



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW  
ANNUAL PROGRAM REPORT**

College	CLASS
Department	ART
Program Unit	
Reporting for Academic Year	2013-2014
Department Chair	Phillip Hofstetter
Date Submitted	6/18/2014

**1. SELF-STUDY (about 1 page)**

**A. Five-year Review Planning Goals**

Excerpts from 2009 Review-Plan:

General

- 1) Our five year plan is to sustain our traditional fine arts offerings and art history program, and build our count of student majors and enrollments through judicious new offerings in the Electronic Arts options. Presently Electronic Arts students comprise two-thirds of our department, and that preponderance will increase as Photography makes its full transition to digital practice.
- 2) We propose to maintain our BFA programs, particularly in Traditional Arts which has become a dynamic focus for our best students in the Pictorial Arts.
3. We propose to revitalize the Spatial Arts option through a reorientation of its Interactive Sculpture track to support a new option of Animation/Game Design ...

Curriculum

1. ... a comprehensive set of curricular changes in three of the options areas — Multimedia, Graphic Design, and Photography — will come into effect in Fall 2009. We reoriented these Electronic Arts options toward an emphasis on the web as the medium of distribution.
2. ....we wish to propose a new option in Animation/Game Design.....

Curriculum Tasks:

1. Deliver and assess the overhaul of curriculum in the Multimedia and the Graphic Design options.
2. Develop a new option in Animation/Game Design
3. Deliver and assess the curriculum revisions in the Art History option
4. Assess the new online versions of the ART 3411 Advanced Survey of World Art, ART 4071 Contemporary Art, and ART 4060 History of Graphic Design
5. Assess the revamped online art history course ART 3040 United States Art
6. Examine the long-standing core curriculum to assess the need for response, if any, to changes

in the culture within which our students operate.

7. Near the end of this 5-year cycle, re-evaluate the feasibility of creating an MFA program, a worthy goal which would increase our enrollment and the overall quality of our department.

Faculty – see C. below

Resources – see C. below

Staff – see C. below

## **B. Five-year Review Planning Goals Progress**

General (referring to Section A. above)

- 1) The number of ART majors has steadily increased in the 5-year period from ~350 to ~440 students. We have indeed kept a vigorous Art Studio Option and the Pictorial Option, and
- 2) have a flourishing program in the Traditional Art BFA degree program.
- 3) Our Spatial Arts option has very few students, but we sustain them through popular, well-enrolled classes that are also Area F GE courses. We are in internal discussions about a re-orientation of the Spatial Arts option toward digital 3D.

Curriculum (referring to Section A. above)

- 1) The changes in the electronic arts options – Multimedia, Graphic Design, and Photography – arrived 6 months after the 5 Year Review. They have since served well with some minor re-arrangement since then, but need review and renovation in the coming year.
- 2) In the recent past period, administrative constraints on the creation of new options held up the design of this promising new area of study in the Department. At the moment we believe that the Department can leverage its strengths in drawing and illustration in our approach to the design of a program in Animation/Game Design.

Curriculum Tasks (referring to Section A. above)

- 1) This item under discussion in previous heading #1.
- 2) This item under discussion in previous heading #2. The Department's curriculum committee and the chair began designing this option in 2010-2011 AY, but did not forward the discussion due to administrative constraints on the proposal of new programs. We have subsequently discussed animation/game design with a strong bias toward drawing and illustration skills.
- 3, 4 & 5) The Department undertook to convert Art History courses to online delivery. Presently the majority of these courses are now online exclusively, including the entire core sequence. As these were converted we have been studying the online assessment system and results of the past year, and should have an authoritative report for our 5 year review this coming year.
- 6) The core curriculum is judged to provide the fundamental basis for creative skills, concepts, and practice for student artists. Indeed, we added some traditional skills – for example, drawing – to the core of the electronic arts options. We will closely examine the core sequence in the coming year.
- 7) While we did not create an MFA program in this past 5-year period, the Art Department did propose a merger with the Multimedia Graduate Program. Upon the formal union with that program, the Department now offers a master's degree and has the basis for proposing a Master's of Fine Art degree.

### **C. Program Changes and Needs**

The Department has seen an increase of approximately 100 student majors in the past 5-year period. We are now at capacity for our studio spaces, in particular our computer laboratories, and will struggle to provide enough studio classes & equipment to accommodate our student time-to-graduation requirements.

#### **Faculty**

Entering this past academic year, the Department faculty were all senior with two in the FERP, with one now permanently retired. Presently another professor has joined them and one will retire completely in next year without entering FERP. An additional professor is slated for retirement in the next 5-year period. Those retirements represent 50% of Department regular faculty. This past year we searched and hired a new assistant professor in multimedia, and we have a new search for an art historian to replace the two we are losing.

#### **Equipment Resources**

All of the Art Department's programs require specialized facilities and equipment. In the early years of the past decade the budget has not kept pace with enrollment growth and the added demand on facilities and equipment. The past three years has made up the shortfall in equipment. However, we lament the long refresh times for computers in our design laboratories.

#### **Staff**

The layoffs hit the Department hard – we lost the equivalent of 3 full-time positions. We have adapted by providing students fewer services and faculty hardly any. One area of sore need is in the department office where we lost a half-time administrative assistant in the same period that the student majors increased by 100.

## 2. SUMMARY OF ASSESSMENT

Program Name(s)	FACT Faculty Fellow	Department Chair
<b>Art B.A.</b>	<b>Suzy Wear</b>	<b>P. Hofstetter</b>

### **A. Program Student Learning Outcomes**

Students graduating with a B.A. 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**

1. Think creatively from the expression of an idea to the completion of a work of art

### **C. Summary of Assessment Process**

The plan for assessing the above SLO was to videotape a sample of seniors in various Option areas and use both Direct and Indirect assessment methods.

The Assessment Coordinator, Professor Suzy Wear, videotaped interviews of students discussing their idea and process as well as showing sketches, notes and artwork.

Indirect: The department had already a large screen placed in the hallway of the building for showcasing video and animation talent. The plan was to include to video interviews to introduce new and incoming students to the process of working from an idea to the completion of an artwork or series. This would serve as an indirect assessment method.

The Assessment Coordinator, who has been hoping to try to involve faculty more in the Assessment Process, created a Blackboard Organization for Tenure-Track/Tenured Faculty Members. The Organization contains: Departmental Information (a Primer on Assessment written by Professor Wear to explain and simplify the process, the Art Department Mission Statement that was updated in 2012, Rubrics for the Senior Capstone Courses, a list of Capstone Courses, 2012-2013 Art Assessment Documents, and the 2009 Five Year Report Files), Links to CSUEB Materials, Helpful Information Folder and a link to the Survey for 2014. The website also has a discussion set up on assessment.

The video interviews were conducted upon completion or “almost” completion of projects. The students were asked to tell what their process involved and show sketches, plans, photo processes, etc. This was admittedly an experimental method but given the department is a visual one, it seemed to be more useful than an exam.

Direct: To complete the Direct Method of assessing the SLO, the videos were posted on the Faculty Blackboard Organization (referenced above) and viewed by faculty. Faculty then completed a linked survey rating each video interview (student) on how well their process was completed.

### **D. Summary of Assessment Results**

Indirect: Still in progress. The projector needs a server which was being worked on by Professor Janet Green.

Direct: Ratings were Excellent, Very Good, Competent, Acceptable and Low

BA Students:

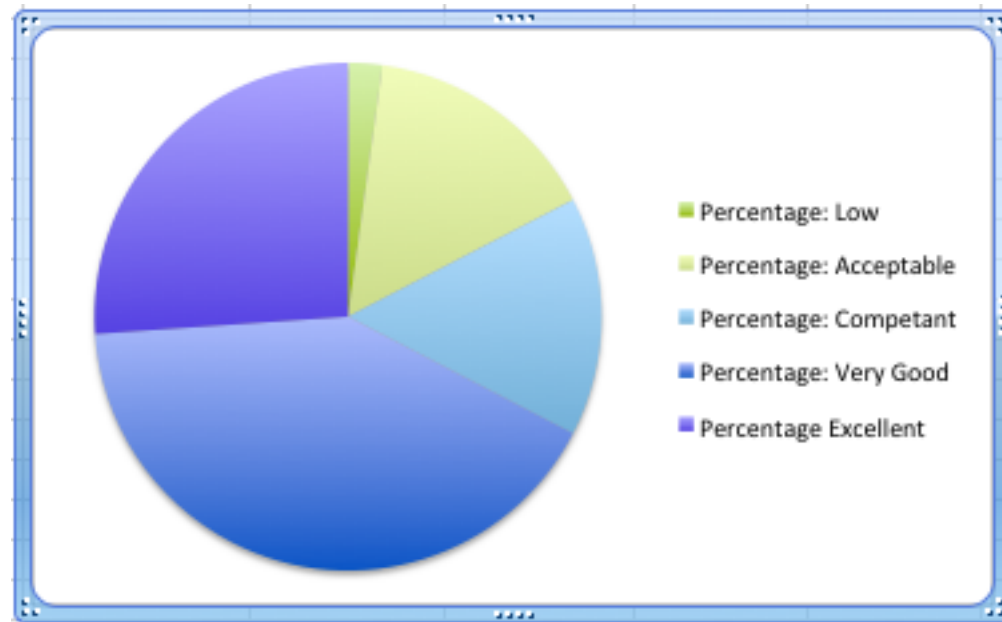
Excellent: 26.09%

Very Good: 41.30%

Competent: 15.22%

Acceptable: 15.22%

Low: 2.17%



Some of the comments were that while the process for the student worked well for the result, the student did not articulate it well.

Most of the results were good, in that "Very Good" scored the highest.

Closing the Loop -

Overall, this SLO did not prove to be a problem area even though the surveys were conducted with students from various option areas. That said, there are some things that would predict a better result in the future for this and other SLO's.

- A departmental effort to develop rubrics for all courses. The rubrics in each class would be developed while keeping the SLO's in mind. This would help facilitate that the course goals and assessable outcomes were constant regardless of who was instructing the course. The instructor would retain creative freedom but would know what the expectations of the department are within the course.

-It is again suggested that the department form an Assessment Committee rather than relying on one person to form, gather, analyze and provide suggestions for improvement in regards to assessment.

-Put a 2-3 year rotation on the Assessment Coordinator to encourage knowledge and participation of all faculty in the process. Admittedly the coordinator's efforts in providing more information and online discussion areas were largely ignored and of no apparent use.

- Hopefully, although it is too soon to tell, the Blackboard assessment system will make it less work for the coordinator as the courses targeted, which are already on record, could be tagged to provide assessment data in the future. The above mentioned rubrics would be very valuable in this as well.

## E. Suggestions and Recommendations for the CLASS FACT Project in the Future

A profound thank you to Jiansheng Guo for his leadership, support and good humor! Also to my fellow coordinators for their examples and great stories!

Program Name(s)	FACT Faculty Fellow	Department Chair
Art B.F.A.	Suzy Wear	P. Hofstetter

### A. Program Student Learning Outcomes

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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.
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

1. Think creatively from the expression of an idea to the completion of a work of art

### C. Summary of Assessment Process

The plan for assessing the above SLO was to videotape a sample of seniors in various Option areas and use both Direct and Indirect assessment methods.

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The video interviews were conducted upon completion or “almost” completion of projects. The students were asked to tell what their process involved and show sketches, plans, photo processes, etc. This was admittedly an experimental method but given the department is a visual one, it seemed to be more useful than an exam. In one case the BFA student preferred to submit a pdf file of sketches to roughs to completion rather than a video.

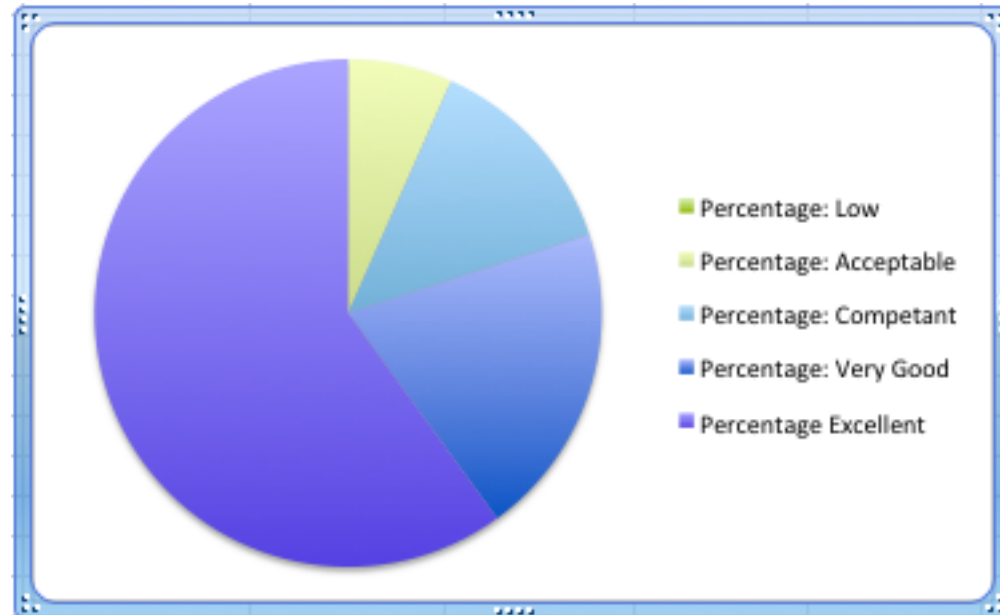
Direct: To complete the Direct Method of assessing the SLO, the videos were posted on the Faculty Blackboard Organization (referenced above) and viewed by faculty. Faculty then completed a linked survey rating each video interview (student) on how well their process was completed.

## D. Summary of Assessment Results

### BFA results

Excellent 60%  
Very Good 20%  
Competent 13.33%  
Acceptable 6.67%  
Low 0%

### BFA Chart



One of the other results was that the BFA students were more verbally descriptive in explaining the inspiration, influences and background of their idea and overall concept. This was a very good side result as they are in the program longer and there are higher expectations.

### Closing the Loop

Please refer to the BA results as those suggestions apply to the BFA as well.

## E. Suggestions and Recommendations for the CLASS FACT Project in the Future

- (See the Report for the BA results. Again, the pizza was appreciated!)

### **3. STATISTICAL DATA (about 1 page)**

Planning and Institutional Research produce program statistics annually in standard format. These statistics will be attached to the Annual Report of the Program Unit. This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review including student demographics of majors, student level of majors (e.g. Juniors, Seniors), faculty and academic allocation, and course data.

a) Student demographics of majors

This is the link to ART Department student demographics, BA Degree:

[http://www.csueastbay.edu/ira/tables/AcademicProgramReview/apr.enrollment.PGM\\_MAJOR.ART.html](http://www.csueastbay.edu/ira/tables/AcademicProgramReview/apr.enrollment.PGM_MAJOR.ART.html)

Link to ART Department student demographics, BFA Degree:

[http://www.csueastbay.edu/ira/tables/AcademicProgramReview/apr.enrollment.PGM\\_MAJOR.ART\(BFA\).html](http://www.csueastbay.edu/ira/tables/AcademicProgramReview/apr.enrollment.PGM_MAJOR.ART(BFA).html)

b) Degrees Conferred by the program

The Art Dept. charts for degrees conferred can be read from the link below.

<http://www.csueastbay.edu/ira/tables/AcademicProgramReview/Degrees%20Awarded%202011-12.html>

c) SFR's by discipline

The link below goes to the chart and the ART numbers can be read.

<http://www.csueastbay.edu/ira/tables/sfr/APR%20sfr%20by%20Subject.html>

d) Course History data

The link below goes to the Art Department chart and the ART numbers can be read.

<http://www.csueastbay.edu/ira//tables/AcademicProgramReview/crshis.ART.html>

Summary Data for the ART Department:

<http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR CLASS template nolink.htm>