

Department of Art — 2012-2013 Annual Report to CAPR
College of Letters, Arts, and Social Sciences
Phillip Hofstetter, Department Chair

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 the baseline, curricular changes are set forth below according to our various option areas .

Web Design/Multimedia —This past year we completed 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 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 very 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 2013 quarter.

The **Graphic Design** curriculum saw no changes in this past year. The Department did formalize two new drawing courses, *Illustration* and *Storyboarding* as specific studio drawing courses to replace the more broadly named *Drawing Lab* as required classes in the sequence. This change applied to both of the Electronic Arts options which are strongly programmed with strict sequences of prerequisites.

The **Photography** option has completed a full transition to digital technology and expression and is satisfied with recent minor revisions to its course sequence and subject matter, and with reconfiguration of its laboratories and equipment array. As part of this equipment change, high-resolution digital backs for our studio cameras have made it possible to teach contemporary professional practice in a studio setting. Apart from the cameras, our photo print labs were re-provisioned with new hi-capacity printers that now fulfill the role that darkrooms once served. 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 interested in Spatial Arts have been able to complete their course of study by taking advantage of 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 our students in all options 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 new development in this coming year is the institution of exclusively online offerings (large-enrolled sections) in our core art history required courses. These will join several other online art history courses (standard enrollment) that the Department developed over the past several years.

The Department offers **BFA Degree programs** in Electronic Arts, Photography, and Traditional Arts. All the BFA programs run without incurring costs in sections offered - students usually take repeatable, advanced practice courses, many of which are 1x sections. Mentoring and management are volunteered by the faculty.

The BFA in Traditional Arts and the BFA in Photography are particularly strong with a dozen students meeting regularly all-together in lively critique sessions with faculty. The success of these programs 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 always serve as a vital incubator for students going on to MFA graduate programs as well.

The Art Department has always maintained 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. This year that connection has evolved into a request to formally move this graduate program into the Art Department. We expect full authorization of this move in the coming academic year. 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 Gallery continues its program of two major students shows and one faculty/staff exhibition. It also presented a successful invitational juried show that welcomed 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. Students have responded to the new space with innovative and spectacular exhibitions of their work.

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 together 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 art-making to the rest of the department and visitors, is now extended to screen-based and time-based digital media.

Faculty One senior faculty is finishing his fourth year in the FERP program. Additional retirements of senior faculty threaten in the near future. We are pleased that this coming year we are searching for new faculty in the specialty of web/multimedia. We hope that soon after we may search for a specialist in pictorial arts who should also possess significant secondary skills in electronic arts, photography, or pictorial narrative. In the present academic year our lecturer group has stabilized around a core of six and the Department manages to serve all our students adequately. However, the number of majors are increasing and we see the need for more tenure-track & lecturer assignments, particularly noting that last year ('11-'12) we had all but abandoned supporting Area F GE classes in response to cutbacks in lecturer allocation. This year we have been able to re-introduce 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 previous years. Of course, service to our students suffers the most from staff reductions, but also work burdens increase on remaining staff. This was felt most acutely in the department office administration whose ASC must handle the student inquiries, department records and accounting for 400+ students, 20+ faculty, and a bewildering complex of other staff, galleries, studios, offices, and equipment. We have made adjustments to try to lighten this burden, but the size and complexity of our operations make a true solution elusive without additional office staff. A welcome, recent increase in time-base for our ASC and some more adjustments in work assignments will help smooth out some of the issues that arose from losing staff positions in the recent past. We feel, however, that an additional half-time administrative support position will ease the strain and provide the proper services to students in a large department.

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. If current trends hold we anticipate steady growth which will overmatch our resources once that number approaches 450 students.

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 students and we now are able to break out the demand according to the need in the respective options.

Resources Over the past decade the department has received an adequate equipment refresh in our computer laboratories, though the most recent refresh occurred a year late. We did have a serious dry spell in other equipment replenishment, but this situation was greatly relieved in the past three years by the Large (& Small) Equipment Fund beginning in the Spring 2011 period. We are grateful, for 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 years past had 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 414 majors which accords quite closely (finally!) to the count from Institutional Research. Our count excluded graduating seniors finishing their studies in Fall Quarter.

The student numbers in our traditional studio options and art history have remained fairly constant over the past period, but we are seeing a slight increase in our electronic arts students. 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. We are seeing steady, but not dramatic, growth in our student majors and our degrees conferred.

Assessment — The past year has seen a concerted effort to create a workable assessment system. At the time of our Five Year Review (2009), 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 past 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. We looked forward to finding a system that worked.

This past 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. The system now used in our Department is the outcome of her work over several years. It provides a method for students to post mini-portfolios of work while in their senior project classes (capstone). The artist portfolio is the principal evidence of creative talent and skill to the outside world and job market, and can serve as a point of assessment and instruction at various way-points in the curriculum and in the capstone classes. Students post their work to Blackboard, and then faculty views the work using the same system. Subsequently, faculty uses SurveyMonkey to record their responses to the student mini-portfolios.

ASSESSMENT PLAN: B.A. in Art

Updated Date: Winter, 2013, By Suzy Wear

PROGRAM MISSION

[CSUEB Missions, Commitments, and ILOs, 2012](#)

The successful artist needs imagination coupled with knowledge, technical skill and discipline. Providing students with in-depth knowledge and skills in one or more areas, the Art Program at CSUH offers education in the traditional visual arts and in the new media arts. The Program fosters the development of creative, self-examined, ethical, responsible individuals capable of effectively expressing their vision in the chosen medium. Students develop skills in spatial, pictorial and temporal media along with knowledge of art history and cultural history.

PROGRAM STUDENT LEARNING OUTCOMES (SLOs)

Students graduating with a BA in Art will be able to:

SLO 1	Think creatively from the expression of an idea to the completion of a work of art;
SLO 2	Apply art fundamentals successfully;
SLO 3	Demonstrate an awareness of the history and context of art in relation to contemporary topics and social, political and cultural issues;
SLO 4	Communicate an understanding for the use of an art medium for expression;
SLO 5	Communicate and apply technical proficiency in areas appropriate to their degree option to produce a cohesive body of work.
SLO 6	

Year 1: 2012-2013

1. Which SLO(s) to assess	5) Students will be able to communicate and apply technical proficiency in areas appropriate to their degree.
2. Assessment indicators	Direct: Students in the Capstone classes upload a pdf portfolio to the Art Majors Organization on Blackboard. All Tenure-track/tenure faculty review the portfolios and complete a survey to indicate the technical mastery and cohesive quality of the exit portfolio. Indirect: Students in capstone classes produce a cohesive Senior Project and/or Senior Gallery or online show of a series of artwork.
3. Sample (courses/# of students)	Exit Surveys were done this quarter for Art 4220 and Art 4230 which were capstone courses offered in the Spring (total of 39 students). Entry level portfolios were gathered in Art 2810/20 students.
4. Time (which quarter(s))	Spring

5. <i>Responsible person(s)</i>	Suzy Wear/Gwyan Rhabyt/Kathleen Lee
6. <i>Ways of reporting (how, to who)</i>	Upload to Bb; Survey online, results to Suzy Wear then to Chair Phil Hofstetter
7. <i>Ways of closing the loop</i>	Capstone classes in Photography and Studio Options are offered in Winter quarter. Those will be polled in Winter 2013-2014. Include Grace Munakata and Scott Hopkins., Studio and Photography program leaders, as responsible persons. Consider department add a capstone course to Art History Option.

Year 2: 2013-2014

1. <i>Which SLO(s) to assess</i>	1) Students will think creatively from the expression of an idea to the completion of a work of art.
1. <i>Assessment indicators</i>	Indirect: Interview videos will be produced on students sketchbooks leading to the finished work and shown on hall monitor in Art Building. Direct: Copies of sketches and projects videos will be reviewed and rated by Tenured Professors in department by survey
2. <i>Sample (courses/# of students)</i>	3145, 4710, 4730, 4220, 4230 / 2 students from each course
3. <i>Time (which quarter(s))</i>	Fall, Winter
4. <i>Responsible person(s)</i>	Suzy Wear / Grace Munakata
5. <i>Ways of reporting (how, to who)</i>	Faculty reviews to Chair
6. <i>Ways of closing the loop</i>	Students self-produce videos?

Year 3: 2014-2015

1. <i>Which SLO(s) to assess</i>	Students will apply art fundamentals successfully.
2. <i>Assessment indicators</i>	[it is ideal to have both a "direct" indicator (a test, paper, observations, etc.) and an "indirect" indicator (surveys, reflections, etc.) for each SLO assessment.]
3. <i>Sample (courses/# of students)</i>	Student Juried Show
4. <i>Time (which quarter(s))</i>	Spring
5. <i>Responsible person(s)</i>	Assessment Coordinator/ Tenured Faculty
6. <i>Ways of reporting (how, to who)</i>	Survey and comments on SurveyMonkey
7. <i>Ways of closing the loop</i>	

Year 4: 2015-2016

1. <i>Which SLO(s) to assess</i>	Students will demonstrate an awareness of the history and context of art in relation to contemporary topics and social, political and cultural issues.
2. <i>Assessment indicators</i>	Direct: Special assessment survey given to students in required Art History courses : Indirect: Discussions encouraged in upper division critiques
3. <i>Sample (courses/# of students)</i>	Art 4620, 4070, 3035, 4060
4. <i>Time (which quarter(s))</i>	Fall, Winter
5. <i>Responsible person(s)</i>	Assessment Coordinator, Art History Instructors
6. <i>Ways of reporting (how, to who)</i>	Web to Assessment coordinator
7. <i>Ways of closing the loop</i>	

Year 5: 2016-2017

1. Which SLO(s) to assess	Students will communicate an understanding for the use of an art medium for expression.
2. Assessment indicators	Direct: Survey reviews of video documentation by faculty Indirect: Video documentation of critiques and interviews with upper division students
3. Sample (courses/# of students)	4720,4740
4. Time (which quarter(s))	Winter, Spring
5. Responsible person(s)	Assessment Coordinator
6. Ways of reporting (how, to who)	Data results of survey to Chair
7. Ways of closing the loop	

Department of Art, CLASS
ASSESSMENT PLAN: B.F.A. in Art

Updated Date: Winter, 2013, By Suzy Wear

PROGRAM MISSION

[CSUEB Missions, Commitments, and ILOs, 2012](#)

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SLO 4	Communicate an understanding for the use of an art medium for expression;
SLO 5	Communicate and apply technical proficiency in areas appropriate to their degree option to produce a cohesive body of work.
SLO 6	Demonstrate the ability to create artwork that shows commitment in their work, confidence in their vision and the ability to work in an individual style that expresses their particular view

Year 1: 2012-2013

8. Which SLO(s) to assess	5) Students will be able to communicate and apply technical proficiency in areas appropriate to their degree. 6) Demonstrate the ability to create artwork that shows commitment in their work, confidence in their vision and the ability to work in an individual style that expresses their particular view
9. Assessment indicators	Direct: Students in the Capstone classes upload a pdf portfolio to the Art Majors Organization on Blackboard. All Tenure-track/tenure faculty review the portfolios and complete a survey to indicate the technical mastery and cohesive quality of the exit portfolio. Indirect: Students in capstone classes produce a cohesive Senior Project and/or Senior Gallery or

	online show of a series of artwork.
10. <i>Sample (courses/# of students)</i>	Exit Surveys were done this quarter for Art 4220 and Art 4230 which were capstone courses offered in the Spring (total of 39 students). Entry level portfolios were gathered in Art 2810/20 students.
11. <i>Time (which quarter(s))</i>	Spring
12. <i>Responsible person(s)</i>	Suzy Wear/Gwyan Rhabyt/Kathleen Lee
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Year 2: 2013-2014

2. <i>Which SLO(s) to assess</i>	1) Students will think creatively from the expression of an idea to the completion of a work of art.
7. <i>Assessment indicators</i>	Indirect: Interview videos will be produced on students sketchbooks leading to the finished work and shown on hall monitor in Art Building. Direct: Copies of sketches and projects videos will be reviewed and rated by Tenured Professors in department by survey
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10. <i>Responsible person(s)</i>	Suzy Wear / Grace Munakata
11. <i>Ways of reporting (how, to who)</i>	Faculty reviews to Chair
12. <i>Ways of closing the loop</i>	Students self-produce videos?

Year 3: 2014-2015

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11. <i>Time (which quarter(s))</i>	Spring
12. <i>Responsible person(s)</i>	Assessment Coordinator/ Tenured Faculty

13. Ways of reporting (how, to who)	Survey and comments on SurveyMonkey
14. Ways of closing the loop	

Year 4: 2015-2016

8. Which SLO(s) to assess	Students will demonstrate an awareness of the history and context of art in relation to contemporary topics and social, political and cultural issues.
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Year 5: 2016-2017

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10. Sample (courses/# of students)	4720,4740
11. Time (which quarter(s))	Winter, Spring
12. Responsible person(s)	Assessment Coordinator
13. Ways of reporting (how, to who)	Data results of survey to Chair
14. Ways of closing the loop	

2012-2013 CLASS FACT Assessment Year End Report, June, 2013

Program: B.A. in Art

A. Program Student Learning Outcomes

Students graduating with a Bachelor of Art Degree in Art from Cal State East Bay will

1. think creatively from the expression of an idea to the completion of a work of art;
2. apply art fundamentals successfully;
3. demonstrate an awareness of the history and context of art in relation to contemporary topics and social, political and cultural issues;
4. communicate an understanding for the use of an art medium for expression;
5. communicate and apply technical proficiency in areas appropriate to their degree option to produce a cohesive body of work.

B. Program Student Learning Outcome(s) Assessed

5. Communicate and apply technical proficiency in areas appropriate to their degree option to produce a cohesive body of work.

C. Summary of Assessment Process

Students in capstone courses were instructed to create and post a PDF portfolio with samples of their capstone work. This was posted to the B.A. Art Student and Faculty Organization on Blackboard. A survey was posted on Blackboard for faculty but it was later found that faculty may take surveys but because of their status on Blackboard to have access to the Grade Center, their results do not tabulate. The survey was redone using SurveyMonkey and limiting the questions so to gain access without charge. The Faculty were assigned a small group of portfolios and given instructions and links to the survey. At the time of this report, 60% of the faculty members have participated in the survey.

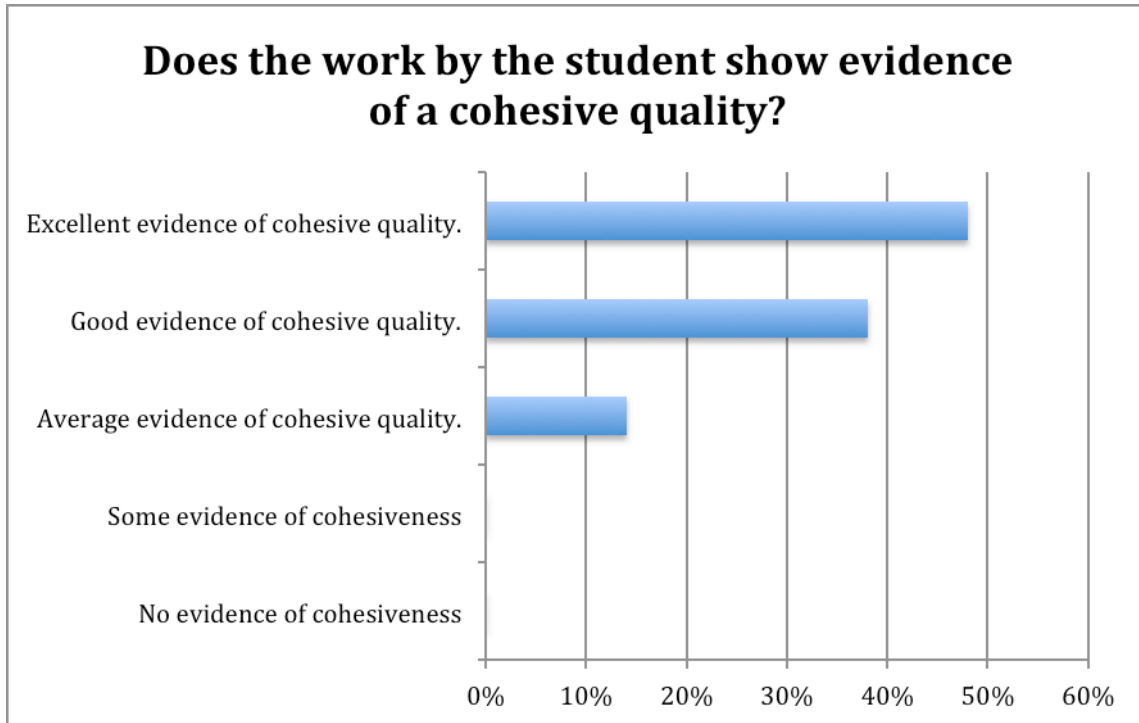
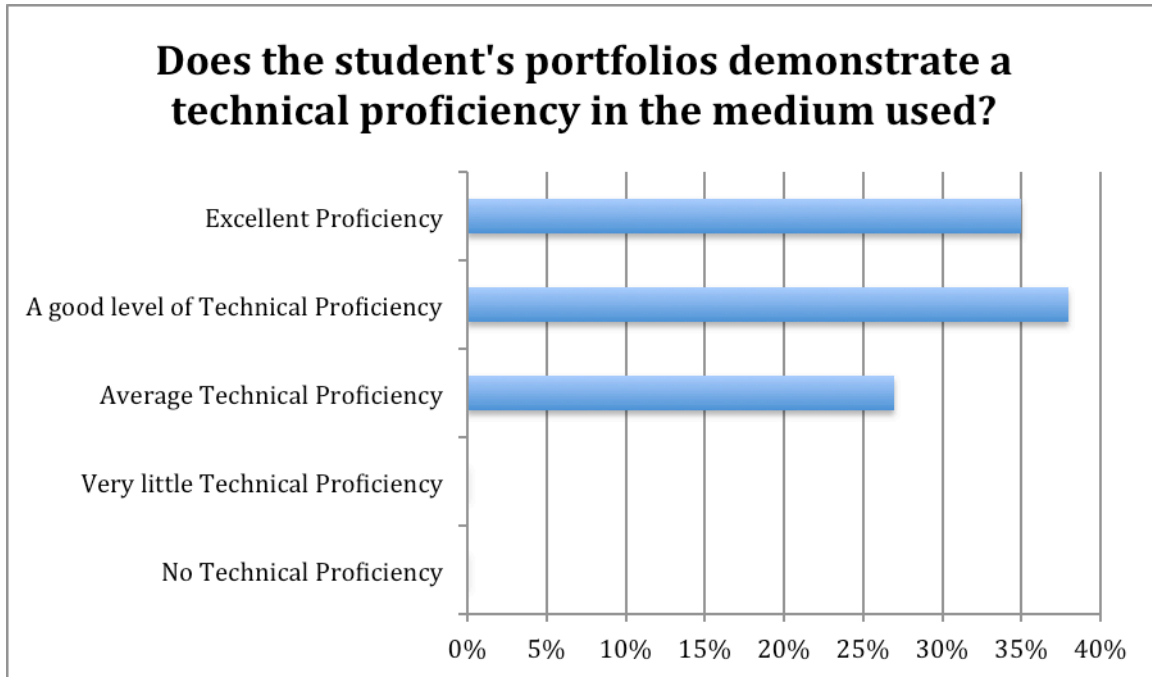
D. Summary of Assessment Results

The assessment data was, for the most part, favorable. The results were all in the average to excellent range with no data in the poor range. In the area of technical proficiency, there could be some improvement to push the average students higher into the good-excellent levels. This is most likely something that would be best added into the lower division courses. I would recommend across the board use of rubrics for those classes and clear demonstrations of the practice and results of what can basically come down to practice. Sharing findings with faculty and discussing the results and improvement potential would also be quite helpful. Currently, many of the lower division courses are now taught by lecturers and graduate students. They would need some clear data on the expectations of the course objectives and grading rubrics.

As for the cohesiveness factor and results, again they were mostly favorable. The improvement to those would need to be done by introducing the practice of a cohesive series, etc. in the upper division courses and making it very clear for the capstone students in all areas. Faculty instructing capstone courses would benefit by discussion of the departmental rubrics as well. Again, there are lecturers instructing some capstone courses and they are not always aware of the already established rubrics for senior capstone projects. The department would benefit from a systemized way of sharing that important information.

As for next year, we will be doing another portfolio survey in Winter quarter for the Photography and Pictorial/Studio students. There were some helpful suggestions from faculty members that the students also provide some information to their portfolio as to the intent, etc. of the project. This would aid in the review process.

We will also be testing SLO #1 – Students will think creatively from the expression of an idea to the creation of a work of art. This will be done by both indirect and direct methods.



Note: 60% of faculty responded to survey

Art Department BA Survey Results, June 2013
 Faculty Review of Student Exit portfolios

Does the student's portfolios demonstrate a technical proficiency in the medium used?	No Technical Proficiency	Very little Technical Proficiency	Average Technical Proficiency	A good level of Technical Proficiency	Excellent Proficiency	
Student A Question 1		0%	0%	33%	33%	33%
Student B		0%	0%	17%	50%	33%
Student C		0%	0%	17%	50%	33%
Student D		0%	0%	40%	20%	40%
Average of responses to question 1		0%	0%	27%	38%	35%

Does the work by the student show evidence of a cohesive quality?	No evidence of cohesiveness	Some evidence of cohesiveness	Average evidence of cohesive quality.	Good evidence of cohesive quality.	Excellent evidence of cohesive quality.	
Student A question 2		0%	0%	0%	50%	50%
Student B		0%	0%	0%	50%	50%
Student C		0%	0%	17%	33%	50%
Student D		0%	0%	40%	20%	40%
Average of responses to question 2		0%	0%	14%	38%	48%

2012-2013 CLASS FACT Assessment Year End Report, June, 2013

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A. Program Student Learning Outcomes

Students graduating with a **Bachelor of Fine Arts Degree. in Art** from Cal State East Bay will

1. think creatively from the expression of an idea to the completion of a work of art;
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3. demonstrate an awareness of the history and context of art in relation to contemporary topics and social, political and cultural issues;
4. communicate an understanding for the use of an art medium for expression;
5. communicate and apply technical proficiency in areas appropriate to their degree option to produce a cohesive body of work.
6. demonstrate the ability to create artwork that shows commitment in their work, confidence in their vision and the ability to work in an individual style that expresses their particular view.

B. Program Student Learning Outcome(s) Assessed

5. Communicate and apply technical proficiency in areas appropriate to their degree option to produce a cohesive body of work.
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C. Summary of Assessment Process

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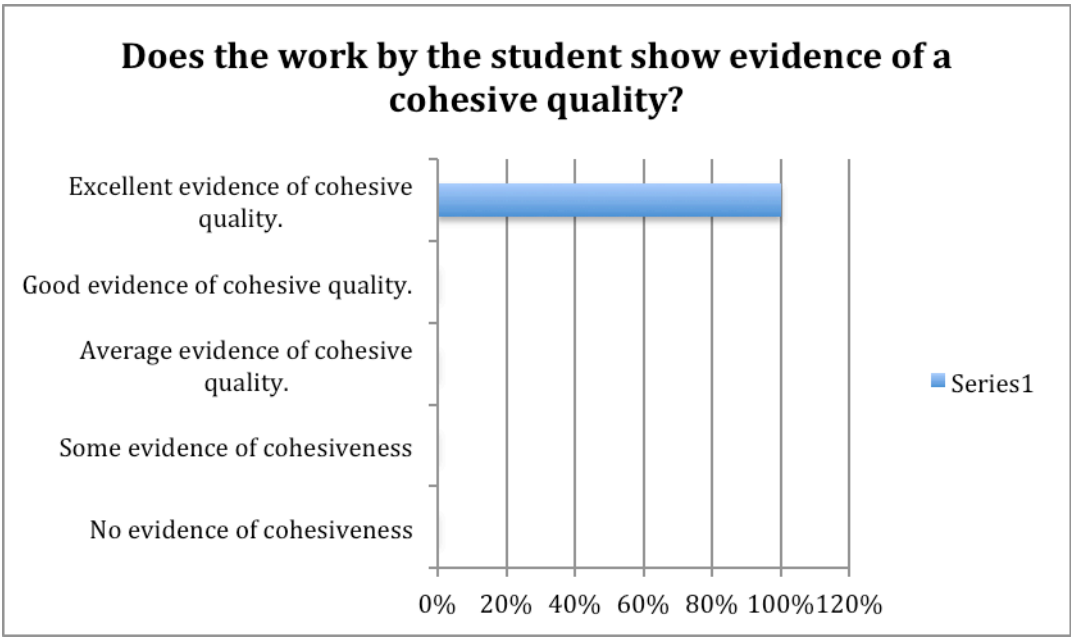
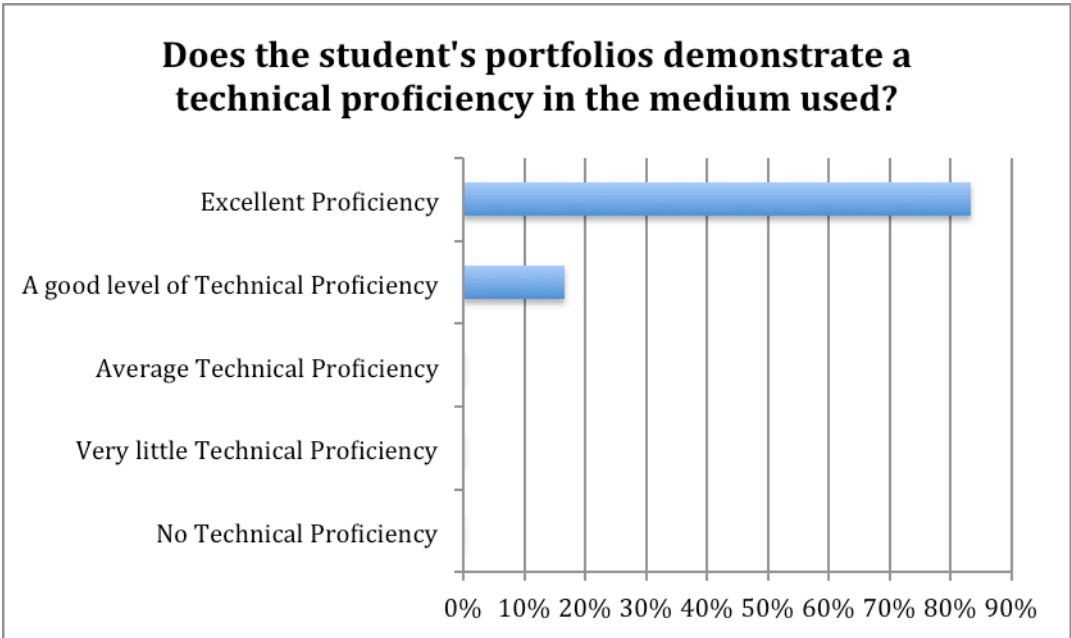
The Faculty were assigned a small group of portfolios and given instructions and links to the survey. At the time of this report, 60% of the faculty members have participated in the survey.

D. Summary of Assessment Results

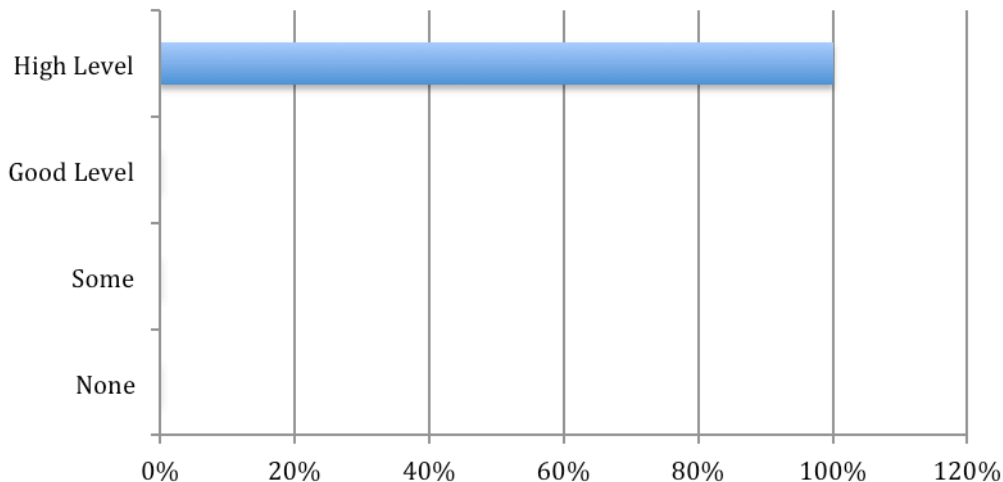
The data for the BFA SLO's was quite favorable. The scores for the SLO that is common to the SLO in the BA degree were higher as they should be. The BFA hopes to attract a more serious student. That said, there were few students in the program for the assessment period. The sample is quite small. The same assessment will be repeated in Winter, 2014 as the number of students in the capstone that quarter is higher. There were technical difficulties in Winter quarter this year that have since been addressed.

Next year, we will also be assessing SLO #1 by direct and indirect methods. We will implement that in the Fall quarter on a small number of upper division students then add a larger number of capstone students in the Winter and Spring quarters. The current plan is the use of short video documentaries of students at the start of an idea and seeing it through to its completion. Indirectly, the plan is to post the videos in the Art department hallway on a large screen already installed. The videos will then be reviewed by a faculty committee as a direct assessment.

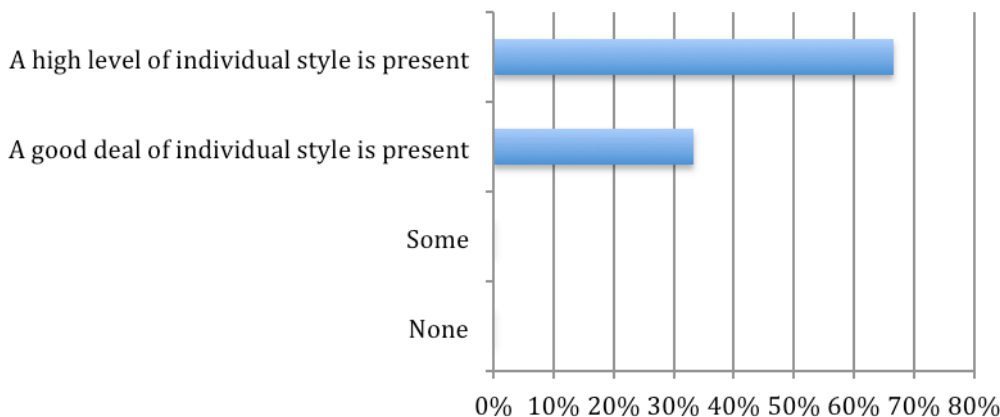
Art Department
BFA Survey Results – Charts for SLO's 5 and 6
June 6, 2013



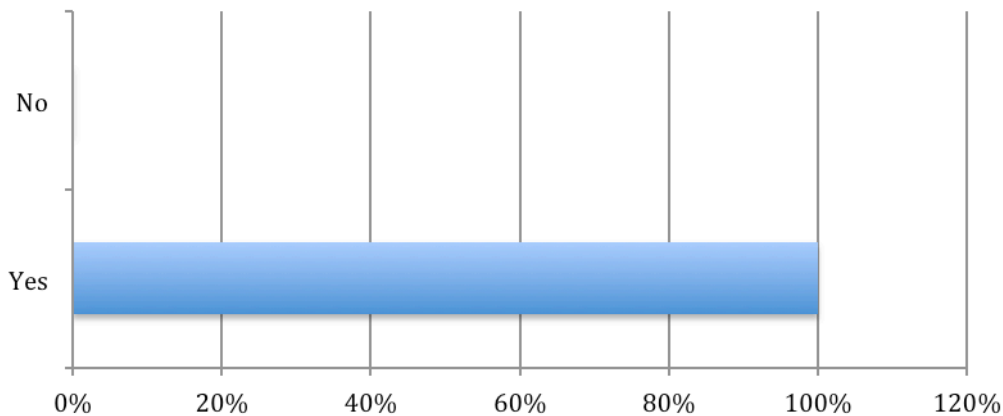
Does the work show commitment?



Does the work show an individual style that expresses the student's particular view?



Does the student's work show evidence of a confident vision?



BFA Survey Results - SLO's #5 and #6, June 6, 2013

	No Technical Proficiency	Very little Technical Proficiency	Average Technical Proficiency	A good level of Technical Proficiency	Excellent Proficiency
Does the student's portfolios demonstrate a technical proficiency in the medium used?	0%	0%	0%	16.67%	83.33%

	No evidence of cohesiveness	Some evidence of cohesiveness	Average evidence of cohesive quality.	Good evidence of cohesive quality.	Excellent evidence of cohesive quality.
Does the work by the student show evidence of a cohesive quality?	0%	0%	0%	0%	100%

	None	Some	Good Level	High Level
Does the work show commitment?	0%	0%	0%	100%

	None	Some	A good deal of individual style is present	A high level of individual style is present
Does the work show an individual style that expresses the student's particular view?	0%	0%	33.33%	66.67%

	Yes	No
Does the student's work show evidence of a confident vision?	100%	0%

Notes: 60% of total faculty participation

41	ART	3671	P V15	P V10										
42	ART Indicators	3680				P V15	I V10							
43	ART Indicators	3800									P V05			
44	ART	3810	P V10	?							P V05			
45	ART Indicators	3815		P V10							P V05			
46	ART Indicators	3820	P V10			P V05					P V05			
47	ART	3825	P V10	P V05										
48	ART Indicators	3828												
49	ART Indicators	3830	P V10	P V05							P V05			
50	ART	3851												

Degree:	B.F.A. Art												Dept:	ART		
Levels:	I=Introduced; P=Practiced; M=Mastered (terms adopted from WASC recommendations)															
Indicators Symbols:	A=Assignments; E=Essays; R=Research Project/Papers; T=Objective Tests; X=Exams of Mixed Types (tests, short answers, essays); O=Other Types of Work V=Variable (may vary from different sections or instructors) e.g., T50 =The indicator is an Objective Test, which constitutes 50% of the course evaluation															
Reveal SLO/ILO text: Mouse over each SLO or ILO, the full text of that SLO/ILO will show on the screen.																
Serial #	Course Prefix	Course #	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6		ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	Note
01	Art Indicators	1020	I O25	I V15		I V15					I V10					
02	ART Indicators	1112	I V25			I V15					I V10					
03	ART Indicators	1113	I V25	I V25		I V15					I V10					
04	ART Indicators	1114	I V15	I V25		I V15					I V10					
05	ART Indicators	1115	I V15	I V10		I V15					I V10					
06	ART Indicators	1116	I V15	I V15		I V15					I V10					
07	ART Indicators	1121	I V15			I V15										
08	ART Indicators	2025	I V15	I V15		I V10					I V10					
09	ART Indicators	2146	I V15	I V15		I V10					I V10					
10	ART Indicators	2630	I V15	I V10		I V10					I V10					
11	ART Indicators	2701														
12	ART Indicators	2805	I O15			I O10										
13	ART Indicators	2810	I V15	I V25							I V10					
14	ART Indicators	2830	I V25							I V5						
15	ART Indicators	2851								I V5						
16	ART Indicators	3121	P V25	P V15		P V5					P V10					
17	ART Indicators	3141	P V15	P V15		P V10					P V10					

	Indicators				V15	V10									
43	ART Indicators	3800													
44	ART Indicators	3810	P V10	?											
45	ART Indicators	3815		P V10											
46	ART Indicators	3820	P V10			P V05									
47	ART Indicators	3825	P V10	P V05											
48	ART Indicators	3828													
49	ART Indicators	3830	P V10	P V05											
50	ART Indicators	3851													
51	ART Indicators	3855	P V10	P V10											
52	ART Indicators	3860	P V10	P V10											
53	ART Indicator	3870		P V05											
54	ART Indicators	4143	P V25	P V05		P V10									
55	ART Indicators	4200	P V25												
56	ART Indicators	4210	P V25			P V05									
57	ART Indicators	4220	M V25	M V05			M V50	M ?							
58	ART Indicators	4230	M V25	M V05			M V50	M ?		P ?	P ?				
59	ART Indicators	4302	P ?												
60	ART Indicators	4370				P ?									
61	ART Indicators	4600	P V10												
62	ART Indicator	4645	P V10												
63	ART Indicators	4710					M V25	M ?							
64	ART Indicators	4720			I ?	P V10									
65	ART Indicator	4730					M V25	M ?			P V10				
66	ART Indicator	4740					P V10				P V10				

67	ART Indicator	4745					M V25	M ?			P V10					
68	ART Indicator	4750						P V50			P ?					
69	ART Indicator	4857	P	P												
				10V10												
70	ART Indicator	1081			I ?											
71	ART Indicator	1085			I ?											
72	ART Indicator	3010			P V10											
73	ART Indicator	3035			P V10											
74	ART Indicator	3040			P V25											
75	ART Indicator	3055			P V25											
76	ART Indicator	3085			P ?											
77	ART Indicator	3220			P V25											
78	ART Indicator	3227			P V25											
79	ART Indicator	3400			P V25											
80	ART Indicator	3411			P V25											
81	ART Indicator	4005			P V25											
82	ART Indicator	4020			P V25											
83	ART Indicator	4060			P V25											
84	ART Indicator	4070			P V25											
85	ART Indicator	4071			P V25											
86	ART Indicator	4620			P V25											
87	ART Indicator	4621			P V25											

C. Statistical Report - from Institutional Research

Item	Summer 2012 - Spring 2013
Number of degrees awarded	88 (11-12)
Number of (registered) majors	412 Fall 2012
Number of sections/courses	129 (not including 1x sections)
Enrollments	3447
Average section size	26.7

All these numbers — save for number of sections — reflect noticeable increases from the year before.

FTES

Term	Year	Quarter	Maj	FTE S
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
	2012	FALL	ART	280

Faculty Headcount 2011-2012 4 QUARTERS - ACADEMIC YEAR

FT Tenured Faculty	FT Tenure-track Faculty	Instructors (with contract)	Other Instructors	Graduate TA	
9 + 1 FERP	0	6	5	1	

Essentially the same number of faculty as the previous year.

ART MAJORS	
OPTION	
Art History	8
BFA-GD	1
BFA-MM	0
BFA-Photography	4
BFA-Traditional	7
GD/DG	191
MM/WD	97
Photography	46
Pictorial	13
Spatial	5
Studio	29
Undeclared	41
Sub-total	442
Minus Multiple Options	28
Total Active Enrolled	414
Total Active Non-Enrolled	62
Total Art Majors	476