

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

ANNUAL PROGRAM REPORT

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	Gwyn Rhabyt
Author of Review	Gwyn Rhabyt
Date Submitted	1 October, 2019

I.

- 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
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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..
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- 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. P6dc 0.004 Twt5 (ee (n bot)-mewe (o)22P)3 (c)41as a d-4 (i)-6 (f)-11 (f)-1 (i)-6 (cu)-4ntf

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

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** and 1 Tf011dF048(Tj0.

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
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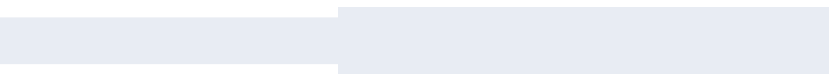


Table 1. Data Collected for 2018-19 Assessment

Figure 1. Numbers of Students t

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D. Summary of Assessment Results

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

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 NoT84 (8)3 (or)3 ,ghan

A. Discussion of Trends & Reflections

Notable Trends;

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based S(1-)Tj34.5

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

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 0 Tw 0.26 0 TBDC -4.28 -o coge by thego (s)-1 (t)-2'(r)3 (s)-1 OC -f(r)3 (i)-2 (c)4 (e)4 (i)-2 (n 20

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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