fine Arts
2--Art History
3--Commercial Art Design
4--Art Education
5--Other

Question #13 (Var 62)--Year in School
0--
1--Freshman
2--Sophomore
3--Junior
4--Senior

Question #14 (Var 63)--Grade Point Average
0--
1--Less than 2.00
2--2.01 - 2.49
3--2.50 - 2.99
4--3.00 - 3.45
5--3.50 - 4.00

Question #15 (Var 64)--Sex
0--
1--Male
2--Female
ART EDUCATION SURVEY
(faculty copy)

This survey is being conducted in major Utah high schools to aid in the development of better art programs in colleges and universities. Please answer the questions based on what you know and how you feel about the various art programs offered in the state of Utah.

1) From the list of institutions below, please indicate if you have no information about their current art programs; or if you do, please indicate by what methods you acquired your information.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Weber State College</th>
<th>University of Utah</th>
<th>Brigham Young University</th>
<th>Southern Utah State College</th>
<th>Utah State University</th>
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</tbody>
</table>

2) Do you know about the art scholarships offered at the following colleges and universities?

- University of Utah
  - Yes ( )
  - No ( )
- Brigham Young University
  - Yes ( )
  - No ( )
- Southern Utah State College
  - Yes ( )
  - No ( )
- Utah State University
  - Yes ( )
  - No ( )
- Weber State College
  - Yes ( )
  - No ( )

3) If you responded yes to two or more institutions in question #2, please respond to the following question.

Whose scholarship program would offer you the most financial assistance (please rank in order, 1 being the most financial assistance).

- Brigham Young University
- Southern Utah State College
- Utah State University
- Weber State College
- University of Utah
4) With what you know about these art programs, which college or university would you encourage your students to attend? (please rank in order of choice).

- Utah State University (USU)
- Brigham Young University (BYU)
- Weber State College (WSC)
- University of Utah (U of U)
- Southern Utah State College (SUSC)
- Technical College
- Other (specify)

5) Please indicate the extent to which you agree or disagree with the following statement.

I feel that my art students would have the freedom to artistically express themselves at:

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<tr>
<th></th>
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<tr>
<td>U of U</td>
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</table>

6) With what you know, which art program impresses you the MOST? (please check one).

- Weber State College
- University of Utah
- Brigham Young University
- Southern Utah State College
- Utah State University
- No opinion

Why does it impress you the most?

7) With what you know, which art program impresses you the LEAST? (please check one).

- University of Utah
- Brigham Young University
- Utah State University
- Southern Utah State University
- Weber State College
- No opinion

Why does it impress you the least?
If you have any other comments or observations about art programs and scholarships at colleges and universities in the state of Utah, please use the space provided below.

Thank you very much for your time. Each questionnaire is extremely important, and we appreciate your help.
### CODE SHEET

#### FACULTY SURVEY FORM

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### Question 2 — Scholarships

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### Question 2 Continued — Number of School Scholarship Programs Aware of

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**Question #3 (Var 40--44) -- Most Financial Assistance**

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**Question #3 Continued -- Number of Responses**

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**Question #4 -- Which Institution send students to**

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**Question #5 (Var 51-55) -- Artistic Freedom**

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