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| **Art / September 29, 2016** |  | | | **TWO YEAR PLAN** | **FIVE YEAR**  **PLAN** |
| **REVIEW RECOMMENDATIONS** | **PROGRAM CITATION AND RATIONALE** | **RESPONSIBLE PARTIES** | **RESOURCE IMPLICATIONS** | **DELIVERABLE** | **DELIVERABLE** |
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| **PROGRAM PURPOSE AND UNIVERSITY GOALS** | | | | | |
| We encourage the Art faculty to review and revise the by-laws to reflect their current aspirations and goals in addition to aligning with the CSU / CFA Collective Bargaining Agreement, which is a legally binding contract. The Chair’s term should be changed in the by-laws from a 2-year to a 3-year term, to reflect current practice in the CSU system. In their Self-Study the need for student advising roadmaps is noted. We encourage the faculty to develop the student advising roadmaps, and to consider setting up Program-Wide Advising Sessions with groups of students in the Spring prior to registration for the Fall semester to enhance student progress through the major and clarify a structure of coursework for all students. The Program faculty do not meet enough to fully grapple with the complexity of the curriculum, staffing, and facilities. We encourage the Program faculty to meet every 2-3 weeks; and we recommend strongly that the Program faculty participate in a two-day Planning Retreat to create a Five-Year Vision and Plan for the Program (funded with support from the Dean’s Office). Aligning the hiring schedule for art faculty with that most typical to the discipline is advised. | We are aware of the need to update the program bylaws and will make the change in the upcoming academic year.  Program road maps will be developed in accordance with newly conceived “media-specific” faculty meetings which will begin to take shape in the fall of 2016.  Upcoming schedule will set aside time for consistent TT/T faculty meetings.  Faculty will have already used this process to begin a five-year plan and will look to complete it by the next deliverable interval.  Alignment of hiring schedule will be dependent upon administrative decisions, though we will continue to push for it. | Program Faculty  Program Faculty  Program Faculty  Program Faculty  Administration | Art Program  Art Program  Art Program  Art Program | Bylaws are projected to be updated within this window.  Road maps to be in development by this interval.  Additional meetings to begin in Spring 2017.  Five-year plan to be completed by this interval.  Dependent upon Administration. | Road maps to be completed for all areas of the program by this interval. |
| We recommend that the Faculty analyze how the overall curriculum prepares students for the Capstone experience. We wonder what components of earlier courses engage students in preliminary, community-based work that will enhance their ability to complete successfully their Capstone project. If the Program faculty develop group advising meetings, we recommend that they take the time to explicitly describe the Capstone experience -- students we met with seemed uncertain about what Capstone was,and how it fit into the overall program curriculum. We also believe that the students need more options for student-generated research, especially for art history majors. To focus more on student-generated work will enable the program to achieve a better balance of the types of projects that students in the program will be able to participate in as part of their Capstone experience. We encourage Institutional Advancement to support these community projects through partnerships and fundraising. | Faculty feel that courses DO currently prepare students for Capstone, but more can be done. Faculty have already begun to discuss Capstone in Freshmen and Transfer orientation, and an improved website will chronicle Capstone Projects. Additional ideas will be explored in the context of the new five-year plan.  Faculty look to institute media-specific and group advising sessions on a more regular basis. | Chair and Program Faculty  Chair and Program Faculty | Art Program  Art Program | Improvements to Capstone awareness to be completed by this interval  Additional media-specific meetings and advising will be underway by this interval. | Outcomes assessment data to be integrated within self-study at end of five-year period (see Achieving Educational Outcomes/Assessment)  Longitudinal data on four-, five-, and six-year completion rates for Art Majors to be integrated within self-study at end of five-year period. |
| **ACHIEVING EDUCATIONAL OUTCOMES/ASSESSMENT** | | | | | |
| Revise the website and keep content up-to-date. In response to students’ requests, we thought it would be helpful to compile a comprehensive events calendar on the website with all Art Program deadlines, events and activities. | The program’s new website is set to be launched by the close of fall 2016 | Chair and IT Staff | IT Staff | Website will be completed by this interval. |  |
| The hiring of more tenure-track faculty must become a priority. We encourage the studio faculty to develop a lower-division three-dimensional design course, which could become a foundations requirement for the major. We encourage the art history faculty to reevaluate the linkages between the pre-modern art history curriculum, and the modern/post- modern art history curriculum. Also, we encourage them to explore the art history curriculum’s potential to incorporate courses focused on gallery exhibition and curation made possible by the existence of the Napa and Broome galleries. We recommend a “non-western” scholar be added to the Program’s list of future tenure-track faculty hires. This scholar would bridge the pre-1600 and the post 1900 expertise of the current tenure-track faculty in art history, and would ensure temporal and global coverage for the program (for example, a specialist in Colonial Latin American art history). Such an art historian would enhance the program’s ability to serve its students, including building the art history major, and contribute to the multi-cultural mission of the University’s GE program. We also encourage the faculty to clarify the relationship of the art history program to the studio art program. They may wish to take into account the realities of their fiscal and physical resources, and emphasize a more consistent 2-D and 3-D foundation for the studio program, in concert with an art history program that offers more diversity in the curriculum. The University should recognize the extra work that running an exhibition program for students and professional artists entails; for faculty and staff it is an additional workload that is not necessarily being compensated adequately. We recommend that the Art faculty do a thorough analysis of the workload in managing the gallery program and determine if additional staff and/or faculty assigned time is needed for the program to be viable. Additionally, we recommend that the faculty develop a budget for the gallery program. We also recommend that the art history and studio artist faculty work together to develop a "Gallery Management" course for students that could offer students hands-on experience in gallery work, including curation, exhibition design, didactics (signage and labels), marketing, and gallery procedures such as registration and insurance protocols. Regularly scheduled faculty meetings with curriculum planning and assessment as an agenda item would be most helpful in determining the role and focus of art history within the curriculum and how the curriculum leads into the Capstone experience for students, especially if the Capstone is the primary means of discerning student learning outcomes. We recommend that the tenure-track faculty review and evaluate the course content and syllabi of all part-time faculty to assure that the overall rigor and consistency of the program is maintained throughout, both conceptually and technically. We encourage the tenure- track faculty to review and discuss their own course content and syllabi with one another at regular intervals as well. | The program has two new tenure-track searches including positions in Art of the Americas and Ceramics. The Ceramics position also affords the opportunity to bring in new faculty that can help to address the prospects of a 3D Foundation course.  Additional faculty TT hires are still needed and will depend upon campus-wide resources and administrative decisions.  Prospective courses and additional recommendations here will be addressed as appropriate in the upcoming five-year plan.  With additional meetings in the works, this increases the prospects of faculty sharing content and working together to build a cohesive vision for the program. | Administration  Program Faculty  Program Faculty  Program Faculty | Arts and Sciences, dependent upon campus resource allocations.  Arts and Sciences, dependent upon campus resource allocations.  Art Program  Art Program | New hires in these areas will be in place by this interval. Prospects of a 3D foundation course to begin by this time.  Program will continue to request tenure-track lines commensurate with growth and curricular needs.  Program will continue to assess enrollment and student interest and develop courses accordingly.  In place by this interval. | Updated curriculum to include a 3D Foundation course.  Program will continue to request tenure-track lines commensurate with growth and curricular needs. |
| We recommend that the Program develop rubrics for assessing student work and student progress through the major – rubrics keyed to specific goals in specific courses, and an instrument for assessment and evaluation at the end of a student’s trajectory through the major, such as a senior portfolio, annual student exhibition and / or art history research essay. The use of such rubrics will enhance the faculty’s ability to evaluate the effectiveness of their courses, the overall curriculum, and to better communicate expectations to students and part-time faculty. There may need to be better communication between the tenure-track faculty and the part-time faculty about learning outcomes for courses and overall program goals.  The conceptual underpinning of student work could be strengthened across the curriculum. The offering of a required three-dimensional design foundation course seems an important addition to the curriculum. Holes in the art history curriculum that leave out the period between 1600 – 1900 might also be a focus of a revised art history trajectory. With the addition of screen printing within the studio curriculum, the faculty might consider introducing other printmaking processes such as etching, lithography, etc. Advanced drawing classes are also needed, considering the program’s emphasis on animation and illustration. | The Faculty are in the process of developing a five-year plan which will address many of these concerns. The initial concept is to develop certain “Signature Projects” at each level and in each medium. This will allow students to meet specific Learning Outcomes that align with the Program’s learning outcomes.  Faculty will explore ways to increase conceptual underpinnings in media-specific meetings, with the eventual goal of creating more unity across various sections of media.  New courses can be added dependent upon enrollment | Program Faculty  Program Faculty  Chair | Art Program  Art Program  Art Program | Rubrics will be explored in the five-year plan, and could begin taking shape in select courses by this interval.  Test cases in Foundations and Painting by this interval.  Program will monitor enrollment and student interest by this interval. | Rubrics to be in place to assess learning outcomes in a variety of program media.  Expanded course unity in the majority of program media by this interval.  A variety of new courses could be in place with consistent growth at this interval. |
| The department might want to work with the Campus Assessment Officer to more clearly define a program of ongoing assessment for lower and upper division/capstone coursework. This work might also help them to consider how to better prepare students, in the lower division courses, for the complex work expected of them in the Capstone experience. The development of an assessment rubric for the Capstone experience would assist in collecting data for analysis. We recommend that the faculty undertake a multi-day retreat (possibly in August), in order to plan for their future. This planning should encompass curriculum development, as well as faculty hiring and program development. This retreat should be supported by the Dean’s office. We wondered whether the Santa Rosa Island site (which the University has access to) might prove a good site for such a retreat. Thereafter, we recommend that the Tenure-Track faculty meet every 2-3 weeks to move their planning and curriculum forward; and that they continue to meet as a program with all faculty and staff each semester for community building and disseminating important information for Art students. | Faculty are best equipped to make decisions about program learning outcomes and assessment in specific media. As described above, faculty will explore rubrics in a five-year plan as well as the prospect of signature projects.  Faculty look to plan a retreat in spring of 2017.  Faculty plan to meet more regularly, as described above. | Program Faculty  Program Faculty  Program Faculty | Art Program  Art Program  Art Program | Rubrics will be explored in the five-year plan, and could begin taking shape in select courses by this interval.  Arranged by this interval.  Arranged by this interval. | Rubrics to be in place to assess learning outcomes in a variety of program media. |
| As in the 2008 Program Review, we encourage the development of advising roadmaps. The implementation of annual registration holds until students receive advising in the major can greatly assist students in the development of clear paths to graduation. | (See above, roadmaps) |  |  |  |  |
| The student clubs did not appear to be currently active, and perhaps the Faculty advisors could encourage student involvement in student clubs to enhance cross- pollination among students working in different artistic media and disciplines. Students expressed a desire to have better dissemination of information about Art program events. We suggest establishing Art Program bulletin boards in Napa Hall, Topanga Halls, and the Broome Library. In addition to displaying flyers of all art events (exhibitions, art receptions, art club meeting and events, visiting lecturers, community projects, etc.), remind students to “like” and check the program Facebook page. Also, utilize the Program website event calendar and keep that calendar up-to-date. | Faculty do not fully concur with this finding. Students are active in clubs, and there has been a historic presence. Nevertheless, faculty will seek ways to once again foster and Art Club and to more actively continue supporting students in extracurricular and club-based activities.  A bulletin board is in place, as well as a variety of social media outlets. The program will increase social media and web presence with the launch of the new website. | Program Faculty  Program Faculty | Art Program  Art Program | In place by this interval  In place by this interval. |  |
| **DEVELOPING RESOURCES TO ENSURE SUSTAINABILITY** | | | | | |
| There is a need for greater attention to student advising. The Department still needs to develop their major roadmaps as they said they would in the 2008 program review. In order to evaluate the accessibility of art studios, we recommend the Chair work with the CI Disability Resource Program (DRP) staff to review the current facilities and their access to all students. | (See above, roadmaps and advising based on media, with additional meetings)  There has NEVER been an issue with accessibility as it relates to disabled students and the Art Program, and the program has worked to make every facility accessible to every student in accordance with the ADA. The Program maintains an active relationship with the DRP and any needs along this line are taken with utmost seriousness. | Program Faculty | Art Program | Program is currently maintains connection with DRP and this will continue through every interval. |  |
| Advising roadmaps would further assist transfer students in developing their pathways for academic success. | (See above, roadmaps) |  |  |  |  |
| The development of advising roadmaps will better assist art majors to meet their academic and creative goals. | (See above, roadmaps) |  |  |  |  |
| The hiring of additional tenure-track art faculty should be a priority until at least a majority of the program’s courses are taught by tenure-track faculty. | (See above, hiring T/T Faculty) |  |  |  |  |
| There is clearly a need for the three existing staff (Instructional Support Technician, Instruction Support Assistant, and Program Analyst) to work only for the Art Program, and for new staff (Program analyst and 2 Tech staff hired separately for Performing Arts). Additionally, the Art Program needs an Administrative Support Assistant to work with the Program Analyst. This is due to the very demanding workload in purchasing, scheduling, student support services, gallery events and community outreach activities and programs. If it is not possible at this time to hire an additional full-time staff, we recommend either a half-time position or paid student assistants. We recommend that unpaid student ‘TAs” be replaced with paid Student Assistants. | Faculty concur with the need for dedicated staffing and this will be explored further in the program’s five-year plan.  Student assistants can be hired as needed in select areas dependent upon budget. | Program Faculty  Chair | Arts and Sciences/Administrative funding  Art Program and Arts and Sciences | Dependent upon campus resource allocations.  Potentially in place at this interval as needed | Program will continue to seek funding for dedicated staff members through every interval. |
| The hiring of more tenure-track faculty to fill the gaping holes currently filled by large numbers of part-time adjunct faculty is critical**.** We suggest a thorough evaluation by the Chair and tenure-track faculty of needed new hires with consideration in the areas of drawing, foundations (including three-dimensional design), non-western art history, ceramics, still and motion imaging (photo and video), and design and related technologies. Provide two- thirds assigned time for Chair duties. Give appropriate assigned time to faculty for essential work that supports the program’s curriculum. | (See above, hiring T/T Faculty)  Faculty will address prospective hires in five-year plan.  Chair release time will be adjust beginning in 16/17. | Program Faculty  Chair and Administration | Art Program  Funding is currently in place. | Addressed in five-year plan by this interval.  Addressed by this interval. |  |
| We encourage the reallocation of funding from the Dean or Provost for Faculty Professional Development and travel for tenure-track art faculty. If $1200 is not possible at this time, then we recommend at least $500 - $750 for all tenure-track faculty annually. Additionally, professional development funding for probationary faculty should be a priority. | Faculty agree with this finding and will continue to seek funding for research-related activities. | Arts and Sciences/Provost | Arts and Sciences/Administrative funding | Program will continue to seek research funds at every interval. Dependent upon campus resource allocations. |  |
| **CREATING A LEARNING CENTERED ORGANIZATION/STRUCTURE** | | | | | |
| Calculate the funding for Temporary/Part Time Faculty based on WTUs rather than course units, which is a more equitable method of fund distribution to the programs. We recommend that the budget be modified to reflect line items to support the gallery exhibition program and the Capstone course project. We feel that the University’s Institutional Advancement staff could be working to help the Art Program find contributions to fund the Capstone projects, which clearly fulfills the institutional mission of community-based, interdisciplinary, multicultural work. We recommend transparency in the budget process for the Art Program and more involvement of all tenure-track Art faculty in the budget process. | This is an issue in multiple programs and no clear solution or timeline seems to be taking shape. Program will confer with other CSUs to see if there is a prospective solution, but funding to remedy this situation must come from the Administration.  Program Chair is working to develop clear budget for each area of the program, including specific media and galleries. | Arts and Sciences  Chair | Arts and Sciences/Administrative funding  Art Program | Program will seek other models from CSUs, but prospective solution is dependent upon funding.  Underway at this interval. | Media-specific budgets to be in place by this interval. |
| Immediately address the health and safety issues within Napa Hall (ventilation, fumes, climate control) and Topanga Hall (janitorial and climate control).  Painting and Screen printing should be separated and each have a dedicated classroom space with proper ventilation.  The Sculpture space would be improved by the addition of a permanent shade structure to facilitate outdoor student work in our hot and sunny climate.  Acquire or design some more organized “damp room” space within or adjacent to the Ceramics studio.  The purchase of more and larger lockers for student use is needed in both Napa and Topanga Halls.  With the art facilities and classrooms as well as staff, faculty, and program chair’s offices spread out across campus, we recommend a concerted reevaluation of the distribution of such spaces to encourage more centralization. Ultimately, CSU Channel Islands needs a new dedicated Art Building with adequate rooms for each art discipline and space for growth, a healthy and safe environment (including ventilation, dust collection, etc.), equipment, faculty and staff offices, storage and supply rooms, art galleries, etc. It is important for the art program’s chair, full and part-time faculty, staff, and students to be physically together. This centralization will foster a creative cross-disciplinary learning community with increased and improved faculty dialogue; making it easier for students, faculty and staff to work, teach, and learn effectively.  As the tenure-track faculty grows (which we hope will be very soon), there is need for additional studio space to accommodate the faculty. The building with current faculty studios appears to have additional space that might be renovated to provide such space. Additional art classrooms might be provided in this building as well. | Program has long historical relationship working with Campus EH&S and will continue to address any issues as described. Program has also begun new processes which will reduce the use of Mineral Spirits in painting courses.  Facilities will continue to be upgraded as faculty and student demands arise and are any larger structural changes are dependent upon campus resource allocations. Faculty concur that the program, as a whole, would be improved by being housed in a single facility.  Faculty research space has come under scrutiny and as described here, faculty concur that it is vital for the well-being of the program. We will continue to advocate for studio space as the campus continues to grow. | Chair and Program Faculty  Chair and Administration  Chair and Administration | Art Program  Arts and Sciences/Administrative funding  Arts and Sciences/Administrative funding, possibly the President | Resolved at this interval.  Program faculty will continue to advocate for new space and additional facilities as the campus grows. The program will make improvements to existing facilities as demands and courses take shape.  Faculty will continue to advocate for research space, especially with the eventual development of Gateway Hall, the current location of faculty research space. This decision came directly from the President in the past, and may again require Presidential approval. | The Program will seek every opportunity to find a way to bring its facilities together under a single roof. |
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| We encourage the Art Program chair and faculty to develop a list of needed resources and funding and work directly with the Office of Advancement / Development to determine external funding opportunities. | The faculty will address these prospects in the upcoming five-year plan | Program Faculty | Art Program | The Program will continue to maintain an active relationship with Advancement and seek out opportunities for donors through every interval. |  |
| Provide adequate funding for art faculty to purchase appropriate computer equipment and software for advanced graphics-based production. Provide resources for training and access to systems related to digital humanities work for art history faculty. The replacement cycle of faculty computers needs to be on a 3-year cycle to remain current. A review of high-resolution digital projectors in art history classrooms should be undertaken, with the goal of ensuring high quality digital image projection for all art history courses, not just those taught in the Del Norte art history classroom. Also, all computer labs used in Art Programs should be regularly assessed to assure that equipment and software meet current discipline standards for photography, animation, video, illustration, still and motion graphics, 3-D applications, etc. The necessary funding should be in the Program’s budget for upgrades of equipment (computers, monitors, printers, software, etc.). We recommend that a Mac lab technician (IT staff) be singularly dedicated to working in support of the Art Program. | Funding for computing equipment is determined by Arts and Sciences, though the program will also work to supplement funding for equipment when possible.  Faculty have repeatedly made the case for adequate classroom space as needed for specific lecture-style courses. The Art Program has worked to make an arrangement with staff to improve scheduling that might accommodate these courses.  The program has been fortunate to be equipped with a fairly dedicated IT Staff member, but will continue to advocate for a dedicated Art Computer technician; this would be dependent on continued growth and additional funding. | Arts and Sciences  Arts and Sciences  Arts and Sciences | Arts and Sciences/Administrative funding and Art Program  Dependent upon scheduling and campus room availability.  Arts and Sciences/Administrative funding for staffing needs | Faculty will continue to advocate for regularly updated equipment, and will also use the budget, when possible to make improvements.  Some improvements have already been established, faculty will continue to advocate for consistent classroom arrangement for select lecture-style courses.  Dependent upon program growth and campus resources. | Dependent upon program growth and campus resources. |
| We recommend that University survey the Art Program alumni on an annual basis. Enhanced outreach to alumni, which could begin with surveys of graduating seniors, and then move to alumni, could be undertaken by the Program as part of the ongoing process of program assessment in the future. Developing these alumni relationships could further build community collaborations, internship and employment opportunities for students, and contributions (both cash and in-kind) in the future.  We recommend that the University find ways to financially support the community engagement of the Capstone project, and that it also work to improve the facilities and the staffing of the Napa Gallery now that the off-campus Palm Gallery is no longer available for student and faculty exhibitions. We encourage a continued off-campus presence through exhibitions of student and faculty work in available community venues. | The Program agrees that a better relationship can be maintained with Alumni. Strategies have already begun, including efforts to create a master contact list with permanent contact information. Faculty will further address this in the five-year plan.  Faculty will continue to seek funding for Capstone projects and look to find a way to sustain an off-campus presence. It’s possible that a connection with Studio Channel Islands could be a starting point, but again, faculty will look to address this in the five-year plan. | Program Faculty  Program Faculty, Advancement and Arts and Sciences | Art Program  Art Program and prospective funds from donors and/or Arts and Sciences | Program faculty will address ideas for exploring alumni outreach in the five-year plan.  Program faculty will remain active in seeking funding for Capstone and a possible community gallery. Strategies will take shape in the five-year plan. | The prospects of continuing the Alumni Wall photo documentary project, as well as possible Alumni Exhibitions and Events by this interval will help to improve this connection.  It’s difficult to be certain whether the Program can realistically establish an off-campus gallery presence and maintain it, but it’s an important recommendation. Faculty will continue to work through this period exploring how this can be made a reality. |
| The Art Program faculty need to meet more regularly, and start that work by participating in an annual retreat to evaluate their goals for the coming year. We would also recommend that they develop a multi-year plan for curriculum development during this retreat. Additionally, the founding Chair of the Program, Jack Reilly recently retired, and we encourage the current faculty to develop a revised vision for the Program that builds on the outstanding work achieved by Prof. Reilly. The Program is at an important crossroads in its development, and the faculty can work to develop their own, new vision for the future of the program - a vision that reflects current and emerging art and design practices, and leverages the talents of the current tenure-track faculty to meet the needs of their students and growing fields in the visual and media arts. It is critical that the faculty collaborate to build a Program with a clear vision that is their own, and that they be creative in rethinking the structure of the program so that it reflects *their* intellectual commitments, *their* understanding of where they want their students to go as artists, designers and scholars, and *their* own professional expertise. Additionally, we see opportunity with a new administration (Dean, Provost, and President) for the Art Program to reinvent itself, building on its existing foundation and strengths (which are many). | (See above, Faculty will meet more regularly, and in doing so, will seek to develop an updated vision for the program in a new five-year plan) |  |  |  |  |
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The Program Action Plan is an agreement among appropriate AVPAA and Program to implement recommendations that emerged during the program review process.  These recommendations were derived from the program’s self-study, the external review, administrator input, and the Continuous Improvement review.  Through the Program Action Plan, the goal is to integrate program review results into Academic Affairs planning and budgeting.  To the extent that resources and changes in program and division strategic priorities permit, the Action Plan identifies two-year and five-year targets for implementation of recommendations.