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	MA
Reporting for Academic Year	2020-21
Last 5-Year Review	2014-15
Next 5-Year Review	2021-22
Department Chair	Gwyan Rhabyt
Author of Review	Gwyan Rhabyt
Date Submitted	3 October 2021

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

A. Five-Year Review Planning Goals

From your last 5-year plan (2014-15) *(only those specific to the MA Program are included):*

Curriculum Area Goals:

Undertake various curriculum revisions and fold into the process of converting the curriculum from quarter system to semesters. This would include:

- Develop rubrics for all courses, 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

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

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

Curriculum Area Goals:

- Progress towards converting the MA to an MFA was halted while attention was turned to reversing a significant fall in the enrollment for the graduate Program, which bore dramatic fruit in Fall 2021(see Student Area Goals, below). Significant effort was put into promotion of the program's new title: MA in Interaction Design and Interactive Arts. Major effort was also put into better tracking software, so students could be advised of their progress through the application process (which is largely within the department) in a timely manner.
- The secondary goal in the curricular area is developing digital rubrics that will feed into a data collection system for continuous assessment.

Student Area Goals:

- The key goal for the MA program has been to reverse a precipitous fall in graduate enrollment. This finally paid off in Fall 2021 with a doubling of the incoming cohort to 18, from 9, which in turn was a doubling from Fall 2019. With a total enrollment of 26, the program is comfortable, though some further expansion would improve efficiencies.

Faculty Area Goals:

- As the MA Program has no dedicated faculty separate from the undergraduate BA and BFA Programs, faculty problems with the undergraduate programs have significantly impacted the graduate program.
- 2020-21 was another difficult year. For the fifth year running, the Art Department as a whole had the lowest FTEF of regular faculty in the history of the department despite having the highest FTES on record.
- Thankfully Art had been given permission to do a search for a Tenure Track position for AY 2021-2022. 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. This has a particular impact on the MA Program as it only focuses on Interaction Design and has need for particularly experienced instructors.
- It has become glaring that the lack of attention to diversity in hiring was a serious shortcoming in our last 5-year plan, that we look forward to correcting.

Other Resource Goals:

- Funding of large capital expenses was sufficient in the last few years, 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, so this request becomes less onerous every year.

C. Program Changes and Needs

Overview: The year was one of coping with the continuing pandemic and with rapid increases in enrollment.
Curriculum: A great deal of effort continued to be expended on adjusting the curriculum at the course level to make sure that course SLOs were being met as well as could be. The intensive, team-based curriculum of the MA Program has been especially impacted.
Students: Happily, the lean years of low enrollments in the MA Program seem to have ended. The litany of challenges to students from covid and distance learning doesn't need repeating here beyond saying that we all struggled with helping them like every other department.
Faculty: As indicated above (and substantiated in section III), we have a need for multiple TT hire in multiple growing areas, all with diversity needs, to cope with plummeting tenure density and faculty advising time.
Staff: With the retirement of our long term shop tech during the middle of the pandemic, we have had a replacement authorized and will be starting the search in the next few weeks. 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, or 2020-21. 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 in declining, so this should be a sustainable request.
Assessment: This has been uneven during the pandemic. As always, Art, along with other departments based on creative activities, like Music and Theatre, remains one of the most resource intensive to assess. We were also coping with many activity courses that were not suited to online instruction. Assessment was far more ad hoc than anyone would have wanted, with a focus on making sure that all SLOs were being consciously addressed by the instructors, than with assessing their reception by the students.
Other:

II. <u>SUMMARY OF ASSESSMENT</u> *(suggested length of 1-2 pages)*

A. Program Learning Outcomes (PLO)

1. BUILDING: Able to analyze, imagine, ideate, create interactive systems, products, services, environments, and experiences. in the form of design interaction for physical and screen-based prototypes. (ILO 1 & 6)
2. COMMUNICATING: Use contemporary textual, visual, and plastic design skills to physically and conceptually communicate their work. (ILO 2)
3. PROCESS & COLLABORATION: Lead Teams and collaborate on projects employing quantitative and qualitative research methods, brainstorming, problem-solving, prototyping, critiquing and gathering user feedback and audience responses, in creating innovative and effective interactive experiences. (ILO 4)
4. SOCIAL JUSTICE, SUSTAINABILITY, DIVERSITY: Responsibly engage diverse communities, uncovering needs, and root causes of systemic neglect and injustice through developing sustainable and equitable responses. (ILO 3 & 5)
5. PROFESSIONALISM: 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. (ILO 5 & 6)
6. CRITICAL THINKING: Examine issues, problems, and practices critically and contextually by employing evidence-based reasoning and descriptions of multiple perspectives to formulate a thesis/hypothesis that takes into account the complexity of an issue or problem and to develop design and artistic conclusions. (ILO 1)

B. Summary of Assessment Process

Instrument(s):
All SLOs are assessed based on faculty evaluation of the Thesis Project and its associated documentation

Sampling Procedure:
All graduating students were assessed

Sample Characteristics:
All students receiving an MA in 2020 (there were only two).

Data Collection:
Data was collected by Gwyan Rhabyt, Department Chair and Acting Graduate Coordinator. It was collected from the Graduate Committee, comprised of Gwyan Rhabyt, Jessica Santone, Jason Anaya, and Lindsay Rothwell in April and May 2021

Data Analysis:
This qualitative data was summarized and discussed by the Graduate Committee, rather than analyzed using any formal methodology.

C. Summary of Assessment Results

This year the second PLO was assessed:

COMMUNICATING: Use contemporary textual, visual, and plastic design skills to physically and conceptually communicate their work. (ILO 2)

Main Findings:

Both students had substantial difficulty with textual, and visual skills to communicate their work at a graduate level. Because the core of the thesis project is a prototype of a work of interactive design, both students prioritized the functionality and effectiveness of the prototype to the users over documenting their achievements or effectively communicating the project to peers and instructors. This was evident in their thesis documents, and in their presentations to the committee. As the graduating class was so small, the difficulty was overcome by repeated meetings with advisors. The PLO was met, but not elegantly and only through substantial ad hoc intervention.

Recommendations for Program Improvement:
Writing needs to be emphasized earlier and at greater depth in the program. In AY 2021-22, the regular faculty on this year's Graduate Committee, Ian Pollock (now returned from Sabbatical), Gwyan Rhabyt, and Jessica Santone, will design a Program Modification to integrate writing more deeply into the program both within existing courses and through the possible addition of a new required course that would also fulfill the Graduate Writing Skills Requirement.

Next Step(s) for Closing the Loop:
The Graduate Committee will meet in the early Spring to formulate a Program Modification

Other Reflections:

Assessment Plans for Next Year

In AY 2021-22, the IxDIA MA Program will assess PLO #3:

PROCESS & COLLABORATION: Lead Teams and collaborate on projects employing quantitative and qualitative research methods, brainstorming, problem-solving, prototyping, critiquing and gathering user feedback and audience responses, in creating innovative and effective interactive experiences. (ILO 4)

The method will be the same, although the larger graduating class of seven students will allow for some generalizations based on numbers

As this year will also be our Five-year Review, the entire Assessment Plan will itself be reviewed.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections Notable Trends;

With Semester Conversion, the Art Department shifted the focus of most concentrations to a BFA degree from a BA. Only Art History & Visual Studies, Art Studio, and Design remained in the BA degree, while Photography, Graphic Design, Video & Animation, Interaction & Game Design, 3D Art & Design, Fine Art Practice, and Transdisciplinary Art moved to BFA degrees. As a consequence, the number of BA degrees fell substantially, while BFA degrees rose correspondingly. The department had imagined the number of majors in the BA stabilizing at around 50, but it seems that (with the overall growth of the department) the number of BA Art majors will plateau closer to 75. Currently 56% of BA students are in post-Semester Conversion concentrations, while fully 44% are still on the quarter catalog.

The key assessment of Department needs is not reflected in the charts below (which are restricted to the BA program) but is seen the sum of the three degrees that the department offers. The summary provided next is built on data from all three programs. Charts from the Annual Program Reviews for the Art BFA and for the Art MA should also be consulted as supporting material. Further data is provided in the Appendix.

Trends in overall enrollment:
Contrary to both the University and the CLASS trends, the Art Department continues to grow. We had roughly stable enrollment from Fall 2016 to Fall 2018, when numbers of majors skyrocketed from 399 (F18) to 476 (F19) to 524 (F20).

Trends in diversity enrollment:
Our students have slowly become slightly more diverse, with a decline in the share of white students from 21% in Fall 2016 to 17% in Fall 2020. At the same time, the share of URM students has increased from 37% to 44%. These findings are roughly in line with changes in the University as a whole, so few conclusions can be drawn.

Trends in sub-disciplines:
With a complete transformation of Concentration boundaries with Semester Conversion, it is only now becoming clear which have been popular and which less so. Graphic Design, long our most popular concentration, continues to hold the lead, Video & Animation is growing rapidly and has taken second place. Interaction & Game Design is the third most popular but is seeing slower growth. The Fine Arts, after two decades of decline, have stabilized. Illustration, after early growth, has seen a decline, possibly because the only tenured professor in the area has moved into FERP. Photography remains low, as does 3D Art & Design. Our Transdisciplinary concentration has seen no students since it was founded four years ago (but thankfully has no dedicated courses, and no costs).

Reflections on Trends and Program Statistics:

The dramatic growth of the number of student majors from 392 to 524 in just four years has been a major challenge to the department. This 34% increase has had significant negative impacts on advising, facilities, and tenure density. Despite repeated efforts, it has been difficult to obtain reliable data on changes in the quality of the students' education that rises above anecdotal. Department DFW rates (which were never that high) have declined slightly. Data suggest that our ratio of graduating to incoming students is declining, which could presage an increase in our years to graduation metric, but noise from Covid-19 changes, and the lack of consistent statistics on major changes by students, leave this ambiguous.

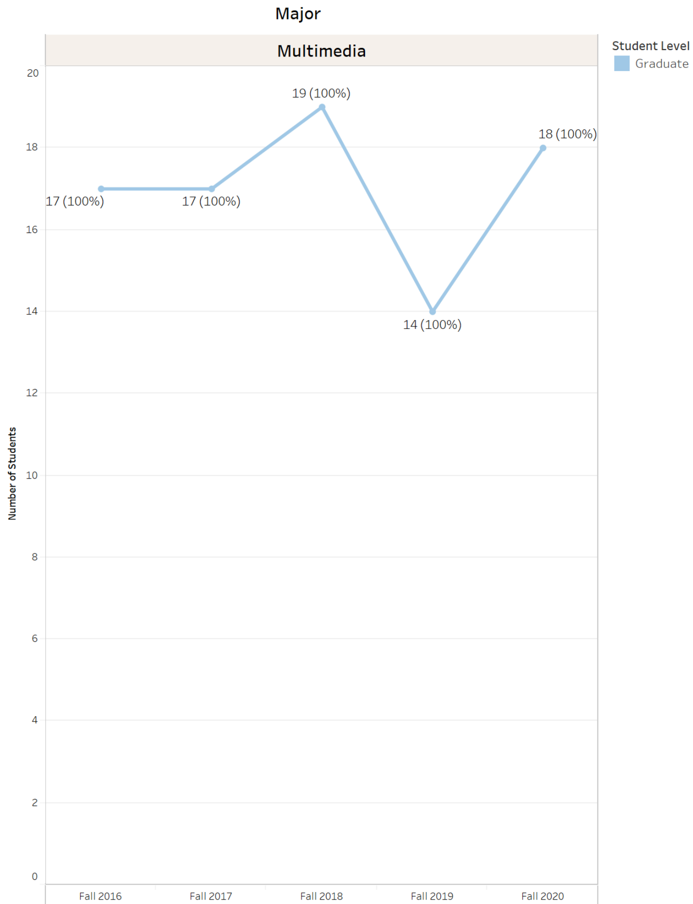
The conclusions that can be clearly made are:

The amount of **faculty advising** is declining on a per student basis. As this was poor to begin with, this decline will further disadvantage our students, especially first generation and underserved minorities. In Fall 2016, Art had one regular faculty member for every 43 students. In Fall 2020, that number had worsened by 44% to one faculty member for every 62 students. Several more Tenure Track hires are indicated.

The department **facilities** cannot cope with any more growth in enrollment. The department does its own rooming as nearly every course has specific computer or equipment needs. These are now all full and the department is only able to offer the current number of classes because of Covid-19 waivers in online instruction and the generosity of the Communication Department who are allowing us to use their television studio labs for our video classes. This calls for either stemming the growth of department enrollment (possibly through a declaration of impaction?) or the permanent allocation of another room suitable for conversion to a dedicated design computer lab.

The department needs **better data** to determine how we are serving our art and design students, what we can do to reduce equity gaps, and to improve graduation rates. We are planning an in-department qualitative and quantitative survey in the coming year to more thoroughly understand student needs and establish a plan for improvement. If funding can be located, this will be done as part of the upcoming Five-year Review.

(a reminder that the charts below are just about the MA and do not include the undergraduate programs)



Multimedia: Admit Type

		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%	n	%
Graduate	First-time	17	100%	17	100%	19	100%	14	100%	18	100%
	Total	17	100%	17	100%	19	100%	14	100%	18	100%
Grand Total		17	100%	17	100%	19	100%	14	100%	18	100%

Multimedia: Campus

		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%	n	%
Graduate	Hayward	17	100%	17	100%	19	100%	14	100%	18	100%
	Total	17	100%	17	100%	19	100%	14	100%	18	100%
Grand Total		17	100%	17	100%	19	100%	14	100%	18	100%

Multimedia: Class Level

		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%	n	%
Graduate	Postbacc	17	100%	17	100%	19	100%	14	100%	18	100%
	Total	17	100%	17	100%	19	100%	14	100%	18	100%
Grand Total		17	100%	17	100%	19	100%	14	100%	18	100%

Multimedia: Concentration

		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%	n	%
Graduate		17	100%	17	100%	9	47%	2	14%	8	44%
	Interaction Design					10	53%	12	86%	10	56%
	Total	17	100%	17	100%	19	100%	14	100%	18	100%
Grand Total		17	100%	17	100%	19	100%	14	100%	18	100%

Multimedia: Degree Type

		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%	n	%
Graduate	MA	17	100%	17	100%	19	100%	14	100%	18	100%
	Total	17	100%	17	100%	19	100%	14	100%	18	100%
Grand Total		17	100%	17	100%	19	100%	14	100%	18	100%

Multimedia: First Generation

		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%	n	%
Graduate	FG	4	24%	4	24%	4	21%	3	21%	4	22%
	Non-FG	13	76%	13	76%	15	79%	11	79%	14	78%
	Total	17	100%	17	100%	19	100%	14	100%	18	100%
Grand Total		17	100%	17	100%	19	100%	14	100%	18	100%

Multimedia: Low Income

		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%	n	%
Graduate	Non-LI	17	100%	17	100%	19	100%	14	100%	18	100%
	Total	17	100%	17	100%	19	100%	14	100%	18	100%
Grand Total		17	100%	17	100%	19	100%	14	100%	18	100%

Multimedia: Race/Ethnicity

		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%	n	%
Graduate	Asian	3	18%	2	12%	2	11%	1	7%	2	11%
	Black	2	12%	2	12%						
	International	4	24%	5	29%	7	37%	5	36%	7	39%
	Latinx	2	12%	3	18%	3	16%	3	21%	2	11%
	Multirace							1	7%	1	6%
	Unknown									1	6%
	White	6	35%	5	29%	7	37%	4	29%	5	28%
	Total	17	100%	17	100%	19	100%	14	100%	18	100%
Grand Total		17	100%	17	100%	19	100%	14	100%	18	100%

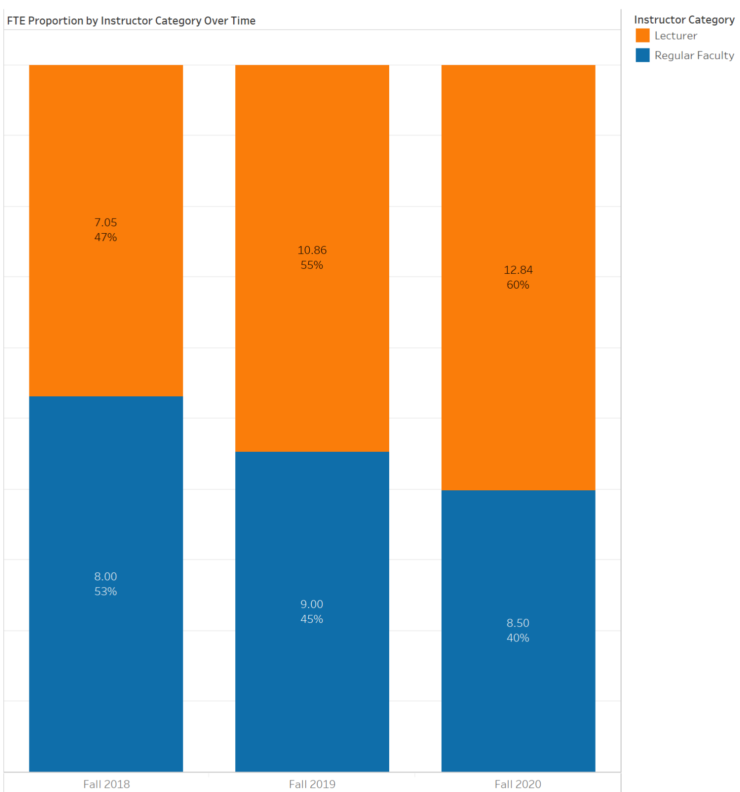
Multimedia: Sex		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%	n	%
Graduate	Female	10	59%	8	47%	10	53%	8	57%	10	56%
	Male	7	41%	9	53%	9	47%	6	43%	8	44%
	Total	17	100%	17	100%	19	100%	14	100%	18	100%
Grand Total		17	100%	17	100%	19	100%	14	100%	18	100%

Multimedia: URM		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		n	%	n	%	n	%	n	%	n	%
Graduate	URM	4	24%	5	29%	3	16%	3	21%	2	11%
	Non-URM	13	76%	12	71%	16	84%	11	79%	16	89%
	Total	17	100%	17	100%	19	100%	14	100%	18	100%
Grand Total		17	100%	17	100%	19	100%	14	100%	18	100%

Graduation/Degree Data

Time to Degree (Yrs) (and Headcount)	Masters & Ed.D
Grand Total	1.9 (9)
CLASS Multimedia	1.9 (9)

Instructor Summary: Fall Term FTE Proportion over Time



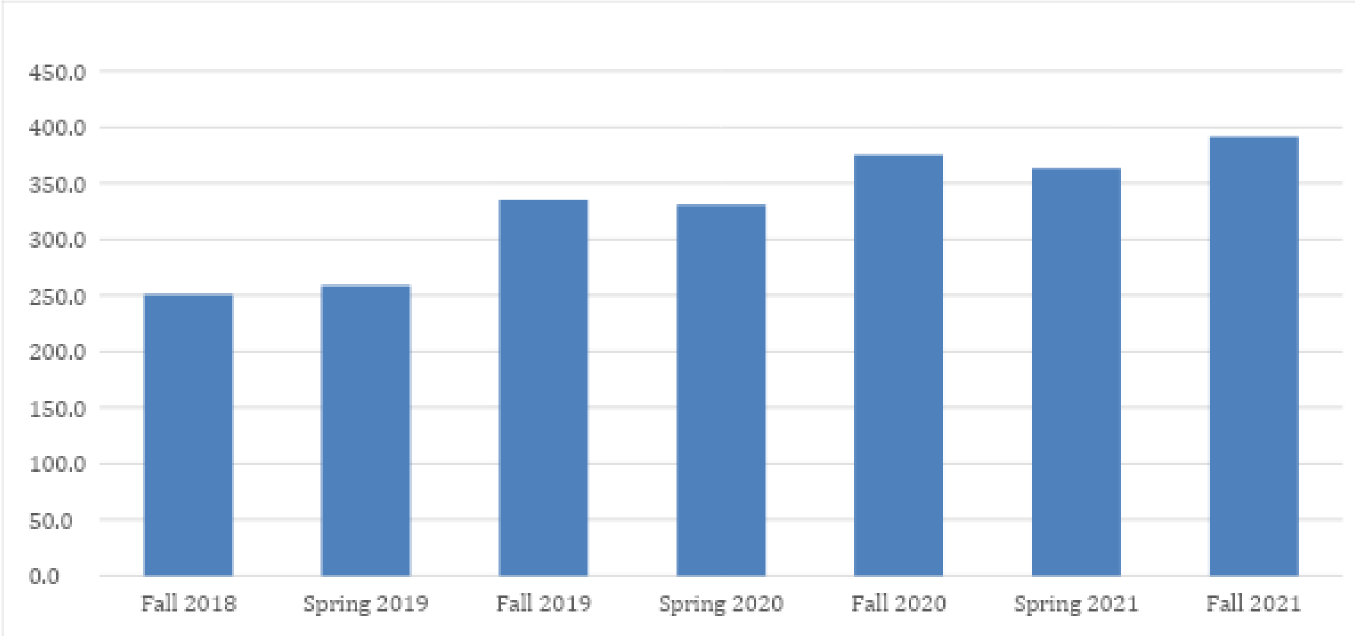
B. Request for Resources

Because nearly all MA students take some undergraduate classes, and because resources such as faculty, facilities, and allocation are shared across the Art Department, this request is the same for the BA Annual Review, the BFA Annual Review, and the MA Annual Review

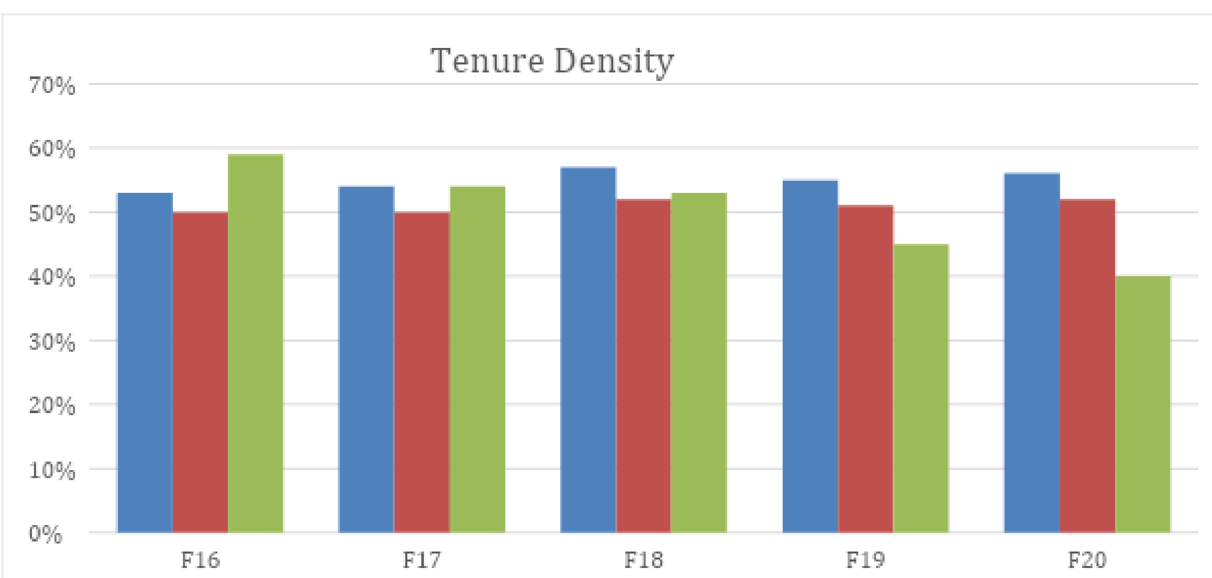
1. **Request for Tenure-Track Hires:**
Because it has the second lowest tenure density in CLASS and is in the lowest quintile for University departments, Art badly needs multiple Tenure-Track hires. It has been granted one for AY 2021-22, but will need three more beyond this to restore us to the faculty advising capabilities of only 2016. We have one FERPing instructor who will leave their 50% position in two years, and two other faculty who have indicated that they will join FERP in that timeframe. While these latter developments would bring our need up to five TT hires, it is best to say that the current very low tenure density and department growth warrant another hire in AY 2022-23.
As with much of the University, Art also has a major need for faculty with cultural competencies that reflect our student body. These diversity skills will be central to all future hires for the foreseeable future.

2. **Request for Other Resources**
Currently the department has no equitable mechanism, such as impaction, to stem its growth. Students instead find that classes that are needed for graduation are not offered because of lack of allocation. Grow limitation through throttling of allocation only means that students take longer to graduate, which increases, rather than decreases, the problem. The department needs more allocation to help students graduate more quickly, coupled with a means of limiting the numbers of incoming students, both via Cal State Apply and via major changes. If University and/or College enrollment targets indicate that growth of the Art Department is desirable, then the department will need to be assigned another room, such as AE 183, for conversion to a dedicated design computer lab.

IV. APPENDIX



FTES	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Art FTES	250.7	259.2	335.5	331.1	375.1	363.6	391.7



	F16	F17	F18	F19	F20
University	53%	54%	57%	55%	56%
CLASS	50%	50%	52%	51%	52%
Art	59%	54%	53%	45%	40%