Department of Art — 2012 Annual Report to CAPR

Last Five-Year Review: **2008-09**   Next Five-Year Review: **2013-14**

A. Self Study

Curriculum   Using our last 5 year review in 2009 as our baseline,   the curricular changes are set forth below according to our various option areas,   .

The **Electronic Arts** options (Multimedia and Graphic Design) in the past year have implemented the most recent curriculum improvements. These include a reordering of some of the course material to reflect a more logical sequence of concepts and skills in digital practice. Both options introduced the study of Digital Photography as an introductory class, as well as an added advanced technique course in the upper division. In addition, these options added two new drawing-oriented courses, *Illustration* and *Storyboarding*   as specific practice courses to replace the more broadly named *Drawing Lab* courses.

Web Design/Multimedia —This past year we implemented the name reversion of the Web Design option back to Multimedia**.** The revised curriculum which had re-arranged the course sequence and increased requirements slightly was fully fully tested in this present academic year. The Department is pleased with this implementation.   The transition for students from the old sequence to the new was accomplished with minimum friction, and presently few students remain on the old plan.

The Department created a new course "Scripting for Game Design" in 2011 and is offering it for the second time in the Spring 2012 quarter. This course is the first of several similar in Game Design we hope to make available as electives to fulfill required courses. These new courses are   the precursors to a new option in Game Design — an additional Electronic Arts option and sister to the other two — which the department has been developing this past year and which we hope can be proposed and approved in the coming year.

As with the Multimedia option, the Department implemented the changes in the **Graphic Design** option with minimum disruption in student's progress to their degree. The curriculum revision re-ordered the course sequence and introduced more advanced, professionally-oriented courses in the upper division. Both Electronic Arts options are strongly programmed with strict sequences of prerequisites.

The **Photography** option has completed the transition to digital technology and expression and is satisfied with revisions to its course sequence and subject matter, and with reconfiguration of its laboratories and equipment array. In Spring   Quarter 2011 the Department received funding to purchase the necessary high-output printers that the new digital practice requires. The quality and quantity of student image making were noticeably improved by these equipment upgrades. In light of the recent, massive transformation of

photographic technology, the Department is pleased that the medium's aesthetic considerations have remained the same.

The Department has virtually suspended the **Spatial Arts** option due to the lack of student majors in the option and the cutbacks in lecturer/course allocations. The Department was able to offer a few course sections in ceramics and sculpture this past year, but the future of these offerings and of this option is uncertain at best. For the moment student majors who are interesting in Spatial Art been able to satisfy their interest to these infrequently offered courses and through resort to independent study and advanced mentoring in repeatable advanced studio courses as they are offered as 1x courses concurrently with introductory classes in the same subject. .

The **Pictorial** option presents a strong sequence of Painting & Drawing, with an additional option track in Printmaking that includes (artist) Bookmaking as a component. The Department believes that drawing is fundamental to all the other option areas, and will continue to make strong offerings in this area. In this belief,   the Department is presently offering (and requiring) new courses in *Illustration* and *Storyboarding* that will focus on techniques useful for artists in digital practice. *Figure Drawing* has also seen a resurgence as an offering, and we are encouraging all our students, therefore, to draw the figure.

Art History is a core requirement in our department's curriculum. All Art students study a fundamental series in the history of art, and take an additional specialized history course for their option area, e.g., History of Graphic Design or Currents in New Media. In the past several years, the Art History area developed and has experienced great success in offering a number of online history courses. The Department's art historians now offer some of these courses alternately online and in the lecture hall, and have found full sections in both venues.

The Department runs **BFA Degree programs** in Electronic Arts, Photography, and Traditional Arts. All the BFA programs run without incurring costs in sections offered, and mentoring and management are volunteered by the faculty.

The BFA in Traditional Arts is particularly strong with a dozen students meeting regularly all-together in lively critique sessions with faculty. The success of this program is borne out by the students showing at the De Young Museum and the Oakland Museum and other venues in the Bay Area. Our BFA programs are a vital incubator for students going on to MFA graduate programs as well.

The Art Department maintains a strong connection to the **CSUEB Multimedia Graduate Program** in which the greatest portion of management, teaching,   and mentoring is provided by Art Department faculty. Every year, select students from the Department, principally from our Multimedia option, go

on to advanced study in this graduate program.

The **University Art Gallery —** The Department, for the first time in 25 years, operated the Gallery without a gallery director for a second year in a row. We adapted by focusing on student and staff directed exhibitions, and reluctantly abandoned the mounting of curated shows. Otherwise, the Gallery continues its program of two major students shows and one faculty/staff exhibition, and carried out a successful invitational show that invited art students from the Greater Bay Area to participate. The Department's new satellite showroom, the Old Kiln Room Gallery, became fully functional and provided additional space for student exhibitions and other department activities.

In the past two major cycles of review, it had been the hope for the Department to develop and propose an **MFA Degree,** but it seems in the present climate of austerity that this initiative will wait for that future time when sufficient new regular faculty may arrive to oversee a quality graduate fine arts degree. .

Creative Community We believe that the gathering and creative interplay among our student artists is vital, and indeed the structure of our studio classes, some of the architecture of the department, and the encouragement from faculty has led to close community in our various option areas. In particular Photography with their common area for gathering and discussion, and Traditional Arts with their BFA critiques in a large gathering, have shown the benefit of those structures. While Electronic Arts students also gather to work informally, we are looking at ways and spaces that would encourage and increase those positive learning behaviors. This year we mounted a wide-screen video screen in the hallway to show off time-based media artworks of animation, video, motion graphics and other digitally based works. Informal showing of student art, which presents the process of artmaking to the rest of the department and visitors, now is extended to screen-based and time-based digital media.

Faculty One senior faculty is in his third year of the FERP program. Additional retirements of senior faculty threaten in the near future. Without regular faculty hires over this near term the overall quality of the department will be jeopardized. In order to best serve the department, any new hires should bridge two or more of the current program areas in art. The Department has proposed that the next position should be a specialist in web/multimedia and soon after another specialist in pictorial arts with significant secondary skills in electronic arts, photography, or pictorial narrative should follow.
Following the disastrous Spring 2010 quarter, the Department lost all of its one-year entitled lecturers, some of long standing, as well as one of our three-year entitled who had twelve years of service. In the present academic year our lecturer group has stabilized around a core of six and the Department manages to service our students. Last year we had all but abandoned supporting Area F GE classes in response to cutbacks in lecturer allocation, but this past year have slowly re-introduced some Area F

courses popular with students from the rest of campus.

Staff   The Department has painfully adapted to the loss of three staff in the previous year. Of course, service to our students suffers the most from staff reductions, but also work burdens on remaining staff increases. This was felt most acutely in the department office administration whose ASC must handle the student inquires, department records and accounting for 400 students, 20 plus faculty, and a bewildering complex of other staff, galleries, studios, offices, and equipment. We have made many adjustments to try to lighten this burden, but the size and complexity of our operations make a true solution elusive. It is our opinion that the situation is now practically intolerable.

Students   Career opportunities in the arts are increasing with the recovery of the tech sector in the Bay Area. The bulk of opportunities will continue to be in the areas of graphics and multimedia, and we therefore expect the majority — up to 75% — of student demand to continue for degree options in Graphic Design and Multimedia. Over the past five years, student majors have increased from about 300 students to well over 400 students. It seems that number has now stabilized in the present climate of state support.

For our present population of majors, the Department encourages students to declare their major and option, and they have responded positively. Planning and scheduling processes are now better informed about our student population with the ability to break out the demand according to option studies.

Resources   Over the past decade the department has received an adequate equipment refresh in our computer laboratories, but at present we are unsure if the new computer equipment refresh for one of our labs will arrive on schedule this coming academic year.   The equipment refresh in other studio areas has been uneven or lacking in the recent past, but this situation was greatly relieved in the past two years by the Large Equipment Fund in Spring 2011 period and equipment funding provisions for this year, which is well and good for all of the Art Department's programs require specialized facilities and equipment.

In the past period staffing has been generally sufficient to support students and faculty, but the staff layoffs in the past year has forced significant cutbacks in service. Even so, staff has been able to maintain the facilities and equipment in a safe and operational state, although loss of staff has forced the practical cessation of our ceramics program.

B. Assessment Report
   Census — Using PeopleSoft listings in October 2011, the Department census counted over 400 majors. This count excluded graduating seniors finishing their studies in Fall Quarter.

While our traditional studio options and art history have remained fairly constant over the past period, the competition for students in the new media arena affects most strongly our enrollments in the electronic arts options where the great majority of our

students are registered. While in the past we struggled to accommodate the press of students in our computer labs, we now feel that the schedule and use of our laboratories is more manageable. The growth in student majors has stabilized around the 400 level but we have received decreased resources to teach them in the meantime.

Assessment — At the time of the Five Year Review, the Department had introduced an online system for making formal assessments in our Electronic Arts option areas. These options represent two-thirds of our student majors. This system conducted surveys of student opinion and capability in their introductory and senior capstone level courses. We had planned to also survey at some point in the middle of their curriculum sequence.

In the event, and after testing the process for a year, the technical system at the time was inadequate to reliably make the survey and produce good results for the Department. In addition the lead faculty person for assessment in our department became seriously ill in the last academic year, and as a result the Department has not pursued a formal assessment procedure that can be used outside of our department.

The Department however has continued using its informal methods of assessment that are fundamentally instituted in the pedagogy of the creative arts, namely the system of critique that is used in every studio class several times in every quarter session. With this system of critique, faculty can make judgements about the efficacy of methods and of the success of curriculum. Correlating these judgements among all the faculty leads to improvements in methods and curriculum.

That is not to say that the quality of those judgements and the success of our programs could be quantified and made plain to an outside observer using our informal system. The Department actively discusses how to quantify our, mostly subjective, judgements about our students' progress. The Department is certainly willing to reassess a technical system to quickly and easily survey our students' opinions, capabilities, and progress. The proper resources for this must be provided to be successful.

The Department has also discussed the efficacy of a portfolio review system to quantify student progress. We have struggled to imagine how that may be inexpensive to implement and its outcome profitable for assessment uses. For the moment the Department relies on judging the quality of work in the senior capstone courses which are ma nifest in graduating senior projects and portfolios, and manifest as well in the reception of our student work in exhibition venues in the wider world, for example, at major Bay Area museums. How to quantify that quality and then to express it to an outside observer is the question and the problem.

In the end, the artist portfolio is the principal evidence of creative talent and skill to the outside world and job market, and could serve as a point of assessment and instruction at various way-points in the curriculum and in the capstone classes. Finding a way to quantify a viewing of a student artist's portfolio may be the best way forward.

This year, the College has taken active steps to develop guidance and resources to

make assessment possible and practical. Art Department Professor Suzy Wear serves on the college committee overseeing this development. We hope to hear the guidance and provisions that they recommend soon.

C. Statistical Report - from Institutional Research

Item	Summer 2011 - Spring 2012
Number of degrees awarded	69 (10-11)
Number of (registered) majors	325 Fall 2011
Number of sections/courses	125 (not including 1x sections)
Average section size	23.9

FTES

Term	Year	Quarter	Maj	FTES

Term	Year	Quarter	Maj	FTES
20074	2007	FALL	ART	280
20084	2008	FALL	ART	278
20094	2009	FALL	ART	281
20104	2010	FALL	ART	240
20114	2011	FALL	ART	268

Faculty Headcount 2011-2012   4 QUARTERS - ACADEMIC YEAR

FT Tenured Faculty	FT Tenure-track Faculty	Instructors (with contract)	Other Instructors	Graduate TA	
8 + 1 FERP	1	3	8	3	

ART MAJORS   **460**   **415**

Report date   9/15/10   10/22/10

(no department census Fall-2011)
We note a severe disconnect between our internal census based on students in PeopleSoft database and the numbers given by Institutional Research

OPTION

Art History	12	12
BFA-MM	2	2
BFA-Photography	5	5
BFA-Traditional	14	14
BFA-WD	1	1
GD	202	186
MM	76	70
Photography	65	59
Pictorial	14	13
Spatial	2	2
Studio	37	29
Undeclared	42	33
WD	27	24

Double Option	39	35
Report date	9/15/10	10/22/10

99 new students total in 2011

57 of the new students were admitted for Fall 2011

45 students did not return in Fall 2011