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**CALIFORNIA STATE UNIVERSITY, LONG BEACH**  
VICE PROVOST FOR ACADEMIC PROGRAMS

**Memorandum of Understanding**

This MOU has been read and approved by:

Department Chair/Program Director: *Laurie Gatlin* Date: 3/8/2022  
Laurie Gatlin

Dean, College of The Arts : *[Signature]* Date: 3/9/2022  
Anne D'Zmura

Vice Provost Academic Programs: *Jody Cormack* Date: 3/9/2022  
Jody Cormack



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### **Memorandum of Understanding**

School of Art  
College of The Arts  
March 2022

This Memorandum of Understanding outlines the consensus reached by the School of Art, the College of the Arts, and the Division of Academic Affairs, based on the recently conducted program review (Self-study in March 2018, accreditation site visit in May 2018 and Action Report in November 2019, and UPRC report in November 2020). It describes the goals to be achieved, and the actions to be undertaken by all parties to this MOU to achieve these goals, during the next program review cycle. Progress toward goals is to be addressed in an annual report.

The School of Art offers degrees for the following programs: 1) Bachelor of Arts in Art: Options in Art Education, Art History, and Studio Art; 2) Bachelor of Fine Arts: Options in Ceramics, Drawing and Painting, Graphic Design, Illustration/Animation, 3-D Media (Fiber, Metal, Wood), Photography, Printmaking, and Sculpture; 3) Master of Art in Art: Concentrations in Art Education, Art History, and Studio Art; 4) Master of Fine Arts in Studio Art: Concentrations in Ceramics, Drawing and Painting, Fiber, Illustration/Animation, Metals, Photography, Printmaking, Sculpture/4D, and Wood, and 5) Certificates in Preparatory Biomedical Illustration (undergraduate) and Museum Studies (graduate). Art is accredited by the National Association of Schools of Art and Design (NASAD).

In their last Accreditation visit and MOU in 2010 the Department was asked to: 1) undertake strategic planning to consider issues such as Department size, tenure density, and providing MA/MFA students with a true graduate culture and experience; 2) Based on strategic planning, the college will consult with the department concerning its plans for maintaining a SFR conducive to providing a high quality learning experience for undergraduate and graduate students, majors and non-majors alike; 3) assess direct evidence of student learning for graduate, undergraduate, and GE programs, and use the results for program improvement; 4) continue its collaboration with the Department of Design in mutually beneficial areas; 5) evaluate the educational experiences of students in low-demand options, including retention and graduation rates and time to degree, and develop strategies to strengthen these options or consider their elimination; 6) the College will continue to work with the Department of Art toward the goal of offering an average of 15 stand-alone graduate course sections per semester, as agreed between the Department and the College following the 2006 NASAD review (this agreement, which was to be phased in within 3 years, has yet to be fully implemented). The School of Art has partially addressed their previous MOU in relation to SFR and T/T density issues, however they have clearly not addressed requirements for direct assessment or participated regularly in annual reporting. In addition, they have not sufficiently

addressed Options with low demand.

A number of strengths were identified in the reports.

- The number of high-quality programs offered, the comprehensive and diverse nature of the unit's offerings, as well as the trans-disciplinary nature of the institution, allow students to explore a wide variety of art and art-making opportunities.
- the artistic and scholarly prominence of faculty members is recognized within the state and well beyond.
- A current Director that is viewed as a "fantastic advocate" for the unit with much skill and ability to negotiate within CSULB's institutional framework, and a group of faculty committed to teaching the School's diverse students, as well as engaged in scholarly and creative activity and service both on campus and in the community.
- Staff and Advisors who are committed to student success.
- Facilities and equipment that can support a diversity of creative endeavors in ways paralleled by few institutions in the country. The shops and studios are fully equipped and very well maintained; the gallery and exhibition spaces are excellent and offer many opportunities for both undergraduate and graduate students to access them.
- Of special pride, we note that the NASAD commission recognized our School of Art for its commitment to and passion for providing our diverse student body with a high quality and affordable education in the arts.

Areas of Concern and Opportunities for Development were noted in the reports.

- The School states that there has been "a decline in tenure and tenure-track density that compromises the School's ability to represent a diversity of expertise and keep pace with the multiple expanding fields represented within the School." External reviewers also note the School "appears to need some means of planning for replacement of core faculty" and if unmet, the need for additional faculty may put the School out of compliance with standards for accreditation.
- While the School of Art does have established learning outcomes as per accreditation standards, and those learning outcomes are posted on the college website, they are not available on the School of Art website. The School of Art self-study lists the School's SLOs and states how the program coursework serves to meet these SLOs, but there was no additional evidence in the source materials of an assessment plan or accompanying curriculum map in which learning goals and program objectives are systematically or robustly tracked. The School of Art self-study does state that that its regular course and program assessment is more qualitative than quantitative, and this qualitative assessment focuses on portfolios and exhibitions of student work at multiple points in the program with presumably similar assessment for theses and projects for the graduate degrees in art education and art history. The Accreditation report also notes the deficit in regard to program evaluation and assessment.
- Accreditation site visitors expressed concern regarding adequacy of Financial Resources. Specifically, the reviewers identified a need for "planning for replacement/upgrade of equipment".
- Class sizes (24+) may compromise safety of students in workspaces, as well as violate NASAD criteria which prefer 20 students and in some cases 15 or less.
- Accreditation site visitors noted that "there does not appear to be a sufficient level of

- staff to support the size and scope of the degree programs in the School”.
- Concern about resource sufficiency and transparent decision-making processes regarding budgets, with the need to identify priority areas for purchasing and/or upgrading necessary equipment (and/or reducing class size) to address the student safety concerns, as well as staffing issues, identified by external reviewers.
  - While the mission is now currently in alignment with college and institutional missions and the NASAD requirements, the alignment of mission w/State of CA employment needs is not clearly articulated in statement on website. Additionally, the self-study indicates the School intends to update its website to make it more ‘visual and contemporary’.
  - Although there has been a decline in overall undergraduate enrollments since 2008, for most programs the number of majors had increased or remained the same between 2015 and 2019. Graduate program applications and enrollments have fluctuated but overall indicate a downward trend. The School should investigate the trends in student enrollment and engage in strategic planning for specific programs experiencing a decline, which may include the possibility of restructuring some of the under-enrolled programs.
  - In terms of Time to Degree, the trend is a reduction in time to graduation and number of units for both first-time freshman and transfer students. The School has an opportunity to continue working toward reducing the high number of units and the length of time to graduate for certain BFA options. The School website states that the MA is a 1-year program and the MFA takes 2-3 years, however most students in both programs graduate within 3-4 years.
  - While the number of degrees awarded seems fairly stable, the Art history option has experienced a steeper decline, from 32 to 11 in the same time period as other programs.
  - The size and number of studio spaces available to graduate students is limited and, further, these spaces are in varied locations. The school plans to address this issue by establishing a studio art graduate community, and work towards providing larger and/or specialized studio spaces to students with demonstrated need. The School of Art plans to facilitate students working across programs by modifying curricula, encouraging collaborations, and establishing shared PH2 graduate studios and spaces.
  - Currently, there are several degrees with multiple options or concentrations. As per university guidance in regard to EO1071, the School of Art will need to bring options/concentrations in alignment with a 51% core curriculum, or elevate degrees accordingly.

It is therefore agreed that the School will:

1. Develop and implement an assessment plan and curriculum map that includes closing the loop assessment activities. Provide an annual assessment report (due June 1) including progress made towards the actions agreed to in this MOU to the COTA dean, the Vice Provost for Academic Programs, and the Coordinator of Program Review and Assessment. In its 2020 Action letter NASAD awarded an 8-year accreditation approval, therefore the review cycle will be from 2020-2027. A comprehensive self-study will be due June 2027 for 2027-2028 Academic Year accreditation and program review process.

2. Reflect on and update its mission to highlight how the School contributes to CA workforce needs. Update the School of Art website, inclusive of its new mission and program learning outcomes.
3. Investigate the trends in undergraduate and graduate student enrollment and engage in strategic planning for specific programs experiencing a decline, including restructuring and resolving the complexity/identity of the Animation/ Illustration program and Art History programs.
4. Investigate the decline in undergraduate degrees awarded for the Art History option and address the decline if required.
5. Continue to work toward reducing units and improving time to graduation for the undergraduate options that continue to have fluctuating trends and for the graduate programs that take consistently longer to graduate than advertised.
6. Develop a strategic plan for curriculum that allows the School to respond to EO 1071 and to keep pace with the multiple expanding fields represented within the School by considering what fields need elevation and expansion, and what fields are declining and may be restructured.
7. Work with college and university administrators to develop a plan for appropriate allocation and sharing of graduate studio spaces and proper utilization of the newly opened studio art graduate center in PH2. This plan may include “hoteling” of space, wherein graduate students share space.
8. Work with the College to develop a plan to ensure that all degrees and courses have adequate faculty support. This plan may include strategic hiring of tenure track faculty and/or lecturer faculty with expertise in niche areas, as resources permit.
9. Work with the College to develop a strategic plan that includes setting up a transparent budget, identifying priority areas for staffing support, purchasing and/or upgrading necessary equipment, sharing of graduate studio spaces.