1. **Instructional Program Criteria and Template**

   Name of Person Completing this Report: Gwyan Rhabyt  
   Title of Person Completing this Report: Director, Multimedia Graduate Program  
   College or Unit: CLASS  
   Report No.: 1  
   Programs Included: MA Multimedia

Total number of service courses  
0

2. Please use Tables 1-6 to prepare your write-ups for the questions in this background information section (up to 250 words in total).

The Multimedia Graduate Program was founded in 1995 as an interdisciplinary collaboration of the Art, Business, Computer Science, Education, and Music Departments. As part of its foundation, many local creative technology companies were asked what skills would make Multimedia MA graduates most attractive to hire. They ranked teamwork skills first, followed by technical skills and creative skills. As this fit the vision of the founding departments, the Program focuses on those three areas, with a research grounding. Over the following 14 years, the College of Business, College of Science, and CEAS, set up their own internal media technology programs and withdrew from the Multimedia Program. In 2009 the Program moved into CLASS and it is currently merging with the Art Department. By June 2014, the Multimedia Graduate Program will have become the MA program of the Art Dept. Given that only one of eighteen courses is taught by a non-Art Professor, this should increase organizational and financial efficiency. The MA is a 2-year program for prepared students with a 3-year option for very promising, but less prepared candidates. The program teaches no GE and no service courses. The program is taught as a structured cohort of seminars, lectures, and supervisory courses, all in person.

4. Criterion 1

   **Link to Scoring Rubric**

1. **Institutional Learning Outcomes: (70%)**

<table>
<thead>
<tr>
<th>ILO</th>
<th>Evidence Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems</td>
<td>This ILO maps closely to the Multimedia's 2nd Program Student Learning Outcome, &quot;Research and critically assess new developments in the field of multimedia at both the cultural and the technical level&quot;. As documented in the Program Curriculum Map for Assessment on file with CLASS, this ILO represents 20-30% of coursework in every Multimedia course.</td>
</tr>
<tr>
<td>2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while</td>
<td>This ILO maps to the 4th Program Student Learning Outcome: &quot;Produce an interactive thesis project that demonstrates a novel and/or creative use of a single or combination of interactive technologies, with written documentation of a professional standard, by working within a collaborative</td>
</tr>
</tbody>
</table>
Clearly and persuasively while
listening openly to others

3. Graduates of CSUEB will be
able to apply knowledge of
diversity and multicultural
competencies to promote
equity and social justice in our
communities

This is an area which needs improvement. Currently only two courses
address this ILO and then with only 5% of their course work. In 2014, four
courses will have their syllabi and materials altered to expand alignment to
this ILO.

4. Graduates of CSUEB will be
able to work collaboratively
and respectfully as members
and leaders of diverse teams
and communities

As the entire program was founded on a team-based approach (see
Background, above), this ILO is well integrated. This is spelled out explicitly
in our 4th Program Student Learning Outcome (see above) and represents
10-20% of coursework in all classes.

5. Graduates of CSUEB will be
able to act responsibly and
sustainably at local, national,
and global levels

This is an area which needs improvement. Currently only two courses
address this ILO and then with only 5% of their course work. In 2014, three
courses will have their syllabi and materials altered to expand alignment to
this ILO.

6. Graduates of CSUEB will
demonstrate expertise and
integration of ideas, methods,
theory and practice in a
specialized discipline of study.

This maps to Multimedia’s 1st and 3rd Program Student Learning Outcomes:
"Demonstrate competency in digital imaging, and interactive, web, video,
and audio production" and "Show an understanding of the effects of media
and the evolution of information across a variety of media types". The
Curriculum Map documents that this accounts for 40-65% of the coursework
of every Multimedia course.

Link to Scoring Rubric

II. Shared Strategic Commitments: (30%)

Beyond the ILOs, the Multimedia Program also aligns to several SSCs:
#2: The Program is committed to maintaining a diverse enrollment in terms of race, gender, ethnicity, disability
and orientation. Because the students are part of a cohort that becomes intensely bonded, making sure that
the program is welcoming, safe, and supportive for all is vital for everyone’s success.
#3: Every course in the Program requires research into cutting edge technologies that didn’t exist twelve
months previously, emphasizing that success in Multimedia requires continuing life-long research and analysis.
#8: The Program is defined by a deep integration of the Humanities (in the form of Art, Design, and Music) and
STEM (in the form of software programming and electronic hardware development).

5. Criterion 2

Link to Scoring Rubric

I. FTES, Number of Majors, and Number of Degrees Awarded

Multimedia, Disciple MM

Transfer the 5-year average and the quartile for total FTES from the total program table only to the
table below.

<table>
<thead>
<tr>
<th></th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Lower Division</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Upper Division</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
### Graduate

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17.84</td>
<td>17.84</td>
</tr>
</tbody>
</table>

**TOTAL FTES**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17.84</td>
<td>1</td>
</tr>
</tbody>
</table>

### B. Number of Majors, Options and Minors (for information only)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia MA</td>
<td></td>
<td>29.6</td>
<td>2</td>
</tr>
<tr>
<td>Multimedia MA</td>
<td></td>
<td>29.6</td>
<td>2</td>
</tr>
</tbody>
</table>

### C. Number of Degrees Awarded (30%)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia MA</td>
<td></td>
<td>12.4</td>
<td>3</td>
</tr>
<tr>
<td>Multimedia MA</td>
<td></td>
<td>12.4</td>
<td>3</td>
</tr>
</tbody>
</table>
D.

Three important points:
1) The program currently generates qualified instructors for many undergraduate Art Department courses. Electronic arts options (undergraduate Multimedia and Graphic Design) account for at least 320 FTES in the Art Department. Finding lecturers for BA Multimedia classes is difficult, given the strong demand for skilled multimedia designers in the surrounding region. The Program’s graduates are skilled not just in the technical and theoretical aspects of multimedia, but because the strong research and peer instruction model used in MA classes, they are well suited to teach. This year four lecturers and two tenured professors in the Art Department are graduates of the program.
2) The Multimedia graduate students, through casual exhibitions (display cases in the halls of the A&E building), participation in undergraduate classes, and regionally significant exhibitions (MakerFaire) model a possible future for the undergraduate Art students. First hand experience has had a particularly beneficial impact on students who are first generation college-attending, leading many to choose to attend graduate school, either at CSUEB or elsewhere.
3) An issue about the data: for the Multimedia Graduate Program, the FTES number fails to show the extent of true internal demand. Because the second year of the MA (which is devoted to the team thesis project) requires only 17 units, few of our students show up as full time, despite the necessity of them spending 30+ hours a week conducting research and development. The accurate measurement of the productivity of the program is the number of degrees per year.

II. California State Jobs Projections for Each Program (35%)

<table>
<thead>
<tr>
<th>Programs</th>
<th>TOTAL Jobs for each program from worksheet in Appendix 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Multimedia MA</td>
<td>7940</td>
</tr>
</tbody>
</table>
B. Please discuss the selections you made for the total jobs in your worksheet in Appendix 3

External demand for our Multimedia MA students is booming in California and nationally. Because we teach a blend of technological (programming and electronics) and design skills (user experience and interaction design in particular), many of our graduates go on to become software developers, web developers, etc. Because the Program focuses on the cutting edge of design technologies, the COEP categories are sadly out of date. While it lists many waning occupations, like Floral Designers (one posting on Craigslist), it omits entirely rapidly growing occupations that we prepare students for. A prime example would be User Experience Designer. Neither it, nor anything close, is listed in the COEP, yet it has 56 postings on Craigslist. Another is Interaction Designer, the key position in the software industry.

6. Criterion 3

1a. List average teaching evaluation scores (average for questions 1-8 of the teaching evaluation questionnaire) for all program faculty in Fall, Winter and Spring Quarters of the 2012-13 academic year.

<table>
<thead>
<tr>
<th></th>
<th>On-Ground Course Evaluations Dept Mean (Q1-8)</th>
<th>On-line Course Evaluations Dept Mean (Q1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>1.82</td>
<td></td>
</tr>
<tr>
<td>Winter 2013 Dept</td>
<td></td>
<td>1.93</td>
</tr>
<tr>
<td>Spring 2013 Dept</td>
<td></td>
<td>2.01</td>
</tr>
</tbody>
</table>

1b. System for continuous improvement of teaching

Improvement of teaching in the Program are implemented on three levels, each formally structured and timed. The first is formative, based on a midterm self-evaluation by the instructor, supplemented by student comments and peer evaluation. The process is brief and intended for mid-class adjustment. The second is summative and based on Student Evaluations and pivots around a meeting between the Program Director and the instructor to discuss the course, pedagogy, and course-specific outcomes. The third is programmatic and based on the Yearly Assessment of PSLOs with results documented in the CAPR Annual Report with appropriate changes to pedagogy and curriculum.

2. Teaching awards, teaching grants, and recognitions
With a total FTEF of only 0.87 and a TT FTEF of only 0.59, there has been limited opportunity to attract awards. Professor Rhabyt has twice (in 2012 and 2004) presented papers at the College Art Association conference (the leading professional organization in the field) highlighting pedagogical strategies developed while teaching in the Multimedia Graduate Program. Also, his Fulbright Award in 2008 to teach multimedia at the University of Split, Croatia, was based, in part, on his teaching excellence.

3. Faculty-supervised student projects

As indicated above, the second year of the MA is entirely composed of a year-long team-based research and development thesis project. To prepare for this, every class in the first year has multiple research and/or prototype development project assignments. Beyond this most student participate in the active multimedia student club under faculty sponsorship. In 2011, a new course, “Multimedia Content Development” was introduced to provide yet more experience closely working with a faculty member in a group project, this time led and mentored by the instructor.

4. Other evidence of quality indicators related to instruction that may not be listed elsewhere, including, for example, rigor of course syllabi and assignments, faculty diversity within the program

The quality of instruction in the program can be also be seen from external evaluations of students’ work:
1) For the past five years, over a third of the graduating class from the Program have been accepted to show their projects at the Maker Faire Bay Area, a major venue for innovative design and technology with an attendance of 115,000 people.
2) Three times in the last decade, Multimedia Graduate students have represented CSUEB at the annual CSU Student Research Competition, winning the final competition once.
3) Every year multiple Multimedia Graduate Students win CSU Student Research Grants.

1a. TT faculty contributions

<table>
<thead>
<tr>
<th></th>
<th>2008 - Total Number</th>
<th>2008 - Average per TT</th>
<th>2009 - Total Number</th>
<th>2009 - Average per TT</th>
<th>2010 - Total Number</th>
<th>2010 - Average per TT</th>
<th>2011 - Total Number</th>
<th>2011 - Average per TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer reviewed journal publication, juried exhibitions, juried/reviewed and commissioned/presented creative activities and performances, book chapters, books</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Peer reviewed proceedings, conference presentations, abstracts, and non-refereed publications, non-juried and self-produced creative and performance activities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of TT faculty in Table1 in supplemental data package *</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1b. Comment on contributions in professional achievement by TT and FERPs (up to 50 words)

N/A

There are no TT positions in the Multimedia Graduate Program. All TT faculty are from the Art or Music
1c. Comment on contributions in professional achievement by lecturers and FERPs (up to 50 words)
N/A

2. List significant examples for the following (up to 100 words):
N/A

3. List significant professional activities (up to 100 words)
N/A

1. Describe the relevancy of your program as it aligns with internal and external needs (up to 100 words). Specifically, emphasize evidence of the following:

In this field, curriculum can't just be updated, but must be nearly completely rewritten every two or three years to keep it relevant. This happens by faculty initiative within each course and is reviewed each year at a faculty retreat, when the relationship of each of the course components to the curriculum at large. This systematically draws on external sources such as alumni (though regular tracking), employers (through periodic surveys), and comparable programs at other universities (through conference attendance, professional contacts, professional organizations, and international exchange).

2. List/describe innovations of the program curriculum (up to 100 words). Specifically emphasize the following:

As a program built on teaching students to develop innovative technologies, this is one of our great strengths. We don't just teach computer literacy, we teach the theory and practice of designing systems to promote optimal computer literacy. We have found that the best method of teaching innovation to our students is by practicing and modeling innovation in our instruction. Although not all innovations succeed, they learn that the correct response is not retreat but agile improvisation, followed by reflection and renewed experimentation. We teach through hands-on projects, interventions in the community, social media, peer study groups, whatever works.

1. Accreditation, licensure, and external recognitions; list/describe the following (up to 100 words):

The program has no relevant accreditation or licensure requirements.

2. Effectiveness and sufficiency of current resources; list/describe the following (up to 100 words):

The program has two student labs. The first year space is an electronics fabrication and computer lab shared with the Art Department with with 2D and 3D design software, software development suites, and paper and 3D printers. The second year space has similar equipment but is a dedicated space with 24 hour access for the students to work on their thesis projects. Both groups have access to a laser cutter and a computer controlled milling machine kept in the Art Dept metal shop. The value of each of these facilities is evaluated each year for continued relevance to curriculum.

3. Student advising, experiential learning, internships, co-op, service learning; list/describe the following (up to 100 words):

The program pivots on innovation through experiential learning and research. Because the program is small, cohort-based, and closely supervised, progress and deficiencies become quickly evident. Students receive advising from members of the Multimedia Graduate Committee every two to four weeks. Roadmaps, internal academic resources, external academic resources, and alumni contacts are all provided when relevant.

4. Assessment of learning outcomes; list/describe evidence for the following (up to 150 words):

The program has four clearly defined Program Student Learning Outcomes. These are assessed on a five year cycle as recommended by WASC and the CLASS FACT team, with one assessed thoroughly each year. Each PSLO is assessed with a distinct method and at a different point in the cohort course sequence. Improvements
are developed based on the collated and reviewed results. These are implemented in the curriculum and reported in the CAPR annual review.

Course-level Student Learning Outcomes are being developed for each course which map to the PSLOs, and ILOs. These will be tied to specific assignments in the new rubric-based Blackboard Outcomes Assessment module. This will also allow a more formative level of feedback on progress to outcomes.

5. Student success; list/describe the following (up to 100 words):
Because the program is small, significant statistics are not available. However, our graduates work at major technology companies, innovative startups, and educational institutions throughout the Bay Area. Alumni interviews indicate a high level of satisfaction with the program and the opportunities it has afforded them. Multiple student successes at the CSU Student Research Competition, exhibitions of student work at major venues like the Maker Faire, and at local and regionally significant galleries, is common and ongoing.

7. Criterion 4

A. You are given "% Difference" value over a 5 year period, comparing your program SFR data with systemwide averages for your program. If your program SFR is higher than the systemwide for a given year, notice that the value is presented as a positive (+) percentage. If it is presented as a negative percentage (-), your program SFR for that year is lower than the systemwide average. The resulting four values are then averaged for you. Transfer the appropriate values to the template as specified. Transfer the average change SFR for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Average Change SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>N/A</td>
</tr>
<tr>
<td>Upper Division</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduate</td>
<td>+129%</td>
</tr>
</tbody>
</table>

B. In this section you will be provided with data in Table 16 that indicate any trend of your program SFR relative to the systemwide average for your program. This is presented as the number of times in 5 years that your program SFR has exceeded the systemwide SFR for your program. Transfer the trend for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Trend - Number of Years Program SFR exceeded Systemwide SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>N/A</td>
</tr>
<tr>
<td>Upper Division</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduate</td>
<td>5</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric
II. Instructional Costs per FTES (Department Total Annual Instructional Costs/FTES – College Year) (25%)

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Average Instructional cost per FTES</th>
<th>Average Increase in instructional cost per FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>$4,220.00</td>
<td>-5.71%</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

III. Narrative (up to 250 Words) (50%)

Data provided are from the Art Department as this is where 90+% of our faculty come from. Graduate programs in design technology have a low FTES/FTEF ratio system-wide, but our program has worked consistently to increase those numbers and otherwise keep instructional costs down with many of the innovations described. Careful use of peer learning groups, and fostering a spirit of initiative in learning has been very successful in generating student excellence without over-investing in instruction. Because we are so much more efficient than the system-wide SFR, we expect to consistently continue to exceed it in the future. We expect a modest increase in enrollment over the next few years, so some additional decline in instructional cost per FTES for a few years before leveling off.

8. Criterion 5

I. Use of Existing Resources (Up to 125 words)

If campus enrollment targets are increased, the program will be able to increase efficiency in the use of both instructional and equipment resources. We expect that we could move from the current 12 degrees awarded per year to 18 or 19, growing the program by 50%. The only resource implication would be consumable materials, which are currently covered by A2E2 funds, and quite minor by comparison with instructional and facilities costs. Beyond this would be more complex as facility capacities would be reached, but a goal of 50% growth over the next five years would be achievable at minimal cost.

II. Impact of Declining Resources (Up to 125 words)

If resources for the program were reduced, the program would be forced to undergo a significant contraction. We have already reduced our SFR and instructional costs to significantly below the system averages. Further reductions would involve cancelling dedicated classes and it is unclear what they could be replaced with. Ramifications of such a reduction would include a deterioration in instructional quality for the CSUEB Art BA program, as the Multimedia MA produces a number of uniquely qualified instructors who serve as lecturers. This would also be felt in local community colleges where our graduates teach. It would also likely result in a reduction of the number of CSUEB students who go on to graduate school (at CSUEB or elsewhere) because of lack of role models.

III. Impact of Augmentation (Up to 125 words)

As we have capacity, once enrollment caps are lifted, substantial growth can be achieved with minimal cost. The only after reaching a level of 18 degrees per year would the program need augmentation to move to a new level. As this process would take several years in a field with quickly changing technologies, pedagogies, and career outcomes, a reassessment at a that future point would make more sense.

IV. Additional Information (Up to 250 words)

The only significant issue that has not been discussed above is the possibility of changing the degree awarded by the Multimedia program from an Master of Arts to an Master of Fine Arts. Most comparable programs in California and nationally offer an MFA which is seen as a more demanding degree. Discussion about this possibility would only be initiated once the Multimedia Graduate Program's merger with the Art Department has
been completed. As an MFA would likely require accreditation, there might be resource implications of such a move. There would also be boosts to external demand for the program as a result. A full cost benefit analysis would be appropriate before proceeding.