

Appendix A: TEMPLATE FOR ANNUAL PROGRAM REPORT REVIEW *(See preceding document for detailed descriptions for each section)*

ANNUAL PROGRAM REPORT

College	CLASS
Department	ART
Program	BA & BFA in Art, MA in Multimedia
Reporting for Academic Year	2018-19
Last 5-Year Review	2014-15
Next 5-Year Review	2021-22
Department Chair	Gwyan Rhabyt
Author of Review	Gwyan Rhabyt
Date Submitted	1 October, 2019

I. SELF-STUDY (*suggested length of 1-2 pages*)

A. Five-Year Review Planning Goals

From your last 5-year plan (2014-15)

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

B. Progress Toward Five-Year Review Planning Goals

Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

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 shifted towards a narrower focus on Interaction Design in 2017-18 with the introduction of a concentration of that name. This briefly led to an increase in applications and enrollment (see below). Research and interviews have led us to conclude that the issue is promotion and publicity rather than further curriculum. Art has proposed changing the name of the degree from an MA in Multimedia to an MA in Interaction Design and Interactive Art. This would not be a shift in curriculum, but would more accurately reflect the degree to prospective graduate students in national and international guides and searches..
- 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. Two systematic reviews by regular department faculty will be conducted in 2019-20 – one of our Foundations courses (the shared Lower Division requirements for all BA and BFA majors) and one of course prerequisite sequencing to reduce requirements (where possible) to minimize bottlenecks to graduation.

Student Area Goals:

- Increasing enrollment in the graduate program to a more sustainable level. Currently the MA program has 16 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 working to increase enrollment with more promotion and the name change described above.
- Student integration between traditional and digital student cultures is progressing well with student clubs and an expansion of cross disciplinary course offerings.
- Our goal of making sure that the bulk of our majors choose the longer and more professional BFA degree, which increases the career and graduate school success of our students, has been very successful with increases in major counts.
- Overall undergraduate enrollment has also responded strongly to the new transformed Semester offerings:

ART Dept BA and BFA	Change F16 to F17	Change F17 to F18	Change F18 to F19
Major Count	-14%	+ 8%	+24%
FTES	-11%	-11%	+35%

- 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) was difficult in 2018-19 but as quarter catalog students graduated, and with some supporting funding from the GI2025 initiative, we have largely avoided delays to graduation.

Faculty Area Goals:

- 2018-19 was a difficult year We had the lowest FTEF of regular faculty in the history of the department despite having the fourth highest FTES on record.
- Thankfully Art had been given permission to do a search for a Tenure Track position in Art History which resulted in the successful hire of an Art Historian to compensate for earlier retirement. However, our dramatic increase in both majors and FTES to the highest levels the department has ever seen, still leaves our regular FTEF to FTES ratio at the worst in the department's history. Hiring lecturers in some areas has become very challenging. Particularly difficult has been the area of Interaction & Game Design, which is seeing increasing hiring and wages in industry that we cannot meet with lecturer wages. The consensus of the faculty is that this should be our next TT hire.
- We continue to work on increasing faculty involvement in concentration and course assessment to adjust and update our curriculum. This process has benefited from Professional Development funds obtained as a one-time Exceptional Effort Award from the Provost's Office. We will seek further funding for 2020 and 2021 from other sources as this really seems to be helping

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.
- Funding of large capital expenses was sufficient in 2018-19, with refreshes of major computer labs. However, with our increased FTES and Major count, we are now struggling to find space to schedule necessary classes. We plan to conduct discussions with the CLASS Dean and the Provost about expanding from the four computer labs that we have had for two decades to add a fifth. As this will involve recurring refresh expenses, this needs broad consultation before any action. Happily, the cost per computer of a typical graphics workstation has fallen by half every decade for the past 30 years,

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SBI440, 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.

Overview: The primary change that has developed since our Five Year Review has been the planning for the conversion to semesters, implementing the plan, and, now, dealing with the ramifications. At this stage, the key impact has been an increase in enrollment because our new concentrations and courses are attracting more students.

Curriculum: The new curriculum has, in general, been very successful. We spent the year struggling with serving quarter catalog and semester catalog students simultaneously, but are getting past this with time (as of Sept 2019, only 15% of Art majors are on the quarter catalog). Going forward many small changes need to be made as bottlenecks are arising with the growth of some new concentrations.

Students: Last year we were concerned with the elimination of GE Area C3 by EO 1100 but this does not seem to have panned out. Enrollment in the MA program remains a concern, but, as indicated above, we are taking steps to improve it. Improved advising, especially with our Faculty Fellow, has benefited students. Clubs, which have been shown to improve retention, continue to be a problem as they often lack continuity in leadership. We are working to develop a sustainability plan for the various Art Department clubs.

Faculty: As indicated above, we have a need for a TT hire in Interaction and Game Design. Because this is a thriving industry, hiring at the lecturer level is increasing difficult and, for the same reason, enrollment is growing (from 33 to 55 students in this concentration over the last 12 months).

Staff: With the retirement of our 20+ year ASC and her replacement only a week before classes started in Fall 2018, there was a greatly reduced efficiency in the Department office. The new ASC found the position too stressful and left for another, higher paying position in the Spring. A second, exhausting, hiring process located our third ASC in 12 months who has been settling in. We hope that within a couple years, we will be able to regain our previous ease of operations. Other than this, our staff position is sustainable.

Resources: There is a concern that A2E2 IREE funds will be limited to computer lab refreshes and leave no resources for new research or innovation. This happened in 2018-19, but not in 2019-20. Hopefully the latter will form the pattern and not the former. On a larger scale, the number of computer labs, which has been static at 4 for nearly two decades, will need to increase to support the growing number of students. However, as indicated above, the relative cost of computer labs is declining, so this should be a sustainable request.

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. As always, Art, along with other departments based on creative activities, like Music and Theatre, remains one of the most resource intensive to assess.

Other:

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

A. Program Learning Outcomes (PLO)

As part of Semester Conversion, the Art Department completely transformed and updated its PLOs. The new PLOs came into effect in 2018-19. This is the first time they have been assessed.

PLO1 Demonstrate mastery of appropriate art-making skills and tools.

PLO2 Imagine, ideate and create using an open, confident, and flexible method through creative processes and design thinking.

PLO 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.

PLO 4 Communicate clearly and persuasively through their work.

PLO 5 Integrate arts related skills in developing professional practices and planning for ethical, sustainable civic engagement.

PLO 6 Formulate a plan to develop and maintain a professional creative practice.

B. Program Learning Outcome(S) Assessed

This year we assessed

PLO1 Demonstrate mastery of appropriate art-making skills and tools.

Our department plan is to assess one PLO per year until our Five Year Review in 2021-22 and then consider a process to assess all PLOs every year. We wish to stabilize the new semester curriculum first.

C. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings.

Instrument(s): *(include if new or old instrument, how developed, description of content)*

Email request for instructors of key senior level course to report the number of students in each section that exceeded, met, or failed to meet the PLO. In addition, the instructors were asked to supply 5 representative samples (from 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).

Sampling Procedure:

All sections typically taken by seniors were sampled

Sample Characteristics:

No full analysis was done to confirm that all students were seniors or that all students were Art

majors. But spot checks by the Chair determined that both were likely to be greater than 99%.

Data Collection: *(include when, who, and how collected)*

At the end of Fall Semester 2018 and Spring Semester 2019, all the instructors of the following courses were contacted and recontacted until a 100% response rate was achieved.

Replies were via email.

FALL 2018

- ART 379 Printmaking 2 (3 Units)
- ART 472 Painting 3 (3 Units)
- ART 474 Figure Drawing 2 (3 Units)
- ART 493B Interaction and Game Design Senior Project (3 Units)
- ART 493F Video and Animation Senior Project (3 Units)
- ART 493I Graphic Design Senior Project (3 Units)

SPRING 2019

- ART 346 3D Modeling and Animation 2 (3 Units)
- ART 349B Portrait Photography 2 (3 Units)
- ART 363 Narrative Illustration (3 Units)
- ART 370 Drawing 3 (3 Units)
- ART 378 Bookmaking 2 (3 Units)
- ART 430 Typography for Print and Interactive Publications (3 Units)
- ART 472 Painting 3 (3 Units)
- ART 493A Illustration Senior Project (3 Units)
- ART 493B Interaction and Game Design Senior Project (3 Units)
- ART 493C Photography Senior Project (3 Units)
- ART 493F Video and Animation Senior Project (3 Units)
- ART 493H Fine Art Practice Senior Project (3 Units)
- ART 493I Graphic Design Senior Project (3 Units)

Data Analysis:

In our review of these materials, the committee can report that, of a **total 165 students** enrolled in these courses, **48* students exceeded expectations (29%)** of PLO1; **71* students met expectations (43 %)** of PLO1; and **7 students did not meet expectations (4.24 %)** of PLO1.

Though provided with a form and instructions on submitting materials, some faculty submitted their materials and data in entirely different formats while others submitted only the data tied directly to their work samples. This demonstrates a need for a more structured and agreed upon system of assessment, its format and process of data collection moving forward. Over half of the assessments were completed by adjunct faculty and it should be noted that this goes above and beyond their regular teaching duties.

Despite the variance of the data it is obvious that the majority of students meet or exceed expectations. A full data breakdown based on the collected data for all sections may be found in Table 1 and Figure 1. Out of 165 students **48* students exceeded expectations (29%); 71* students met expectations (43 %); and 7 students did not meet expectations (4.24 %)** with **34 students (20.6%)** not included in the assessment due to larger classes being accessed by a sample size of 5 students each.

	Did Not Meet Expectations	Met Expectations	Exceeded Expectations	Total Number of Students
ART 379 - F18 (Henninger)	0	5	1	6
ART 472 - F18 (Hall)	1	11	5	17
ART 474 - F18 (Hall)	2	10	8	20
ART 493B - F18 (Lee)	1	1	1	3
ART 493F - F18 (Lee)	0	3	0	3
ART 493I - F18 (Lee)	0	5	2	7
ART 346 - S19 (Platz)	0	5	10	15
ART 349B - S19 (Hopkins)	1	0	5	6
ART 363 - SP19 (Wear)	1	3	1	26
ART 370 - SP19 (Schneider)	0	7	2	9
ART 378 - SP19 (Henninger)	0	4	0	4
ART 430 - SP19 (Green)	1	8	6	24
ART 472 - SP19 (Munakata)	0	3	2	9
ART 493A - SP19 (Hall)	0	0	2	2
ART 493B - SP19 (Hall)	0	2	0	2
ART 493C - SP19 (Hall)	0	1	1	2
ART 493F - SP19 (Hall)	0	2	0	2
ART 493H - SP19 (Hall)	0	4	2	6
ART 493I - SP19 (Hall)	0	2	0	2
	7	76	48	165

Table 1. Data Collected for 2018-19 Assessment

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

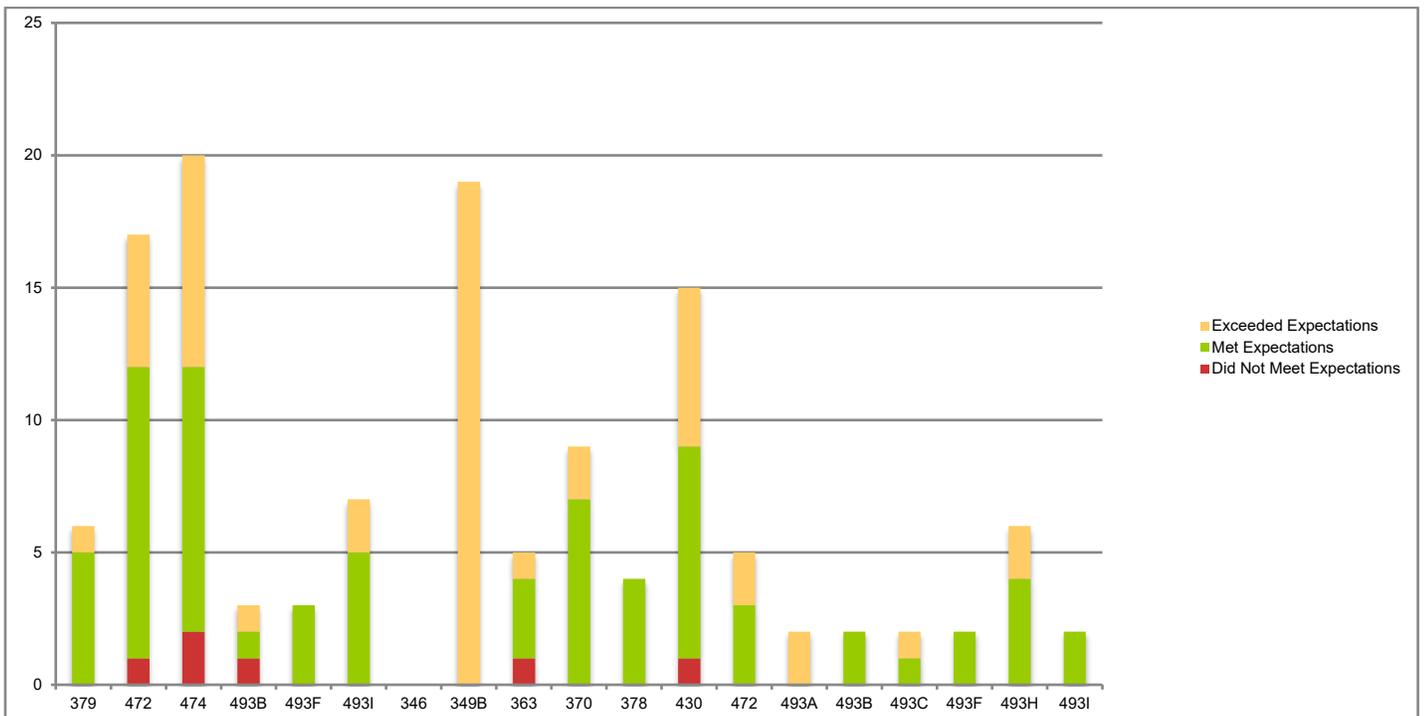
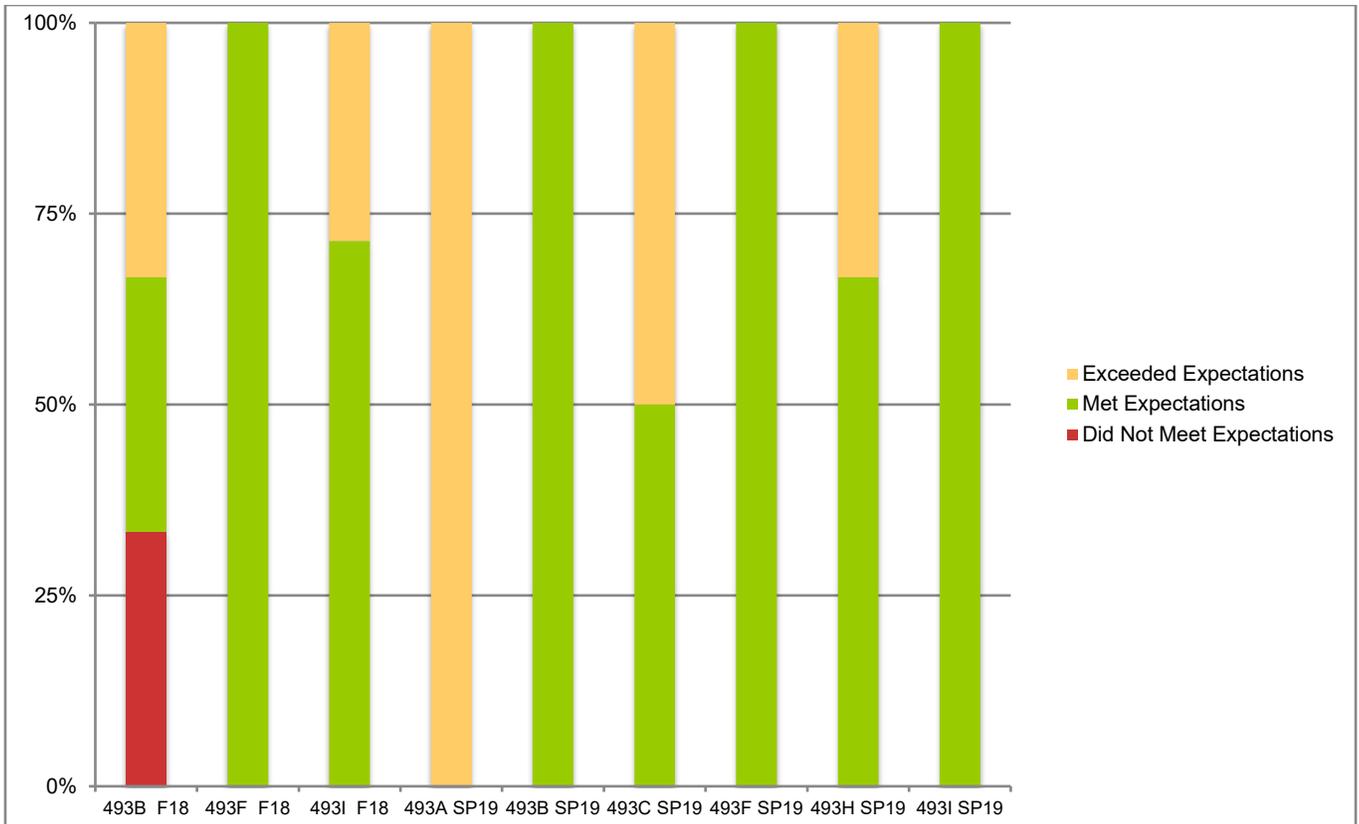


Figure 2. Percentages of Students Exceeding, Meeting, and Not Meeting Expectations in Each Course



D. Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

Main Findings:

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). The quality of documentation fluctuates across the department, though this may be partly attributable to which files instructors had on hand during the assessment.

The committee 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: *(changes in course content, course sequence, student advising)*

As this is the first time this cycle of PLOs have been evaluated and this year will see significant changes to course content and sequences based on detailed comparisons of the effectiveness of student competencies addressed in each course (though a separate process of faculty retreats), we foresee this evaluation forming a baseline for future comparisons rather than sparking changes directly.

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

The findings will form background information for two faculty retreats (in November and January), which will determine changes in course content and course sequencing throughout the Department's curriculum. Some of these changes will likely be implemented by Fall 2020, but others (involving changes in prerequisites) may take until Fall 2021

E. 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.

In 2019-2020, the Department will assess:

PLO2 Imagine, ideate and create using an open, confident, and flexible method through creative processes and design thinking.

This will be a more difficult PLO to assess, and the Department Assessment Committee is developing an instrument over the next two months

No changes to the overall Department Assessment Plan are envisioned until at least our next Five Year Plan

In addition, in 2019-20, the Department will develop an assessment plan for each of the department's five minors, which were also transformed during Semester Conversion.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS *(suggested length of 2 pages)*

Each program should provide a one-page discussion of the program data available through University Dashboard. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to University Dashboard data. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

A. Discussion of Trends & Reflections

Notable Trends;

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

Overall Art Department enrollment (by major count and by FTES) is up dramatically on the previous year but represents only a gradual increase over a longer time range. However, the current enrollment does represent something close to our maximum facility capacity without initiating weekend classes.

Historical Major Count										
	2012	2013	2014	2015	2016	2017	2018*	2019*	Change 2012-2019	% Change
Art BA	390	413	412	383	411	351	233	117	-273	-70.0%
Art BFA	11	17	10	10	8	9	152	363	352	3200.0%
BA + BFA	401	430	422	393	419	360	387	480	79	19.7%
MM MA	28	23	21	17	17	17	17	15	-13	-46.4%
BA/BFA YoY change		7%	-2%	-7%	7%	-14%	8%	24%		
Historical FTES Count										
	2013	2014	2015	2016	2017	2018*	2019*	Change 2013-2019	% Change	
ART BA/BFA	303	305	272	303	271	242	326	23	7.6%	
MM	10	11	9	8	8	14	10	0	0.0%	
BA/BFA Y/o/Y change		1%	-11%	11%	-11%	-11%	35%			
* Fall 2018, 2019 Data from Bay Advisor, all others from Data Warehouse										

When comparing the Art Department's 11 different concentration, the transformations associated with Semester Conversion make long term trends nearly meaningless. However, year on year

numbers do indicate significant growth, as a percentage, in Video & Animation, and Interaction & Game Design, and, as raw numbers, in Graphic Design.

Concentrations Fall 2019 by Area								
Compare to December 2018								
	Undergrad		Grad		Undergrad		Grad	
	Number Enrolled	% of total	Number Enrolled	Number Enrolled	% of total	Number Enrolled		
Studio Arts/ Fine Art Practice	47	9.8 %		42	10.9%			
Art History	4	0.8 %		5	1.3%			
3D Art and Design	6	1.3 %		8	2.1%			
Graphic Design	207	43.1 %		161	41.6%			
Interaction & Game Design	55	11.5 %	15	33	8.5%	17		
Video & Animation	56	11.7 %		33	8.5%			
Multimedia	19	4.0 %		38	9.8%			
Illustration	48	10.0 %		24	6.2%			
Photography	22	4.6 %		25	6.5%			
Undeclared	16	3.3 %		23	5.9%			

Comparisons and analysis of the department’s five minors has also been very difficult between quarters and semesters. This was heightened by a department decision to prioritize the stability and advising for majors over minors, encouraged by discussions with APS and the Provost’s Office, and in line with GI2025 priorities. This data will be collected and analyzed starting with AY 2019-20.

Despite having its highest student enrollments ever, the number of faculty, by headcount and FTEF, has fallen over the last few years. This is true of regular faculty and of lecturers. The reduction in regular faculty has been as a result of retirements outpacing tenure track hires, the reduction in lecturers has mostly been loss to better paying jobs in the Bay Area’s flourishing design industries.



Because many courses support multiple concentrations and areas within the department, it is difficult to quantify lecturer to tenure track ratios or short-term lecturer to long-term lecturer ratios. However, if hiring difficulties are used as the metric, then the Interaction & Game Design area is clearly the department’s greatest problem. We have only one faculty member in this area and no long-term

lecturers. Required courses unique to this concentration include ART 251 Interaction Design, ART 255 Game Design I, ART 259 Interaction Design Studio I, ART 351 Usability Theory & Experience Design, ART 352 Web Design II, ART 356 Interaction Design Studio II, ART 255 Game Design II, ART 357 Interaction Design Studio III, ART 452 Web Design III, and ART 455 Game Development Team Project. Most of these are taught twice a year. These are currently covered by one regular full-time faculty, one part-time one-year lecturer, and a variety of one or two-semester lecturers who rotate through our pool when between industry jobs. Because of pool shortages, one of these courses was not offered in Fall 2019 and an additional one was cancelled because a new lecturer could not be located when our previous candidate withdrew. For Spring 2020 (as of scheduling in late September 2019), three of these classes are still without lecturers or prospects, despite extensive searching.

Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

The Art Department took the opportunity provided by Semester Conversion to thoroughly update its curriculum and this has paid off with increases in applications, admissions, SIRs, and enrollment. So, although enrollments have been growing they are now being limited by lack of qualified faculty and lack of digital classroom facilities. The department has been very cognizant of the campus need for increased enrollment in 2018-19, and would like to continue, but can only do so with additional resources.

A second focus has been ensuring continued improvement department retention and graduation targets. This was recognized by the Provost's Office in 2018-19 with an Extraordinary Effort Award to the department for exemplary graduation rates. Our retention strategy of guaranteeing all ART majors places in our lower division required Foundation sequence has been increasingly successful. This has been aided by new processes for enrolling freshmen by the APS's FAST team and flexibility at the CLASS Office in adding sections as these popular classes fill.

Some areas are still under-enrolled. These include the Masters Degree, which has had flat FTES and uneven enrollment, and the 3D Art & Design concentration of the BFA, though this latter was designed largely as a bridge between traditional and digital art areas and only has a single course unique to the area. These will be examined at the faculty retreats mentioned above.

B. Request for Resources *(suggested length of 1 page)*

1. Request for Tenure-Track Hires: provide evidence from trends provided

The Art Department request is for a Tenure-Track Hire in the area of Interaction & Games Design. The Bay Area is a center for this field and has vibrant job market for our students. Unfortunately, it also has a vibrant job market for our lecturers who choose higher paying industry jobs over our own positions. We have tried repeatedly to tempt candidates from outside the Bay Area, but lack of job security and the high cost of living have discouraged them every time.

The enrollments to support a TT hire are indicated in the previous pages. Should they not continue to expand, after a TT hire, our one stable lecturer would be able to teach more in the also in-need area of Video & Animation (he is qualified in both), effectively killing two birds with one stone.

The State of California Employment Development Department indicates this area (CIP Codes 50.0411 and 11.0801) will see substantial projected growth in hiring in both the short and long term, so the Art Department feels confident that student interest and successful career placement will also grow.

2. Request for Other Resources

The Art Department currently maintains four specialized computer labs with design, video, digital illustration, and animation equipment. Each lab has 24 stations for a total of 96 computers. As indicated above, the cost per station has been slowly declining over the last three decades. In recent years a growing number of students prefer to bring and use their own laptops. This means that for beginning classes (ie, those that don't require high performance workstations, or expensive university-licensed software), we could have fewer workstations in a lab. The Art Department would like to shift to five computer labs – three as currently equipped, but two with only 14 computers plus table space for student laptop use. This would bring our total to 100 computers, only a 5% increase in hardware in the refresh cycle.

As to location of the lab, the department is just starting tentative enquiries about room use and especially changes expected after the completion of the new Library Hub building.