

I. **SELF-STUDY** (suggested length of 3 pages)
A.

- 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. Remaining goals surround converting the existing MA to an MFA and investigating the feasibility of adding new MFA concentrations or degrees. These graduate initiatives have been put on hold while we work on increasing enrollment (see below). We also still plan to develop more detailed assessment procedures.
- However, 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 possibly focus groups.

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

finish FERPing,

Students: Although enrollment in both major courses and general education courses has remained constant, the elimination of GE Area F and its partial replacement by Area C3 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 an acute need for an Art History instructor and are having continuing difficulty locating qualified lecturers.

Staff: With the retirement of our slide librarian and the creation of a permanent, if part time, position for the manager of the University Art Gallery, 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 transformefo

Instrument(s): Input was

1. Compose a written critique of someone else's work (either fellow class members or an outside work)
2. Articulate an approach for troubleshooting or solving or developing a response to a creative discipline related situation.

- **Assessment Plans for Next Year**

In 2017-18 we will assess the last of our quarter PLOs:

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

This is a challenging PLO to assess as we have 12 different options within the department and each has different standards and expectations for technical proficiency. We will likely examine a sample of student works from sophomore level courses and compare them to senior level work to seek evidence of value added application and communication of proficiency.

After this we will start a new assessment cycle with our new semester PLOs

E. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

Each program should provide a one page discussion of the program data available through CAPR. 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 CAPR data only. 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.

- **Discussion of Trends & Reflections**

Notable Trends:

Looking at the data presented by CAPR, there are no statistically significant trends. Over the five years to Fall 2016, enrollment, headcount, FTEF, FTES, have been roughly static, with changes of 10% in one direction in one year countered by an equal fall the following year. An examination of data from before the recession shows a variance of $\pm 10\%$ year-on-year to be the norm. This indicates to us that maintaining current staffing and faculty levels will continue to maintain student enrollments and success.

Reflections on Trends and Program Statistics:

More clarity in the presentation of the CAPR data would be helpful. Currently the tables

provided by CAPR seem to imply that ART enrollment is simultaneously (for 2016) 67% Majors and 84% General Education:

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Enrollment Count	1,165	1,286	1,314	1,281	1,295
% of Enrollment	67.6%	69.9%	69.0%	71.7%	67.5%

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Enrollment Count	1,344	1,477	1,571	1,436	1,620
% of Enrollment	78.0%	80.3%	82.6%	80.4%	84.4%

does not trigger permission to search for a new Art History faculty member, the department will be critically understaffed for the first two year of semesters.

Our greatest need is unquestioningly for an Art Historian. This is crucial for two reasons:

1. We have had a repeated difficulty in hiring and retaining qualified art history lecturers. Exit interviews (and failed hire interviews) have indicated that low security and pay are combining with the escalating Bay Area cost of living, so make CSUEB an undesirable employer in the field. All qualified lecturer candidates have left (or never started) because they were offered tenure track positions elsewhere. Most indicated that they would be interested in a tenure track position at CSUEB but not a lecturing one.
2. Our Art History classes have an SFR of 44 compared to our studio classes' SFR of 18, so it is crucial for maintaining our departmental SFR that we keep offering our full quota of Art History courses. When we are short of both lecturers and the tenure track instructors, we are forced to cut the most beneficial courses -- our lower division GE Art History classes that have an average SFR of 60 -- because failure to offer required major courses will delay student graduations.

Within Art History, our need is for a faculty member focusing on global art and design. With the full retirement of our Latin Americanist in June 2015 and the full retirement of our Asianist in June 2017, we have no faculty with specialities outside of US/Europe. At a time when our student body is becoming more diverse, and we have a ILO imperative to take a global outlook, it is embarrassing and disheartening to students and faculty alike to be moving in the opposite direction.

Request for Other Resources

Just a stable means of refreshing computer labs that doesn't change every few years and doesn't preclude equipment for research and innovation.