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| **Program/Date** | **PERFORMING ARTS PROGRAM**  **(Updated 2016)** | | | **TWO YEAR PLAN** | **FIVE YEAR**  **PLAN** |
| **REVIEW RECOMMENDATIONS** | **PROGRAM CITATION AND RATIONALE** | **RESPONSIBLE PARTIES** | **RESOURCE IMPLICATIONS** | **DELIVERABLE**  **2016** | **DELIVERABLE**  **2019** |
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| **PROGRAM PURPOSE AND UNIVERSITY GOALS** | | | | | |
| **Re on-going program student learning outcomes assessment to facilitate future curricular and programmatic developments.** | We have addressed this in our 5-year plan, page 4, and this is an area we will need to develop as per the recommendations of the review committee. | PA Chair and faculty | PA program | This is projected to occur along with the curriculum overhaul in the coming two years.  Update:  The PA faculty has met since Fall 2015 regarding all program matters. We have discussed the need for student LO assessments, and are working toward creating this in the two-year time-frame as mentioned in our two-year plan. | Addressed in our 5-year plan, page 4. |
| **PA program needs to create a state of the art, engaging website** | The PA website has been a work-in-progress for several years under the direction of past Chairs and CI web masters. PA faculty does not have access to keys and other necessary tools to make any adjustments. | Administration | IT staff | This needs to be implemented as soon as possible to enhance PA recruitment and function as a promotional tool.  Update:  We are still awaiting a state-of the art website. Our Chair has informed us that we are in line for this to happen. We still haven’t been given a date. | Should be adjusted to reflect curricular adjustments as described in the PA 5-year plan. |
| ACHIEVING EDUCATIONAL OUTCOMES/ASSESSMENT | | | | | |
| **Add more overall units to the major and require fewer PA core courses** | The reviewers agree with our plan to make major curricular changes, as they state, **“We concur with the PA faculty’s self-assessment of the curriculum.”** This indicates that we are aware of the need to restructure, as outlined in our 5-year plan. | PA Program | Additional faculty and technical support staff needed. | We plan on submitting program and course modifications and additions in this time-frame.  Update: The PA faculty has agreed to create a PA Program “mini-overhaul.” We have agreed to reduce the PA core requirements from 12 to 9 units, and add 3 units to each emphasis (bringing each emphasis requirements to 30 units). This planned program modification will be submitted to the Curriculum Committee in the Fall 2016. The PA faculty has agreed to add units to the PA Program. However, adding overall units is planned for the major program overhaul. | The proposed changes and additions should be in effect by this time. |
| **Ongoing assessment and fine-tuning of the program learning outcomes across the emphases including studio courses is highly recommended.** | We are constantly striving to locate and implement appropriate assessment tools for PA classes. We also feel that our assessment of program learning outcomes will be enhanced when we have improved facilities, e.g., practice rooms and equipment for all 3 emphases. | PA program for implementing assessment tools and administration for facilities. | Additional resources to upgrade facilities | PA program is still waiting on the availability of teaching spaces inside Malibu Hall that have been vacated by other programs, e.g., the “Botany lab,” MAL 130.  Update:  Now that we have the following spaces available, which accommodate studio courses, we can begin engaging in “ongoing assessment and fine-tuning of the Program LO.” Our fine-tuning has begun with our PA Program mini-overhaul to be submitted to the Curriculum Committee in Fall 2016. We now have the use of the “Botany Lab,” MAL 126. We have used this space for instrument-storage, rehearsals, and PAMU 109/309 Private Lessons. In Fall 2016 PAMU 310 Music Ensemble will be taught in MAL 126. Also we will have the use of MAL 100 on Mondays, Tuesdays, and Wednesdays starting Spring 2017 to teach PAMU courses. | Aiming to have all available teaching spaces in Malibu Hall assigned to the PA program, e.g., MAL 100. All areas are appropriately refurbished for PA classes. |
| **It is unclear how frequently and formally course and program learning outcomes data is collected, and how that data is analyzed and used for ongoing improvement of the PATH, PADA, and PAMU curriculums.** | The reviewers state, **“Course objectives and assessment methods are in line with current practices in performing arts programs,”** and they approve of our example for PA 499 Capstone. Regarding the frequency and formality of assessment for all PA courses, we will work in consultation with Institutional Research, Planning, and Effectiveness. | AVP Arts and Sciences |  | Addressed in our 5-year plan, page 4.  Update:  PA faculty has discussed course and learning outcomes in our formal program meetings this year, and plan to analyze data once it becomes available in the near future by consulting with Institutional Research, Planning, and Effectiveness. | Addressed in our 5-year plan, page 4. |
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| **The formal advisement structure and record keeping are in the development.** | We don’t understand the low rating in this area because for our PA advising we do have a relationship with “student support services, such as EOP, career services, and disability accommodation,” as noted by the reviewers. Also the Reviewers state, **“Advising is provided on a regular basis.”** A PA program roadmap is planned along with the curriculum overhaul in the coming two years, as the reviewers point out and is acknowledged on page 47 of our Program Review. | AVP Arts and Sciences | As the PA program grows an advisor in each PA emphasis is recommended. | Probably not feasible in 2 years.  Update:  PA Program advising is continuing on a regular basis. Regarding the PA Roadmap, if the PA Program mini-overhaul is approved by the CC, then a PA Program Roadmap will be submitted. Our enrollment numbers are still not large enough to have an advisor in each emphasis. | Hopefully our enrollment numbers in PA will warrant an advisor in each PA emphasis. |
| **The PA report does not provide policies regarding articulation with junior colleges** | At present the PA Program is dependent on information from the CI Academic Programs & Planning Articulation Office. That seems to be effective, as the reviewers go on to state, “However, the high retention rate of transfer students indicates that accommodation and integration into the program have been successful.” | PA Program and the Academic Programs & Planning Articulation Office |  | We will continue to look for other opportunities to improve the process.  Update:  The articulation-issue with Junior Colleges has been addressed at our meetings. We have been in contact with Junior and Community Colleges in this area specifically. However, some of our transfer students come from other Junior Colleges outside of this region. We cannot finalize articulation until our mini-overhaul has been approved. | We will continue to look for other opportunities to improve the process. |
| **DEVELOPING RESOURCES TO ENSURE SUSTAINABILITY** | | | | | |
| **Hire more tenure-track lines to resolve the** “**insufficient number of faculty”**  A. Faculty Resources  and Scholarship | While praising our high level of “evidence of scholarship and creative activities at appropriate level,” the reviewers “strongly recommend hiring additional full-time faculty in music, theatre, and dance to grow the program and to sustain current activities” (External Review Site Visit and Report, page 9). We agree and address this need in our 5-year-plan, pages 9-10. | Provost AVP Arts and Sciences | Funding for hiring commensurate  with university and program growth is needed | We are approved for one TT PAMU line in 2015-16, and we aim to have a total of 6 Tenured/Tenure Track faculty members (two in each emphasis) in place by Fall 2018 (see our 5-year-plan, pages 9-10).  Update: As of fall, we will have 4 TT faculty. We hired Heather Castillo in Dance in 2015, and KuanFen Liu in Music Fundamentals in 2016. The program does plan on requesting further TT hires in as enrollment grows, though we were not granted a position for 2016-17. | We will continue to request lines commensurate with program growth and curricular needs. |
| **Hire support staff to meet the** **“dire need” for professional staff**  B. Professional Staff | The reviewers agree with our 5-year-plan (page 10) on the need for technical staff. They further specify, and we agree, that ‘[f]or the long-term development, hiring a full-time Technical Director is needed. Staff members in design/technology areas (costume, scene design, lighting, sound, production management) will be essential for the program’s growth” (External Review … Report, page 9). | Provost and AVP Arts and Sciences | Funding for hiring professional staff based on current and future levels of activity is needed. | We will continue to request and make the case for a part-time technician.  Update: The program’s repeated requests for PA staff continue to be denied, due to the limited enrollment targets and consequent budgetary restrictions imposed on our campus. | We will request and make the case for a full-time technician. |
| **Hire support staff to a**ddress the “**hidden extra workload” for faculty**  C. Faculty Workload  and Evaluation, 1. | The reviewers note that while “[faculty workload is aligned with the program’s goals and in compliance with the CSU system’s contract…. the hidden extra workload due to lack of support staff is significant” (page 9). PA faculty agree, and the 5-year Plan acknowledges that we are overworked and “surviving, as opposed to thriving” (page 4). As we await the granting of our repeated requests for professional staffing, we think some small gaps can be filled, temporarily, by student support staff and a student service requirement (5-year Plan, page 10). | Provost and AVP Arts and Sciences, PA faculty | Funding for hiring professional and student staffing based on current and future levels of activity is needed. Program service requirements for majors can be written into curricular requirements without additional resources. | We will continue to request and make the case for a part-time technician, as well as a part-time student staffer.  Update: The program’s repeated requests for PA staff continue to be denied, due to the limited enrollment targets and consequent budgetary restrictions imposed on our campus. Student staffing is in a similar predicament; however, we have had some success with an internship position in conjunction with the Art Program in covering social media and publicity. We are considering a larger program modification that will help make such an internship more consistent. We are also implementing an Events course, following a very successful model offered by Heather Castillo as a Special Topics course in conjunction with Arts Under the Starts this past spring. Students enrolled in this course, which will fulfill the same requirement as PA 391 Production, provide research, organizational and PR support for current productions and PA events through project-based learning. | We will request and make the case for a full-time technician and student staffer(s). Program growth should be sufficient to implement a student service requirement in this timeframe. |
| **Provide PA faculty with “incentives including course release to encourage and support faculty research, scholarship, and creative activities”**  D. Faculty  Development | Reviewers are aware of mini-grants, but note that the priority goes to junior faculty (page 9-10). The PA 5-year Plan addresses release time on pages 6-7, specifically identifying the possibility of “selective release time” for something like an “Events Director” position. Also, PA faculty can brainstorm ways to make other forms of release, UNIV 498 courses, for example, coincide with curricular needs and schedule planning in order to encourage facilitate faculty applications. | Assistant Provost, Faculty Affairs, PA faculty | Funding for release time, in traditional or novel forms, is needed. | This needs to happen as soon as possible to prevent faculty burnout and further inhibition of program growth. Faculty will continue to advocate and apply for release time, as well as brainstorm creative solutions.  Update: We continue to brainstorm and test out ways to ease faculty workload and create time for scholarly and creative activities. Following the wonderfully successful but still draining Motown @ CI and Arts Under the Stars productions this spring, we are implementing changes to the Production Schedule and Curriculum to ease the burden on faculty involved in these productions. In addition to implementing the Events course as described above, we are shifting the mainstage Production to the fall and making Arts Under the Stars the spring Production offering. This will allow us more planning time, which should come with release time and/or a workshop-style preparatory course assignment, in the year leading up to a major production. We have also decided to keep travel/professional development funding, and are looking for ways to expand and maintain this funding for all full-time TT faculty in the future. We also continue to encourage junior faculty to apply for mini-grants and other forms of support for scholarly and creative activities. | Faculty will continue to advocate and apply for release time. |
| **PA Program lacks sufficient budgetary resources to support its educational program.**  E. Fiscal and Physical  Resources, 1. | The reviewers suggest that the university provide PA Program with “adequate budgetary resources to support its educational mission.” Faculty vigilantly patch together funding for various activities necessitated by the PA curriculum, but remain in need of “a regular infusion of” budgetary support, as discussed in the 5-year Plan, page 11. | Provost and AVP Arts and Sciences, PA faculty | Regular funding is needed to sustain current, and allow for expanded future, educational activities. | We will continue to request and make the case for additional regular support.  Update: We continue to request adequate permanent funding for our educational activities and facilities. In the meantime, we have successfully received internal, student fee-based grants to fund equipment purchases, productions, visiting artists. | We will continue to request and make the case for additional regular support. |
| **PA emphases “need formal rehearsal and performance spaces and equipment appropriate to each area.”**  E. Fiscal and Physical  Resources, 2. | The reviewers note that “Malibu Hall is the primary space and woefully inadequate” (page 10). Desperately needed upgrades for, additions to, and maintenance of facilities are themes of the PA 5-year Plan as well (pages 3, 8-9). While we have been granted two new spaces (a classroom in Del Norte and an office in Malibu), we still await the promised larger space (the former Botany Lab) in Malibu, and desperately needed upgrades and maintenance of our current facilities, specifically the dance floor in Malibu 120 and the stage in Malibu 140. | Provost and AVP Arts and Sciences | Regular support from various levels of administration as well as Facilities & Services is needed to maintain and update current, expanding into future, facilities. | We should be able to begin using the former Botany Lab and a new small storage space in Malibu Hall well before 2018. Also in this time frame, we need to have a more permanent and flexible dance floor installed in 120 and a more permanent and structurally durable stage installed in 140, as well as the asbestos tile mitigated in both spaces.  Update 2016: We have begun using the former Botany Lab (called the Drum Room for the time being) as both a classroom and rehearsal space, which has helped immensely. We also have a new and larger dance floor and classroom furniture to make better use of one of our dedicated spaces, Malibu 120. Catherine Burriss is taking the lead in the process of doing the same for the stage/classroom set up in Malibu 140, which has been temporarily improved this summer and which we anticipate being permanently revamped in 2017. We have acquired new sound and other rehearsal equipment by taking advantage of generous funding created by a surplus in the IRA fee account and awarded to Paul Murphy. Paul Murphy and KuanFen Liu are in the process of acquiring new, donated pianos, as well. | We will need to begin using Malibu 100 as at least a part-time teaching facility in this timeframe if not earlier (5-year Plan, page 9). |
| **Seek out “[m]ulti-disciplinary or interdisciplinary collaboration with other disciplines (i.e., Science)” in order to “open up possibilities of extramural funding efforts.”**  F. Developing  External Resources | The reviewers point out that “[p]ublic funding in the field of art has declined over recent decades” (page 10), and interdisciplinary collaborations are one way to create funding opportunities. The 5-year Plan also acknowledges that the PA program will have “to collaborate with facets of the University to best position itself in applying for grants and other external opportunities” (page 12). | PA faculty in conjunction with other academic programs, ORSP, and/or Advancement | None | We will continue and expand on interdisciplinary work and reach out to colleagues in STEM and other disciplines in order to coordinate with OSRP and Advancement when opportunities arise.  Update: Arts Under the Stars, under Heather Castillo’s leadership, has reached out to and involved students and faculty from disciplines across campus, and will serve as a demonstrative model of what PA is capable of contributing across disciplines as we continue to seek out unique external funding. | We will continue and expand on interdisciplinary work and reach out to colleagues in STEM and other disciplines in order to coordinate with OSRP and Advancement when opportunities arise. |
| **Increase community engagement**  H. Community Involvement and Liaison | The reviewers suggest that we “consider multi-disciplinary courses or extra-curricular projects addressing imminent social issues (such as sustainability) as part of on-going community engagement activities” (page 10). We agree that this could be a fruitful means of outreach, and we identify others such as adding certificates attractive to students across disciplines, increasing performance events in surrounding communities (5-year Plan, pages 7-8). | PA faculty | Individual projects or performance may require support. | We will keep outreach in mind as we overhaul the curriculum in this time period, and work to expand the performance presence of the program in the community.  Update: In hiring KuanFen Liu as a TT member of the faculty, we have the opportunity to institutionalize the excellent outreach she has developed in the community and recently begun in the local elementary school district, which she plans to expand to K-12 in the future. We are also redesigning our curriculum to facilitate transfers from local community colleges, and are in the process of applying for an ALAS fellowship to work with local CC faculty for further outreach. As enrollment grows, we aim to expand and multiply these outreach efforts. | We will work to expand and sustain our performance presence in the community. |
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| **CREATING A LEARNING CENTERED ORGANIZATION/STRUCTURE** | | | | | |
| **PA program should continue to develop its curriculum and goals for the future on a regular basis.** | This complements our current plans to modify the PA curriculum by adding and modifying courses, as well as adding required units for the PA major and within each emphasis. | PA Program, the AVP for Arts and Sciences, and the Curriculum Committee |  | This is projected to occur along with the curriculum overhaul in the coming two years.  Update:  Developing and expanding the curriculum has been addressed at our PA meetings, especially regarding strengthening each emphasis. In our current mini-overhaul we are removing a PA core course and replacing those 3-units with an emphasis-specific 3-unit requirement. We are also changing a LD PA core course to an UD core requirement (PA 202 will become PA 302). In each emphasis we previously required PA electives as part of each emphasis’ curriculum. These PA elective units will be replaced now by emphasis-specific required courses. In this mini-overhaul the overall unit requirement for PA remains the same at 39 units; however, the PA core course requirements are now 9 units, and each emphasis requires 30 units. | Addressed in our 5-year plan, page 4. |
| **The PA program is a young program. Formal strategic resource planning has begun and a continued dialogue between the PA program and the administration is critical.** | An open dialogue and transparency is definitely necessary, and for each PA emphasis the appropriate expertise should be consulted. | Provost, AVP Arts and Sciences, and PA Program |  | Continued collaboration on planning and integration of planning resources  Update:  We have collaborated and consulted effectively with the Dean of Arts and Sciences, who encouraged us to create the 5-year plan, which is now complete, and part of the PA Program review. | Further collaboration on planning and integration of planning resources |
| **The curriculum offerings are geared toward practicum-based BFA training lacking foundational courses such as history and theory.** | We are aware of the need to expand our curriculum, and the reviewers confirm this by stating “**We concur with the suggested program modification in terms of increasing required units (3-6 units) in all areas of emphases.”** This includes foundational courses, as cited by the reviewers, in the areas of theory and history for all 3 emphases. | PA Program, AVP Arts and Sciences, Provost | 1) We need specialized PA faculty to teach some of the proposed courses, e.g., flamenco practitioner and historian, ear-training and aural skills expert, stage combat instructor, etc.  2) We also need the appropriate PA facilities to expand our program, and recruit students effectively.  3) We also need the necessary equipment to teach PA classes effectively. | The curriculum overhaul is projected to occur in the coming two years.  However, facilities and equipment are dependent on available resources.  Update:  In the PA Program mini-overhaul the lack of foundational courses is addressed by including a sequence of 2-semester history courses in each emphasis. Each emphasis is increased in unit requirements by adding 3-units (we have removed 3-units from the PA core courses.) In PAMU, for example, we are adding Aural Skills I and II which will align with the existing Music Theory I and II. In PATH, for example, we are adding an Introduction to Theatre at the 100-level, which will prepare students for future practical and theoretical courses. In PADA, for example, we are adding a second semester of Dance History. In the last 2 years we have hired 2 additional T-T faculty, one in PADA, and a second in PAMU. | Hopefully, we will have additional faculty to teach specialized courses in each of the emphases, our facilities will have been significantly expanded and developed, and the necessary equipment will be acquired to teach our courses effectively. |

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.