ANNUAL PROGRAM REPORT

College	CLASS
Department	ART
Program	BA & BFA in Art, MA in Multimedia
Reporting for Academic Year	2017-18
Last 5-Year Review	2014-15
Next 5-Year Review	2021-22
Department Chair	Gwyan Rhabyt
Date Submitted	15 October, 2018

SELF-STUDY *(suggested length of 1-3 pages)*

A.

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

Curriculum Area Goals:

- Undertake various curriculum revisions and fold into the process of converting the curriculum from quarter system to semesters. This would include:
  - The common core for Art majors,
  - The undergraduate multimedia option,
  - Strengthen the BFA options by reducing reliance on Independent Study
- Develop rubrics for all courses, beginning with the common core, to facilitate consistent and assessable outcomes
- Plan and implement revisions in the Multimedia Graduate Program curriculum and possibly to upgrade the degree from M.A. to M.F.A.
- Address the need for better writing skills, oral presentation skills, and digital printing skills
- Continue implementing further assessment rubrics for PLOs year by year as planned, and follow up with curricular fine-tuning if needed.
- Evaluate the feasibility of further M.F.A. options and begin planning
  • Discuss revising/upgrading the Graphic Design option

Student Area Goals:

- Make an enhanced effort to increase Multimedia Graduate Program enrollment as planned.
- Support student efforts (such as clubs) to build community and bridge the gap between traditional and digital art cultures
- Evaluate tactics for increasing BFA enrollment. If feasible, plan and implement
  • Consider whether and how to increase enrollment in the Spatial Arts option

Faculty Area Goals:

- Add enough faculty to replace retiring and FERPing faculty, to meet demands of increasing enrollment, to respond to changes in the field, and to maintain or improve the department's competitive position among Bay Area art programs
- Add tenure-track faculty in appropriate ratio to lecturers
- Search for tenure-track candidates who can participate in newer art practices as well as helping to sustain and revitalize heritage media
- Offer assessment workshops for all faculty, to provide further training, discussion, and input on the assessment process
- Strategize ways to increase the perceived value to faculty of the assessment process
- Under the new department leadership, continue to practice collegiality and seek input from lecturers and staff on matters of particular concern, such as curriculum, leadership, and resources

Other Resource Goals:

- Continue reorganizing the photo area to meet the needs of 21st-century digital art practices
- Make further efforts to revitalize the 3-D facilities: continue to refurbish the ceramics studio area; develop appropriate staffing and studio practices to integrate the new fabrication equipment into the sculpture yard
- Stabilize computer lab funding
- Upgrade the PC lab
- Implement the painting storage plan
- Identify more exhibition spaces for student work
- Tend to deferred maintenance on the aging building
- Continue to seek and utilize the Library, College, and University Programs to support Curriculum and Professional Achievement

Progress Toward Five-Year Review Planning Goals

Curriculum Area Goals:

- Many goals in this area have been achieved as part of the Semester Conversion curricular transformation process. The Department's remaining goals surrounding converting the existing MA to an MFA and investigating the feasibility of adding new MFA concentrations or degrees have changed. The MA has shifted towards a narrower focus on Interaction Design in 2017-18 with the introduction of a concentration of that name. This has led to an increase in applications and enrollment. It is very hopeful that this is occurring at a time of declining or static enrollment elsewhere in the University. However, as the graduate program is small we will have more confidence that this is a real change once Fall 2019 numbers are in.
- The primary goal in the curricular area for the coming two years will be stabilizing our radically transformed semester curriculum with its new emphasis on BFA rather than BA concentrations. This will require close attention to enrollment numbers, polling students, and an increase in proactive advising.

Student Area Goals:

- Increasing enrollment in the graduate program to a more sustainable level. Currently the MA program has 20 students but would be more efficient and stable with 40. As this is in the context of a nationwide fall in graduate Art and Design enrollment, we are also working on adding cost saving measures on an incremental basis.
- Student integration between traditional and digital student cultures is progressing well with student clubs and an expansion of cross disciplinary course offerings.
- Making sure that the bulk of our majors choose the longer and more professional BFA degree as this will add stability to the program and increase the career and graduate school success of our students.
- Offering enough classes to simultaneously meet the needs of semester and quarter catalog students in a climate of reduced budgets (because of enrollment declines elsewhere in the University)

Faculty Area Goals:

- We made a brief recovery from our falling ratio of classes taught by regular faculty in 2016 with the hire of a professor in the painting area, which was encouraging. Unfortunately, since then we have had one professor move into FERP and two finish FERPing, meaning that we now have the lowest FTEF of regular faculty in the history of the department despite having the fourth highest FTES on record.
- Thankfully Art was given permission to do a search for a Tenure Track position in Art History in 2018-19, which should alleviate our historical problems with locating qualified art history lecturers. However, we will next need to turn our attention to the area of Graphic Design, with 166 in the concentration (43% of the department), which has only one regular faculty member and the worst lecturer to TT ratio in the department.

- Increasing faculty involvement in concentration and course assessment is becoming crucial as large numbers of new semester curriculum is actually offered and we can finally see how our planning from the last few years plays out and quickly catch where it needs to be fixed.

Other Resource Goals:

- Many of these goals have been impacted by the restructuring of curricular needs in the conversion to semester. Particularly encouraging is the integration of traditional practices with digital ones exemplified by the new foundation sequence, each of which is 50% traditional media and 50% digital media.
- Of continuing concern is the ever-changing university approach to funding the refresh cycles of our digital media computer labs. Having gone from department to ITS and back to the department, the current practice is using A2E2 IREE funds to refresh the labs. Because the art department has four media specific labs (as opposed to some other departments who use ITS refreshed labs), this has meant that, because IREE monies are distributed publicly between departments, the art department receives little or no research equipment funding beyond the lab refreshes.

B. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview: The primary change that has developed since our Five Year Review has been the planning for the conversion to semesters. Discussion of some of the known impacts of this is mentioned above with other concerns mentioned below

Curriculum: The massive work of prepping for 80+ transformed classes is daunting. There is some concern about a noticeable dip in instructional quality for the first two semesters until faculty, lecturers, and students adjust to the new demands and rhythms of semesters.

Students: Although enrollment in both major courses and general education courses has remained constant, the elimination of GE Area F, its partial replacement by Area C3 followed by the abolishment of C3 by EO 1100 presents an uncertainty about future enrollments, with a downside risk. There is also concern that CSUEB students will follow the pattern described for CSULA students, who instead of treating five semester classes as full time, continued to enroll in four semester classes. This is not unique to the Art Department but will deliver a significant fall in FTES.

Faculty: As indicated above, we have a need for a Graphic Design instructor to reduce our heavy dependence on part time lecturers in this area. Of new concern is the availability of lecturers in the 3D modeling area. Because this is a thriving industry, tracking down committed candidates is difficult. This will have to be monitored as the year progresses.

Staff: With the retirement of our 20+ year ASC and her replacement only a week before

classes started in Fall 2018, there will be a greatly reduced efficiency in the Department office. Hopefully, the new ASC will settle in and within a couple years, we will be able to regain our previous ease of operations. Other than this, our staff position is sustainable.

Resources: As indicated above, there is a concern that A2E2 IREE funds will be limited to computer lab refreshes and leave no resources for new research or innovation.

Assessment: It will be an unfortunate byproduct of the transition to semesters with a new set of PLOs, transformed concentrations, and transformed courses, that comparative assessment will be difficult and of limited value for a few years.

Other:

SUMMARY OF ASSESSMENT *(suggested length of 1-2 pages)*

C. Program Learning Outcomes (PLO)

Students graduating with a B.A. in Art from California State University East Bay will

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

Note: These are the PLOs for the Art Department Bachelors Degrees under the **Quarter** Catalog. As part of the Department Transformation in Semester Conversion, these have all be rewritten. The new PLOs are:

- Demonstrate mastery of appropriate art-making skills and tools.
- Imagine, ideate and create using an open, confident, and flexible method through creative processes and design thinking.
- Critique and think critically about art works using appropriate concepts from art history and theory, in the context of culture, contemporary art, and in public and global spheres.
- Communicate clearly and persuasively through their work.
- Integrate arts related skills in developing professional practices and planning for ethical, sustainable civic engagement.
- Formulate a plan to develop and maintain a professional creative practice.

These will come into effect in Fall 2018 and will be evaluated as part of the 2018-19 Annual Report.

D. Program Learning Outcome(S) Assessed

Program Learning Outcome #5 (PLO5), which states:

Upon completion of this program, students will be able to communicate and apply technical proficiency in areas appropriate to their degree option to produce a cohesive body of work.

This PLO has only previously been assessed once in 2012-13.

E. Summary of Assessment Process

To assess this outcome, the committee reviewed instructor-provided data reporting the numbers of students who had exceeded, met, or failed to meet this expectation. Specifically, we viewed these materials from all sections during 2017-18 of the following courses:

- ART 4220 - Multimedia Senior Project (4 Units)
- ART 4230 - Graphic Design Senior Project (4 Units)
- ART 4710 - Senior Thesis (2 Units)
- ART 4720 - Senior Seminar (2 Units)
- ART 4730 - Senior Portfolio (2 Units)
- ART 4740 - Professional Practices (4 Units)

Faculty were also asked to supply 4 representative samples (ideally distributed across all levels of achievement) from a relevant course assignment, which would show, as much as possible:

- communication of technical proficiency,
- application of technical proficiency, and
- a cohesive body of work (or preparation that will lead to a cohesive body of work).

In our review of these materials, the committee can report that, of a **total 195 students** enrolled in these courses, **60* students exceeded** expectations of PLO5; **112* students met expectations** of PLO5; and **23 students did not meet expectations** of PLO5. Full data breakdown for all sections may be found in Table 1 and Figure 1. (*Studio Senior Project is split across three course numbers; data used for totals here correspond to ART 4730, which represents the median of this three course set.)

Further analysis of the data show that, on average about 10% of students enrolled in each of these six course numbers did not meet expectations. (Fig. 2) Percentages vary somewhat between those who met and exceeded expectations across different courses and sections, but consistently across all courses at least 23% of students exceeded expectations. It is notable that all sections taught in SP18 have larger numbers of students meeting expectations – possibly because assessment in May was based on midterm projects and assignments, as opposed to final projects. Relatedly, the largest single class section (4740 in SP18) saw a large percentage of students meeting expectations. Also noticeable is that the course numbers with the smallest data sets (4710, 4720, 4730) saw larger percentages of students who exceeded expectations. This may indicate qualitative differences of expectations between Studio and Multimedia/Design, but equally this might be attributable to difference of sample size. The data we collected show no other significant aberrations.

In the committee's review of sample student materials, we found *general* consistency and agreement of these samples with instructor reporting of corresponding data (i.e. assignments marked as exceeding expectations seemed to show exemplary work), with lesser confidence for students in ART 4230 – in large part because sample assignments for some sections were not clearly labeled by level of achievement. In keeping with the breadth of practices taught in our department, the samples

received were in a variety of media and formats. The quality of documentation fluctuates across the department, though this may be partly attributable to which files instructors had on hand during the assessment.

Table 1. Data Collected for 2017-18 Assessment

	Did Not Meet Expectations	Met Expectations	Exceeded Expectations	Total Number of Students
4220 - Multimedia Senior Project (4)	**4**	**26**	**12**	**42**
4220 - FA17 (Wear)	0	5	6	11
4220 - WI18 (Wear)	1	1	3	5
4220 - SP18 (Lee)	0	6	0	6
4220 - SP18 (Wear)	0	11	0	11
4220 - SP18 (Becker)	3	3	3	9
4230 - Graphic Design Senior Project (4)	**3**	**28**	**17**	**48**
4230 - FA17 (Wear)	0	3	9	12
4230 - WI18 (Wear)	1	3	3	7
4230 - SP18 (Lee)	1	12	1	14
4230 - SP18 (Wear)	0	6	2	8
4230 - SP18 (Becker)	1	4	2	7
4710 - Senior Thesis (2)				
4710 - WI18 (Hemenway)	**2**	**4**	**15**	**21**
4720 - Senior Seminar (2)				
4710 - WI18 (Hemenway)	**2**	**9**	**10**	**21**
4730 - Senior Portfolio (2)				
4710 - WI18 (Hemenway)	**2**	**8**	**11**	**21**
4740 - Professional Practices (4)	**14**	**50**	**20**	**84**
4740 - FA17 (Pollock)	4	12	6	22
4740 - WI18 (Bhakta)	1	12	5	18

4740 - SP18 (Bhakta)	9	26	9	44

Figure 1. Numbers of Students Exceeding, Meeting, and Not Meeting Expectations in Each Course Section

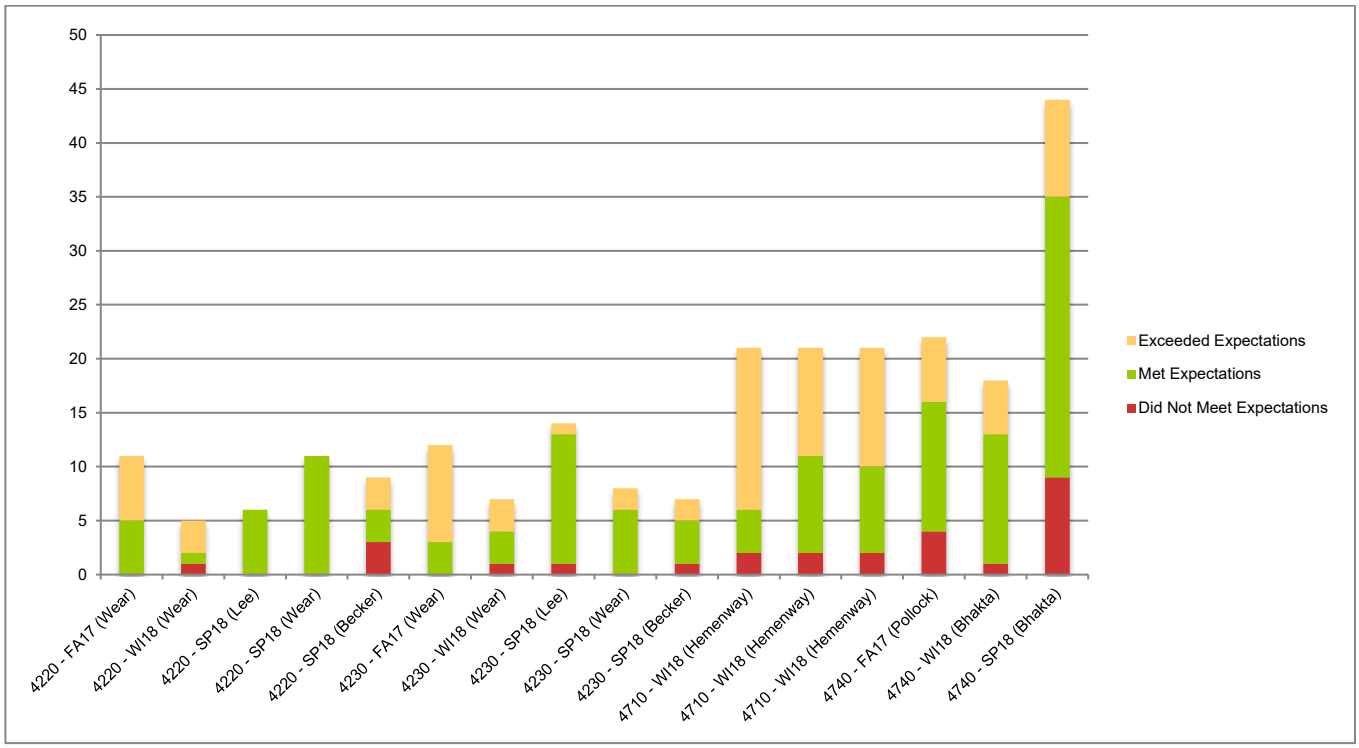
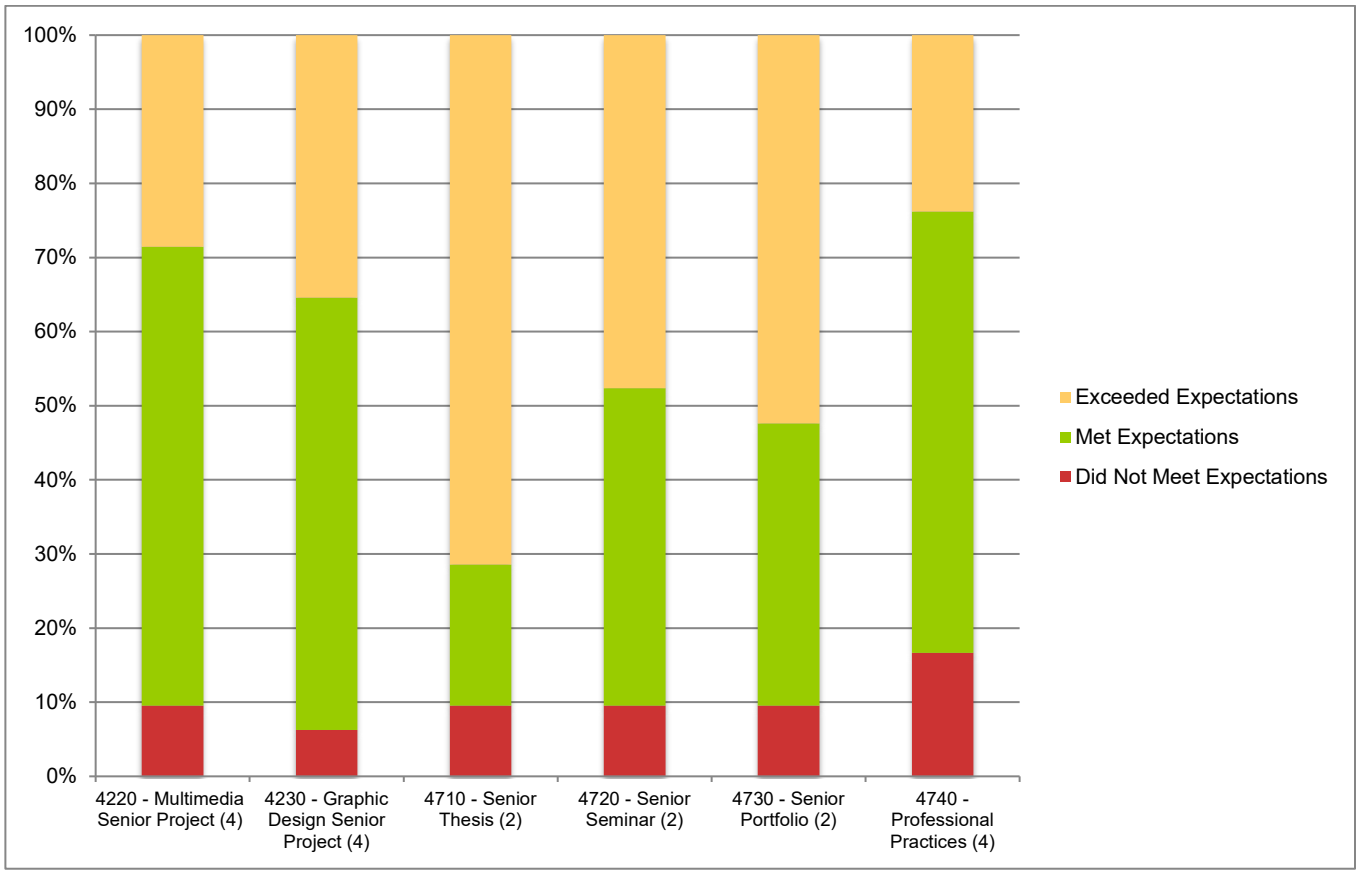


Figure 2. Percentages of Students Exceeding, Meeting, and Not Meeting Expectations in Each Course



F. **Summary of Assessment Results**

Main Findings:

The department agreed that a lack of clear criteria for achievement of program learning outcomes makes it difficult to draw meaningful conclusions about the data we have collected. Because the language for our program learning outcomes and the courses to be assessed are changing in fall 2018, we anticipate future discussions amongst regular ART faculty to further clarify and standardize assessment criteria and procedures in our department under semesters.

Recommendations for Program Improvement:

The problem indicated above was previously noted the last time this PLO was assessed in 2012/13. In response, with Semester Conversion, the PLOs were rewritten to be more clearly and distinctly assessable. So now in place of this overly multifeatured PLO:

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

We have put the Communication related part in new PLO 4:

Communicate clearly and persuasively through their work

We have put the technical proficiency in new PLO 1:

Demonstrate mastery of appropriate art-making skills and tools

And we have put the cohesive body of work as part of new PLO 6

Formulate a plan to develop and maintain a professional creative practice

Beyond this, the senior project class has been restructured and, more importantly, a portfolio review prior to entering taking upper division courses is now built in to the major requirements. This should allow for a before-and-after evaluation of student work, so the effect of instruction can be clearly identified.

Next Step(s) for Closing the Loop: *(recommendations to address findings, how & when)*

The next step for the primary part of this PLO, which will be reassessed in 2022, will be creation of a series of concentration-specific standards as part of our long-term plan to create SLOs for each concentration. This larger project will be addressed by faculty as soon as the two more pressing projects of implementing transformed semester classes and concentrations (2018-19); and assessing/fixing concentration level problems (2019-20).

G. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

As we have entirely rewritten our PLOs as part of Semester Conversion, the last five-year plan does not reflect the future PLO assessment schedule, which is as follows:

2022-23	1. Demonstrate mastery of appropriate art-making skills and tools
2018-19	2. Imagine, ideate and create using an open, confident, and flexible method through creative processes and design thinking
2019-20	3. Critique and think critically about art works using appropriate concepts from art history and theory, in the context of culture, contemporary art, and in public and global spheres
2020-21	4. Communicate clearly and persuasively through their work.
2021-22	5. Integrate arts related skills in developing professional practices and planning for ethical, sustainable civic engagement
2021-22	6. Formulate a plan to develop and maintain a professional creative practice

DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

H. **Discussion of Trends & Reflections**

Notable Trends:

A series of comparisons from the Office of Institutional Research of data between Fall of 2013 and Fall of 2017 provide a good snapshot of changes in the department.

Overall Enrollment

Between 2013 and 2017, major headcount has declined from 453 to 377 (though data from Bay Advisor shows a 2018 rebound to 407) and FTES declined from 301 to 279. Art Departments across the CSU and the country have seen declines in this period. Ours is smaller than most, mostly because our department is more focused on design than traditional fine arts.

Concentrations

Our enrollment in Graphic Design (our largest concentration) and Multimedia have remained roughly constant over this time. Much of the fall has been in the areas of Traditional Fine Art and Photography. This is reflective of trends across the state and the country. With Semester Conversion we are introducing of new concentrations in Video & Animation, Illustration, and Interaction & Game Design, which from Fall 2018 admission numbers and reports from enrollment officers are showing great promise.

Demographics of Majors

Interestingly, all of our decline in majors has been in white enrollment (from 23% to 17%). In parallel our URM enrollment has increased from 33% to 39%, our Latinx enrollment from 23% to 32%, and our first generation from 47% to 58%. All of these increases are much higher than those of the College or the University over the same period. In short, a significant number of white students who used to choose Painting, Sculpture, or Photography as a focus, now choose majors in other Departments.

Graduation and Retention Rate

Graduation rates in the Art Department run about 5% higher than the University and College for transfer students in the 2 and 4 year categories, and about even with CLASS for 6 year freshmen (at a rate about 5% below the University). Our weak spot is 4 year freshman graduation which for the most recent 3 years of data has run about 10% lower than the University. Retention rates for Freshmen are similar to those of CLASS and the University. For Transfer students, our one-year rates are similar, but our two-year rates are much higher (Art averages 60%, CLASS 35%, and the University 40%).

Faculty

Between 2013 and 2017, the number of FTE Regular Faculty fell from 48% to 43% of department instruction.

Reflections on Trends and Program Statistics:

While we are all sad to see the slow decline in enrollments in traditional art areas, this is part of a national trend. It is difficult to predict whether the decline will continue or plateau, but the changes are gradual enough to not be worrying. As these areas only represent 18% of the department by headcount, and other areas, particularly the new Semester concentrations in Video & Animation, and Interaction & Game Design, seem to be increasing to make up the difference, the stability of the department is good.

Graduation and retention rates can be improved. As part of the GI2025, we will be focusing in particular on expanding advising and adding a mandatory advising session for freshmen and for juniors. However, after looking into the details of how departmental graduation rates are calculated, the freshmen graduation rate has many components that are outside of department control. More research and help from APS would be appreciated.

Request for Resources

1. Request for Tenure-Track Hires
   As mentioned above, as of Fall 2017 our regular faculty now account for 42% the department FTE. While this is close to the university average, we have since had one emeritus professor finish FERP and another FERPing professor reduce her workload from 50% to 35%. So we have lost two thirds of a tenure track position at a time that the university is pledging to increase the campus ratio.

   Our need is for a position in Graphic Design. As indicated above, this is our most popular concentration with 166 majors. Currently we have only one professor who teaches entirely in this area (there are two others who contribute one section each per year). While our lecturers in Graphic Design are competent, they are not able to provide the advising or mentoring that the students need. This is not a critical need, but (as of October 2018) we are below the campus average for Tenure Density and need a position to support student success.

2. Request for Other Resources
   The Art Department substantially changed/updated major requirements for graduation with the change to Semesters. In 2019, we are given an allocation roughly fixed to 2017/18 enrollments and are forced to choose between running classes that will prioritize graduation of Semester Catalog students or those that will prioritize graduation of Quarter Catalog students.

   The Art Department currently has 400 majors with a 50/50 split between those on Semester and those on Quarter Catalog. Some senior courses, like ART 423 Modern Media & Culture 2 are not required of Semester Catalog majors but are required (as the only appropriate substitute for ART 3400) of all Quarter Catalog majors. Other courses, like ART 430 Typography 2 or ART 453 Web Design 3 are required of Semester students but not Quarter students. The department had a moderately efficient set of section offerings for

the Quarter Catalog (though it needed to be modernized) and a more efficient set of section offerings for Semester Catalog, but has a low efficiency minimum with the current 50/50 mix of students. Without short term support (Spring 2019 and Fall 2019), graduations of both Semester and Quarter students will be delayed.