

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

Visitors' Report

California State University, Chico

Chico, California

Department of Art and Art History
Department of Communication Design

Professor Robert Herhuskey, Chair
Department of Art and Art History
May 7-11, 2016

Professor Jed Jackson, Team Chair, University of Memphis
Professor David Sigman, Team Member, Purdue University

Programs or degrees for which renewal of Plan Approval and Final Approval is sought.

Bachelor of Art – 4 years: Art (Art Education)

Bachelor of Art – 4 years: Art History

Bachelor of Art - 4 years: Art Studio (Ceramics, Digital Media, Glass Art, Painting and
Drawing, Photography, Printmaking, Sculpture)

Bachelor of Arts - 4 years: Graphic Design

Bachelor of Fine Arts - 4 years: Art Studio (Ceramics, Digital Media, Glass Art, Painting and
Drawing, Photography, Printmaking; Sculpture)

Bachelor of Fine Arts - 4 years: Interior Architecture

Master of Arts - 2 years: Art History

Master of Fine Arts - 3 years: Art Studio (Ceramics, Digital Media, Glass Art, Painting and
Drawing, Photography, Printmaking, Sculpture)

Programs or degrees for which Final Approval is sought.

Bachelor of Fine Arts - 4 years: Art Studio (Photography)

Master of Fine Arts - 3 years: Art Studio (Photography)

DISCLAIMER

The following report and any statements therein regarding compliance with NASAD accreditation standards represent only the considered opinion of the visitors at the time of the visit. Definitive evaluation of compliance and the accreditation decision will be made by the Commission following a complete review of the application, including the Self-Study, the Visitors' Report, and any Optional Response to the Visitors' Report submitted by the institution.

OPTIONAL RESPONSE

It is strongly recommended that each institution submit an Optional Response to the Visitors' Report, which may be used to correct (1) errors of fact, (2) conclusions based on such errors, and (3) any documented changes made in the program since the on-site review. In particular, information in the Optional Response should address noted issues of apparent noncompliance, such as those included in Section P. of this report, and any areas where the provision of further information has been deemed advisable by the institution.

ACKNOWLEDGMENTS

The visitors wish to thank the leadership, Faculty and Staff and Students of CSU Chico for their cooperation and help during the May 2016 visit. Special recognition is given to Chair Robert Herhuskey for his guided facilities tours and assistance in accessing materials. Summer Armstrong in the Art Office was invaluable in setting up travel and lodging and smoothing the visitor's time in Chico. The visitors also thank the administration of the various colleges and departments visited for the forthcoming and helpful nature of those interviews.

A. Purposes

The purposes of the art and design unit are clearly stated in Section I. of the Self-Study. The goals and objectives cited are appropriate for the units. The goal of developing aesthetic awareness, critical thinking, and awareness of Western and Non-Western art heritage are the type of goals that are acceptable, although generic in character. A statement about developing competencies in the visual arts disciplines would offer important and necessary clarity.

Given the institution's enrollment policy, the department may wish to consider the inclusion of a diversity statement, and language that moves away from the concept of "Non-Western" art as a catchall term for art produced outside of the limits of the western canon. "Non-Western" art may indicate a tacit acceptance of a "lack" on the part of the traditions of the continents of Asia, Africa, Latin America, Australia and Oceania, etc.

B. Size and Scope

The primary objective of CSU Chico remains teaching and learning. The Department of Art and Art History's missions and visions are aligned with those at the College of Humanities and Fine Arts level and ultimately, to the university. Each department and degree has student learning goals or objectives that support those missions.

The current enrollment policy at the university ensures students from diverse areas of study have an opportunity to access programs in the Department of Art and Art History. As an outcome of the last NASAD visitation, the interior design program is now titled, Bachelor of Fine Arts in

Interior Architecture, and intended to prepare students for the interior architecture profession. Both the recrafting of the major with a Bachelor of Fine Arts degree and the relocation in fall 2016 of the interior architecture program to the new Humanities and Fine Arts Building should have a positive impact on the quality of education. Use of the new Humanities and Fine Arts Building provides the opportunity to impact enrollment growth in the interior architecture, glass art, ceramics and art education programs.

Openings created by faculty retirements and departures in the Department of Art and Art History have not been fully replaced which necessitates dependence on part-time faculty. The use of part-time faculty has had an impact across the department. While there has been three new faculty hires over the last three years, a new faculty line in painting would appear necessary if the program is to maintain the required level of performance (NASAD *Handbook 2015-16*, II.E.1.a.(1)).

Over the last three years enrollments in the Department of Art and Art History have remained steady but have been in decline since the last NASAD visit in 2004. A review and possible consolidation of the photography program, which is now duplicated in the Department of Art and Art History and the Department of Communications would have a positive effect on the availability of resources and future enrollments. The redundancy of photography programs was addressed during the last NASAD visit. Exploring curriculum relationships with computer animation and game design programs on campus may be beneficial and expand enrollments in art and design.

The number of tenure track faculty teaching graphic design, one and a half-time faculty, as well as resources within the graphic design program, do not appear adequate to support the current needs of the students and academic community they serve (NASAD *Handbook 2015-16*, II.B.1.a.). It is questionable if the current environment in the Department of Communications is conducive to the sustainability of the Bachelor of Arts in Graphic Design degree. The lack of required lower level basic art and design courses in the current curriculum combined with limited faculty resources for upper level courses is impacting the quality of education for graphic design majors. The team questions whether the graphic design program's current level of student professional development is in line with the Department of Communications' mission of professional practice (NASAD *Handbook 2015-16*, II.B.1.b.).

During the last visit in 2004, it was recommended that the institution consider offering majors interior design and graphic design within professional rather than liberal arts degrees. The interior design program, now titled interior architecture, is now offered as a Bachelor of Fine Arts degree. The visitors suggest a review of the current Bachelor of Arts in Graphic Design degree with an eye to considering it as a professional degree, consistent with NASAD Standards.

It is recommended that the graphic design faculty work closely with the Department of Art and Art History to develop a shared curriculum and consider the development of a professional degree program.

Given the need for additional support pertaining to faculty and appropriate resources, and the institution's potential pursuit of a professional degree in graphic design, the university may wish to consider whether the degree as currently located will be able to receive the support necessary..

C. Finances

The Self-Study clearly explains and illuminates the financial structure of the budgets as applied at CSU Chico through the various descending administrative levels. The bulk of the funding flows from student tuition and fees. On page 14 of the Self-Study, the importance of student learning fees as funding enables some discretionary department usage possibilities. Foundation accounts, also articulated on page 14 of the Self-Study, provide additional funding for emerging needs. The Kohn Fund provides an approximate but significant \$60,000 per annum to be used to support "visual resource needs". The Kohn fund spending is linked to the Visual Resource Center that provides a department library housed in the Ayres building, distinct from the main campus library.

The documents establishing the Kohn Fund were originated when printed books were the main resource for libraries. The format of information delivery as well as how books are presented in eBooks formats has changed the requirements for contemporary libraries. Current interpretation of the original Kohn Fund documents limits the library's ability to use Kohn funds to purchase contemporary digital equipment that is inline with present day student and faculty needs. The visitors recommend the head of the Visual Resource Center, Department Chair, Dean and University Attorney revisit the Kohn Fund documents in an effort to allow funds not just be limited to books but to be allocated for contemporary library needs.

The visitors observed and were reminded frequently that California has been in a budget crisis for at least 8 to 9 years. The approach of the faculty, administration, and staff could be typified as that of a "crisis management" mode. There appear to be signs that this approach is softening somewhat because of changes in administrative leadership that are beginning to restore confidence in the campus community. Nevertheless, it is important to note that a climate of fear and a lack of confidence in upper administration decision-making with regard to budgeting has and continues to exist. The attitude of indefinite budget crisis has caused faculty and staff to avoid making ambitious new requests as they perceive such requests are considered "dead on arrival". Also, the allocation of student fee monies that support departmental programs take place late in the year and therefore are not very nimble in their mitigation of unpredictable budget needs.

The visitors would suggest that budgets have been inadequate to serve departmental needs. The Self-Study points out on pages 14 and 15 that long-term strategic budget planning as been abdicated for the time being, due to the state budget crisis. The Department of Art and Art History and the Department of Communications (Graphic Design option) function in an atmosphere of short-term stop gap measures with no small element of fear and anxiety about the financial future in the mix. The exception to this is the New Humanities and Fine Arts building which is countering some of this anxiety on the part of faculty and staff. The question remains how the administration will address the ongoing needs of Ayres building and its current overcrowding, as well as its subpar Wi-Fi and digital projection capability, after attention shifts to the very impressive facilities in the new building. The visitors detected a less than productive attitude in the relationship between the graphic design faculty and their colleagues in the Department of Communications. In interviews with faculty and administration, budget decisions were sometimes characterized as arbitrary. The apparent lack of trust and cooperation was evident. On page 16 of the Self-Study, funding for the functioning of the Department of Communications, which houses the Bachelor of Arts in Graphic Design, is described as "inadequate" (NASAD *Handbook 2015-16*, II.C.1.a.-c.).

The tone was somewhat buoyed by the meeting with the Dean of Humanities and Fine Arts. During this meeting it was clear that the Dean was very open to hearing from the faculty and staff from the Department Art and Art History about unexpressed budget needs and concerns. The

visitors believe that an improved spirit of openness and cooperation that may not have been present in recent, more turbulent, years may be possible now. At CSU Chico, a leadership vacuum is perceived; it is hoped that this vacuum will be addressed in the future.

D. Governance and Administration

1. Standards

It appears the governance and administrative structures are effective in fulfilling the purposes of the institution. The organizational charts show clear and logical reporting lines that seem reasonable in terms of the number of individuals, offices, and departments that report to each administrative tier (MDP, Section 1.D.). There appears to be a strong leadership team in place consisting of Chancellor – CSU system, President, Provost, academic deans, senior administrators and department chairs. A system of faculty and staff committees permits significant participation in the direction of the institution’s programs consistent with the educational mission of the college.

The Chancellor is the chief administrative officer for the California State University system consisting of 23 university campuses. The Chancellor regularly establishes policies designed to enable the university to perform its statutory functions in a rational and systematic manner. To assist the Chancellor in meeting his responsibilities, the Chancellor delegates to the President the authority to interpret and administer institutional policies in all areas of operations. The President reports to the Chancellor and appears to have authority and responsibility via the Chancellor for the control and governance of the university, including such areas as finance, resources, academic programs, curriculum, admissions, role and mission, personnel policies, etc. The Provost, working with the President, also impacts control and governance of the university, including such areas as finance, resources, academic programs, curriculum, admissions, role and mission, personnel policies, etc.

The visitors confirmed that the faculty and staff in the College of Humanities and Fine Arts and the Department of Art and Art History have a major role in developing the artistic and academic programming. Faculty and staff also expressed an understanding of their duties, responsibilities and reporting structures.

The visitors observed that the faculty in the Department of Communications’ three programs, graphic design, media arts, and mass communications design, appear to be hampered by conflicts in regard to the development of artistic and academic programming. An atmosphere of conflict appears evident among the graphic design faculty, the department’s administration, and the faculty in media arts and mass communications design. Staff expressed an understanding of their duties, responsibilities and reporting structures.

2. Guidelines and Recommendations

The visitors confirmed that the current administration in the College of Humanities and Fine Arts and the Department of Art and Art History encourages faculty development, program evaluation, planning, and nurtures an environment to pursue artistic, intellectual and educational purposes. Overall, the institution’s governance structure is capable of serving the mission, goals, and objectives of California State University, Chico.

The visitors question the sustainability of the Bachelor of Arts in Graphic Design given the support it is receiving from the Department of Communication Design. The current

environment does not contribute to the unit's pursuit of its artist, intellectual, and educational purpose. The institution may wish to study this issue and to provide an update in its Optional Response.

E. Faculty and Staff

The faculty and staff of the Department of Art And Art History were perceived to be a congenial and effective group of professionals who were, as a group, rising to the challenge of providing quality arts education to their students in very uncertain times.

Faculty development and research support is small, as outlined on page 24 of the Self-Study. This tends to support the visitors finding that the de facto purpose of the faculty is to teach with research afforded limited consideration for advancement towards tenure and promotion

Heavy teaching loads are making it more of a challenge for the faculty to do creative research. The importance of personal creative work in keeping faculty class/studio work fresh and challenging for the students is pressed very hard by loads extending from 3/3 for tenured and tenure track to 5/5 for non-tenure track lecturers. The WTU (weighted teaching unit) system does recognize the varying and intensive time demands of studio courses relative to traditional academic courses and attempts to balance that system thereby.

On page 24 of the Self-Study the policy for use of graduate TAs is outlined. The institution's practices appear aligned with NASAD guidelines.

The visitors attended several classes and enjoyed seeing the bright and articulate students working closely with faculty. The classrooms had an atmosphere of openness and flexibility, well grounded in the fundamental development of visual arts competencies. The meeting with the students in graphic design was very impressive but characterized by anxiety about the future and the possibility of their professional training being incomplete, especially with regard to packaging and branding projects.

Meetings with support staff reinforced the agreed upon need for additional technical support staff as present technical support staff, although perceived as quite dedicated and good, is stretched to its limit of effectiveness. The staff appeared to the visitors to be highly professional and performing yeoman service in support of the mission of the department. A need for increased technical staff support to cope with changing and increasing electronic/digital classroom needs was stated numerous times by administration and staff. The institution may wish to consider the improvements which could be realized if I.T. tech support and printer support and software interface expertise were added.

During the visitors' meeting with Communication faculty an atmosphere of contentious defensiveness was clearly apparent. The actual causes of this possibly dysfunctional relationship between the graphic design and communications faculty members were not completely evident, however, differing personalities and desired goals were observed and evident.

F. Facilities, Equipment, Technology, Health, and Safety

The visitors observed the facilities, equipment and technology, which ranged from older buildings like Ayres Hall, requiring major renovations and having obsolete classroom technology and equipment, to an impressive new Humanities and Fine Arts Building which will house several

Department of Art and Art History programs in fall 2016. There is a major contrast between the facilities, equipment and technology that will be available to the programs that will be located in the new building and the programs that will remain in an older building which is in need of major renovations, particularly with regard to the need for additional educational and studio space, and technology and equipment upgrades (NASAD *Handbook 2015-16*, II.F.1.b., c., e.). Interior architecture, glass art, ceramics and art education programs will relocate to the new building and have high visibility on campus. The visibility of these programs has the potential to increase enrollments in the Department of Art and Art History and place stress on the older buildings equipment and technology in Ayres Hall. The sculpture and wood working studios have adequate equipment to support the current faculty and student needs but is located in very cramped space that could give rise to safety issues. Adequacy of space in Ayres Hall is also an issue for the printmaking, painting, photography and digital media programs (NASAD *Handbook 2015-16*, II.F.1.b. and c.).

The visitors noted orange signs outlining safety rules and safety instructions on machines and throughout the facilities. These signs reflected attention to safety, injury prevention, and instruction. The fire extinguishers checked were up to date, and the visitors observed eyewash stations, fireproof chemical storage lockers, and ventilation systems in appropriate areas. Students appear to have access to studio facilities other than scheduled class times and must always have a studio monitor when working in metal, wood or in any of the department's studios. Adequate, safe and secure storage spaces appear to be provided for equipment.

Some studio areas require major attention. The chemical room in printmaking requires a major cleaning. Broken window shades and drapes in painting and drawing studios are in need of replacement or repair. University supplied clocks in classrooms and studios are not functional. The wireless Internet systems do not work throughout Ayres Hall.

G. Library and Learning Resources

The visitors met with the Head of the Main Meriam Library and discussed library holdings and digital assets. The Janet Turner Print Collection Curator and the Latour Visual resources center in Ayres building were also visited, along with the new spaces allocated for these collections in the new HFA building. The visitors suggest that the resource libraries and collections appear to exceed NASAD minimum guidelines and indeed represent an enviable resource for students and faculty, especially as with regard to prints and printmaking. The Janet Turner Print Collection is a unique and impressive collection, which provides many opportunities for students to include internship and exhibition opportunities. The Self-Study clearly and accurately records holdings, budgets, facility hours and other important aspects of the Library and learning resources of CSU Chico and the Department of Art and Art History.

A visit by the evaluators to the interior architecture program resource library was less impressive. The visitors found this resource poorly organized and ill-maintained. As the interior architecture major is one with high enrollments, it is recommended that the institution improve this resource library in its physical environment and organization to allow for better use (NASAD *Handbook 2015-16*, II.G.1.a.(2)).

H. Recruitment, Admission-Retention, Record Keeping, Advisement, and Student Complaints

1. Recruitment, Admission, Retention

Recruitment for the Department of Art and Art History and graphic design program is managed through the university and college. The primary communication tool for the Department of Art and Art History is the department's web site. The site provides official degree requirements for majors and minors, university policies, course descriptions, quantitative, qualitative, and time requirements for admission, retention, and completion of programs and degrees. Online materials are clear, concise, and accurately reflect the activities of the Department of Art and Art History.

All NASAD standards appear to be satisfied in this area.

2. Record Keeping

The university and department maintain the records of each student. Student records are managed through a digital portal and are available to faculty and students at all times. The visitors reviewed randomly selected transcripts and found all materials and found all materials to be in order.

All NASAD standards appear to be satisfied in this area.

3. Advisement

In addition to a central advisement office that advises initial major enrollees and transfer students, faculty members in both the Department of Art and Art History and graphic design program advise students. This system is successful for students and faculty in the Department of Art and Art History. Due to the large number of students in the graphic design program and limited faculty, the number of students that the each faculty member has to advise should be taken under consideration and adjusted.

I. Published Materials and Web Sites

Web site interaction is the main communication tool for both the Department of Art and Art History and graphic design program. The Department of Art and Art History web site provides the timely information regarding the programs and requirements. With the exception of interior architecture samples of student work is provided. From the home page the links to digital media and electronic art and art history are not functioning. The department should consider collaborating with and working to bring the department's site more inline with the college and university's web presence (NASAD *Handbook 2015-16*, II.I.1.a.).

The graphic design program's website is very timely and effective. The site provides an in depth overview of the program, faculty and student work. A list and links to alumni accomplishments is especially effective.

All NASAD standards appear to be satisfied in this area.

J. Branch Campuses, External Programs, Use of the Institution's Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program (if applicable)

No information is provided in the Self-Study. No branch campuses were discussed, although there are strong connections with associated feeder programs in the North California area. A significant number of transfer students make their way to CSU Chico every year.

K. Community Involvement; Articulation With Other Schools

The Managements Documents Portfolio (MDP) on pages 225-227 lists the Hopper Visiting Artist series, University Gallery Exhibitions, Activities at the Janet Turner Print Museum, and numerous department organized exhibitions lectures and activities which reach out to the Chico community and environs.

The MDP, on page 228, details the policy of articulation with other schools, which indicates formal agreement with “most” colleges in California including community colleges. A number of transfer students matriculate in particular from Butte Community College every year. The visitors met with students who came from these programs. Articulation agreements are listed on the website ASSIST [www.assist.org]. Here students can see how earned credits may be applied to degree programs at CSU Chico.

L. Non-Degree-Granting Programs for the Community (if applicable)

Not applicable

M. Review of Specific Operational Standards for (1) All Institutions of Higher Education for which NASAD is the Designated Institutional Accreditor and/or (2) Proprietary Institutions (if applicable)

Not Applicable

N. Programs, Degrees, and Curricula

1. Credit Hours

a. Definitions and Procedures

(1) Definition of Credit and Methods of Assigning Credit

Definitions of credit and time requirements may be found on page 233 of the MDP. Studio classes are scheduled for two hours per class rather than the typical three. In order to earn three credits, the class would be expected to meet six hours per week. Out of class work time is considered in the application of credit equivalency.

(2) Procedures Used to Make Credit Hour Assignments

This procedure is described on page 233 of the MDP. In effect, for three credit hours students must meet six hours a week.

(3) Means Employed to Ensure Accurate and Reliable Application

Pages 233-234 of MDP, under the Undergraduate paragraph, provide detailed procedures for determining equivalencies.

b. Evaluation of Compliance

Page 234 of the MDP points out that documentation of credit-hour policies and transfer policies are published. See 7 for linked websites.

c. New, Experimental, Atypical Formats or Methods

N/A

2. Specific Curricula

a. Individual Curricula

Baccalaureate Programs

Bachelor of Art – 4 years: Art (Art Education)

(1) Status: Renewal of Plan Approval and Final Approval for Listing

(2) Curriculum: The Bachelor of Art in Art (Art Education) degree is a 120 hour degree comprised of 48% general education, 24% electives and the remaining 40% in art and design, art history and art education courses. The degree requires six units of the 120 in art education. This is attributed to the fact that art education practitioners in California must complete State certification before they are able to work in the classroom. See pages 50-53, 54-58 of the Self-Study. Description of the teacher internship program, methods of evaluation, and curriculum details can be found there.

(3) Title/Content Consistency: The title of the degree does not appear consistent with its content in that only six units of art education are required (*NASAD Handbook 2015-2016*, IV.C. 1., 2., 4., 5.).

(4) Student Work: It was difficult for the visitors to determine quality of student work with samples on view. Art education classrooms were typical of those at comparable institutions.

(5) Development of Competencies: The Bachelor of Arts in Art (Art Education) degree is a program that prepares students to enter California certification programs. Because of this practicum courses and student teaching experiences are limited. Page 58 of the Self-Study outlines under points 5-8 the process used for assessing competencies. At CSU Chico, development of competencies is focused on studio classes and the students improvement in interpretive skills. California Certification procedures are outlined here: www.ctc.ca.gov/educator-prep/standards/ssmp-handbook-art.pdf

(6) Overall Effectiveness: As noted above, it is not clear that the degree complies with NASAD Standards. The visitors note the absence of a practicum and student teaching courses. The degree is essentially a preparatory program leading to the postgraduate State mandated credentialing process.

Excerpt from California Statement on Teacher Credentialing:

The Art Teaching Credential

The Single Subject Teaching Credential in Art authorizes an individual to teach art classes in departmentalized settings. The holders of this credential may teach at any grade

level, but the great majority of Art classes occur in grades seven through twelve. The Commission asked the Art Teacher Preparation and Assessment Advisory Panel to recommend new policies to ensure that future teachers of art are prepared to instruct the subjects that are most commonly taught in art classes. In 2003 when the advisory panel was established, approximately one fourth of all art classes in California public schools were comprehensive courses in basic art for students in grades seven through twelve. The other classes taught by art teachers in 2003-04 were more specialized courses in:

Ceramics Approximately 9% of all art classes

Design 4%

Crafts 4%

Photography 8%

Drawing 7%

Computer Art/graphics 4%

Yearbook 15%

Other art courses taught comprise the remaining percentage (art history, art appreciation, painting, advertising design, cinematography, jewelry, sculpture, fashion design, fibers and textiles, printmaking, multicultural art/folk art, and lettering/calligraphy). The requirements and other policies in this document are designed to prepare teachers for comprehensive classes in art, as well as the more specialized courses listed above.

California Teaching Credential in Art Requirements/Courses

Foundations in Art Education Foundations in Psychology

Instruction and Assessment of Academic Literacy

Integrating Technology in the Art Classroom

Teaching Methods & Curriculum Development

Theories and Methods for English Language Learners

Theories and Methods for Exceptional and Special Learners

Student Teaching Seminar

Assessment Preparation

Alignment of Program Standards

The Bachelor of Arts in Art (Art Education) degree does not appear to meet minimum NASAD standards.

Bachelor of Art – 4 years: Art History

- (1) Status:** Renewal of Plan Approval and Final Approval for Listing
- (2) Curriculum:** The Bachelor of Arts in Art History degree is a 120 credit hour with 40% art history and art studio courses. The remainder of the courses work is general education and electives courses. This curriculum appears to comply with NASAD standards.
- (3) Title/Content Consistency:** The title appears consistent with degree content.
- (4) Student Work:** The visitors reviewed provided examples of papers and essays produced by students in the Bachelor of Arts in Art History degree program. A range of competencies was evident. The ability to write and think clearly was certainly apparent. Poor English composition skills and use of terms were found but very instructive comments from instructors were provided with good suggestions for improvement.

- (5) **Development of Competencies:** Competencies are developed through reading, writing lecture, and discussion assignments and work

Competencies that appear to meet NASAD standards are described on pp. 61-62 of the Self-Study.

- (6) **Overall Effectiveness:** The visitors reviewed examples of papers and essays produced by students in the Bachelor of Arts in Art History degree program. The Self-Study outlines the CSU Chico approach to delivering art history content on pages 61-62.

Bachelor of Art - 4 years: Art Studio (Ceramics, Digital Media, Glass Art, Painting and Drawing, Photography, Printmaking, Sculpture)

- (1) **Status:** Renewal of Plan Approval and Final Approval for Listing

- (2) **Curriculum:** A curricular table is provided on p. 68 of the Self-Study. Currently 40% of the curriculum for the Bachelor of Arts in Art Studio (Ceramics, Digital Media, Glass Art, Painting and Drawing, Photography, Printmaking, Sculpture) degree is in required classes. 24 elective credits are possible, which could result in many more art credits taken.

- (3) **Title/Content Consistency:** The title appears consistent with degree content.

- (4) **Student Work:** The visitors saw examples of student work in classes, exhibit cases, in studio work and exhibitions at the Janet Turner Print Museum and the University Art Gallery. The following is an assessment of competencies being developed, Please note that the Bachelor of Arts and Bachelor of Fine Arts work were not clearly distinguished so the following applies to work in both the Bachelor of Arts and the Bachelor of Fine Arts studio disciplines.

- Ceramics: Examples of ceramic work by students were quite strong, especially in hand building and glazing techniques. New ceramics studios are very impressive and well equipped.
- Digital Media: Examples of student work in digital media were strong.
- Glass Art: Examples of student work in glass art were somewhat strong. This was difficult to see, as the facility was in the process of relocating but very well equipped with enthusiastic instruction. The new facility is very impressive with state of the art glory holes and melting and annealing furnaces about to go into use.
- Painting and Drawing: Examples of painting were somewhat weak. It was difficult to determine lower from upper level work. Materials use, conception, and execution seemed un-ambitious. Drawing appeared to be much stronger with good competency development in tonal and compositional drawing.
- Photography: Photography appeared strong with examples of digital and alternative processes, black and white, and color pieces.
- Printmaking: Printmaking was very strong. Impressive work in a variety of media was being executed. The printmaking studio facility in Ayres building is not being maintained sufficiently.
- Sculpture: Sculpture and 3D studies were very strong with excellent examples of work in a variety of media. Excellent metalworking, fabrication, foundry and

casting work were evident. Some cases displayed wood and plaster 3D studies examples that were sophisticated, well executed, and interesting.

- (5) **Development of Competencies:** The development of competencies appears to be in alignment with NASAD standards, although the area of painting seems to be lagging. The visitors were informed that the painting is CSU Chico's number one priority for a new studio faculty tenure track hire.
- (6) **Overall Effectiveness:** Very effective with strong cultural and leadership roles evident on the campus and in the community, and a strong future potential, especially in light of the new facilities in the recently completed HFA building.

Bachelor of Arts - 4 years: Graphic Design

- (1) **Status:** Renewal of Plan Approval and Final Approval for Listing
- (2) **Curriculum:** A curricular table is provided on p. 64 of the Self-Study. The Bachelor of Arts in Graphic Design degree is a 120 hour degree comprised of 45% general education, 12% electives and the remaining 53% in graphic design or related course work.
- (3) **Title/Content Consistency:** The current degree title suggests a desire to offer a specific major within the context of what appears to be a liberal arts degree (see *Handbook 2015-16*, Standards for Accreditation, IV.C.2.d.). Therefore, it is not clear that the title is reflective of the nature and content of the degree program (see *NASAD Handbook 2015-16*, Standards for Accreditation, II.I.1.g.).
- (4) **Student Work:** The visitors saw examples of student work in classes and exhibit cases. The examples of application and understanding of both typography and book arts were at a very high level of accomplishment. Samples of motion graphics, interactive design, and interface development were technically well developed. Lack of a strong design foundation curriculum in the first and second year is not providing students with the required skills to develop original graphics and imagery (*NASAD Handbook 2015-2016*, VII.F). Currently, students are concerned with quality and breath of the work in their graduating portfolios and their potential to compete for quality design positions in industry.
- (5) **Development of Competencies:** Given the information noted above, it is not clear that appropriate competencies are being developed. With the exception of typographic imagery, there appears to be a dependence on found imagery and symbols for student solutions. There is also a concern in some cases of excessive faculty reliance on online video tutorials for in class instruction instead of faculty led instruction of software application.
- (6) **Overall Effectiveness:** It is not clear that the program complies with NASAD Standards as noted above. In typographic and book arts areas the program is producing student work typically found at the professional degree level. With less required reliance on communication design courses in the foundation level and development of a strong design foundations program, the institution may wish to consider offering a professional degree program. Should the institution wish to offer a professional degree program, the institution must ensure that all standards pertaining to professional degree programs

including requirements for specific majors are met (see NASAD *Handbook 2015-16*, Standards for Accreditation, VIII. and X.A.-C.).

Bachelor of Fine Arts - 4 years: Art Studio (Ceramics, Digital Media, Glass Art, Painting and Drawing, Photography*, Printmaking, Sculpture) *Please note that Photography is being submitted for Final Approval for Listing.

- (1) **Status:** Renewal of Plan Approval and Final Approval for Listing
- (2) **Curriculum:** Curricular tables indicate 60% of course work in the studio disciplines and art history. There are 0% credit hours in elective courses. This higher requirement of studio hours and the capstone courses ARTS 395 and ARTS 595 distinguish it from the Bachelor of Arts in Art Studio degree.
- (3) **Title/Content Consistency:** The title appears consistent with degree content.
- (4) **Student Work:** The visitors saw examples of student work in classes, exhibit cases, in studio work and exhibitions at the Janet Turner Print Museum and the University Art Gallery. The following is an assessment of competencies. Please note that the Bachelor of Arts and Bachelor of Fine Arts work were not distinguished so the following applies to work in both the Bachelor of Arts and the Bachelor of Fine Arts studio disciplines. The visitors note that the Bachelor of Fine Arts exhibition and seminar requirements result in and enhanced awareness of contemporary trends, and the development of better materials handling technical competencies as observed in the BFA work seen.
 - Ceramics: Examples of ceramic work by students were quite strong, especially in hand building and glazing techniques.
 - Digital Media: Examples of student work in digital media were strong.
 - Glass Art: Examples of student work in glass art were somewhat strong. This was difficult to see, as the facility was in the process of relocating but very well equipped with enthusiastic instruction.
 - Painting and Drawing: Examples of painting were somewhat weak. It was difficult to determine lower from upper level work. Materials use seemed un-ambitious. Drawing appeared to be much stronger with good competency development.
 - Photography: Photography appeared strong with examples of digital and alternative processes, black and white, and color pieces.
 - Printmaking; Printmaking was very strong. Impressive work in a variety of media was being executed.
 - Sculpture: Sculpture and 3D studies were very strong with excellent examples of work in a variety of media. The senior Bachelor of Fine Arts individual exhibit in Ayres building contained examples of digital, foundry work, and other installation techniques with high competency levels.
- (5) **Development of Competencies:** Competencies being developed in the Bachelor of Fine Arts in Art Studio degree appear to be in line with NASAD standards.

Bachelor of Fine Arts - 4 years: Interior Architecture

- (1) **Status:** Renewal of Plan Approval and Final Approval for Listing

- (2) **Curriculum:** Curricular tables indicate 60% of course work in the studio disciplines and art history. There are 0% credit hours in elective courses. This higher requirement of studio hours and the capstone course IDES 551 distinguish it from the Bachelor of Arts in Studio Arts degree.
- (3) **Title/Content Consistency:** The title appears consistent with degree content.
- (4) **Student Work:** Samples of student work presented were very limited in quantity and scope. Student work that was presented appeared to be appropriate for the major. The visitors were not presented with scope and breath of the work representing student design accomplishments associated with a Bachelor of Fine Arts program.
- (5) **Development of Competencies:** Based on the limited presentation, the program appears to be in alignment with NASAD standards. Relocation of the program in fall 2016 to the new Humanities and Fine Arts Building is generating enthusiasm from faculty and students, and provides the opportunity to grow enrollment.
- (6) **Overall Effectiveness:** The program appears to meet minimum standards.

Graduate Programs

Master of Arts - 2 years: Art History

- (1) **Status:** Renewal of Plan Approval and Final Approval Listing
- (2) **Curriculum:** Curricular tables indicate 80% of course work in the studies of art history and 20% in other studies of art history or art studio. There are 0% credit hours in elective courses.
- (3) **Title/Content Consistency:** The title appears consistent with degree content.
- (4) **Student Work:** Appears appropriate for the program.
- (5) **Development of Competencies:** The program appears to be in alignment with NASAD standards. Some concern was expressed with the lack of current publications and books for research in libraries.
- (6) **Overall Effectiveness:** Students were enthusiastic about the program and faculty.

Master of Fine Arts - 3 years: Art Studio (Ceramics, Digital Media, Glass Art, Painting and Drawing, Photography*, Printmaking, Sculpture) *Please note that Photography is being submitted for Final Approval for Listing.

- (1) **Status:** Renewal of Plan Approval and Final Approval for Listing
- (2) **Curriculum:** Curricular tables indicate 70% of course work in art studio and 20% in other art related studies (art history). There are 10% credit hours in elective courses.
- (3) **Title/Content Consistency:** The title appears consistent with degree content.
- (4) **Student Work:** Due to lack of access to temporary housing of graduate student studios because of the planned relocation of the graduate program in fall 2016 to the new

Humanities and Fine Arts Building, presentation of Master of Fine Arts student work was limited. The work that was presented appeared appropriate for the program.

(5) Development of Competencies: Based on meeting with graduate students and their positive comments about the program and new facilities as well as work presented, the program appears to be in alignment with NASAD standards.

(6) Overall Effectiveness: Students were enthusiastic about the program and faculty.

3. Study of the Transcripts of Recent Graduates and Comparison with Catalog Statements

Baccalaureate Programs

While onsite, randomly selected transcripts were reviewed by the visitors. The transcripts were compared with advising sheets published by the department and made available to the students. Transcripts reviewed were found to be accurate and align with required degree content.

A number of transfer student transcripts that were randomly selected usually contained many more than the 120 hours required for the degree.

4. Exhibition

The Bachelor of Fine Arts senior capstone courses require students to organize and mount a graduation exhibition. Master of Fine Arts students are required to publicly exhibit their work at campus galleries as partial fulfillment of their degree and thesis requirements

5. Art and Design Studies in General Education

Not Applicable

O. Art/Design Unit Evaluation, Planning, and Projections

1. Evaluation, Planning, and Projections Development

The Department of Art and Art History describes its evaluation, planning and projections efforts as closely linked to the NASAD accreditation process. The Self-Study is the primary instrument utilized to facilitate planning. It is noted that strategic planning at CSU Chico has been suspended somewhat due to frequent leadership changes and the State of California budget crisis as of the last 8 years. Please see Self-Study pp. 160-161 for description of these procedures

2. Completeness and Effectiveness of Self-Study

The Self-Study was complete and contained all necessary references and appendices.

P. Standards Summary

1. While there has been three new faculty hires over the last three years, a new faculty line in painting would appear necessary if the program is to maintain the required level of performance (NASAD *Handbook 2015-16*, II.E.1.a.(1)).

2. The number of tenure track faculty teaching graphic design, as well as resources within the graphic design program, do not appear adequate to support the current needs of the students and academic community they serve (NASAD *Handbook 2015-16*, II.B.1.a.).
3. It is not clear that the graphic design program's current level of student professional development is in line with the College of Communications' mission of professional practice (NASAD *Handbook 2015-16*, II.B.1.b.).
4. It does not appear that funding for the functioning of the Department of Communications, which houses the Bachelor of Arts in Graphic Design is adequate (NASAD *Handbook 2015-16*, II.C.1.a.-c.).
5. It is not clear that the space in Ayres Hall is adequate to support the printmaking, painting, photography and digital media programs (NASAD *Handbook 2015-16*, II.F.1.b. c. and e.).
6. It is not clear that the interior architecture program is supported by appropriate library resources (NASAD *Handbook 2015-16*, II.G.1.a.(2)).
7. The title of the Bachelor of Art in Art (Art Education) does not appear consistent with its content in that only six units of art education are required (NASAD *Handbook 2015-2016*, IV.C. 1., 2., 4., 5.).
8. The Bachelor of Arts in Graphic Design degree title suggests a desire to offer a specific major within the context of what appears to be a liberal arts degree (see *Handbook 2015-16*, Standards for Accreditation, IV.C.2.d.). Therefore, it is not clear that the title is reflective of the nature and content of the degree program (see NASAD *Handbook 2015-16*, Standards for Accreditation, II.I.1.g.).
9. Lack of a strong design foundation curriculum in the first and second year of the Bachelor of Arts in the Graphic Design degree is not providing students with the required skills to develop original graphics and imagery (NASAD *Handbook 2015-2016*, VII.F).

Q. Overview, Summary Assessment, and Recommendations for the Program

1. Strengths

- a. Energetic, dedicated faculty committed to enhancing the program and providing quality educational experience for all students.
- b. The educational mission of the Department of Art and Art History at CSU Chico will be greatly served by the new HFA building with its new studios and high campus visibility. The program is positioned for growth.
- c. Energetic, dedicated, articulate student body, supported by faculty to achieve high quality student creative endeavors.
- d. Faculty are encouraged by recent changes in upper level administrative leadership. Once low, faculty morale, typified by anxiety and uncertainty, especially with regard to budget decisions and general funding initiatives, show signs of improvement.
- e. Strong printmaking, sculpture, glass art and 3D studies student art work shows the development of appropriate competencies.

2. Recommendations for Short-term Improvement

- a. The institution should address ongoing concerns of deterioration of present Art and Design facilities.
- b. It is questionable if the current environment in the Department of Communications is conducive to the sustainability of the Bachelor of Arts in Graphic Design degree.. Current level of graphic design graduating student portfolios does not appear to position student well for the professional environment. There is a high degree of student frustration and anxiety about the quality of the degree and its ability to develop appropriate competencies.
- c. The institution should improve the clarity and navigability of the department website and align it with university website.
- d. The institution should submit three recent transcripts of graduates from the Bachelor of Fine Arts in Art Studio (Photography) and two recent transcripts of graduates from the Bachelor of Fine Arts in Art Studio (Photography) in its Optional Response.

3. Primary Futures Issues

The institution may wish to consider the addition of new faculty and staff hires as noted below:

- Painting
- Technical Support

4. Suggestions for Long-term Development

- a. The institution should study the administrative location and support now provided to the Bachelor of Arts in Graphic Design to ascertain adequacy.
- b. The institution may wish to consider addressing the duplication of on campus photography programs.
- c. The institution should continue to improve department involvement in and timeliness of budget and appropriation decision-making.