Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Wignall Museum of Contemporary Art

Program Code: 6140 - WIGNALL MUSEUM/GALLERY

Review Type: Administrative

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The Wignall Museum of Contemporary Art provides Chaffey College faculty, students, staff and community a unique learning-centered environment that is dedicated to improving lives. Like the College's mission, the Museum's mission and purpose is to support creativity, critical thinking skills, and to support the educational goals that are being met in classrooms across the campus. Through a schedule of diverse contemporary art exhibitions and programs (lectures, film screenings, panel discussions, performances, and more) and through collaborative programs, the Museum creates a hand-on learning lab that nurtures and supports alternative learning styles, stimulating discourse with cross-curricular applications, it provides a safe place to talk about sometimes challenging issues, and it creates a place that provides a sense of community on our diverse campus. The Museum also links to the colleges goals of maintaining a strong presence in the communities we serve, and it offers our communities an opportunity to stay connected the College. The Museum evaluates our effectiveness in meeting the college's mission a number of ways. Primarily through a series of IR survey's created to improve our effectiveness, success and visibility. In addition, the implementation of SLO's and the evaluative tools they provide allow us to evaluate
ourselves regularly. Another evaluative measure is attendance to events and measuring how they increase or decrease.

**Review Team Response**
The Wignall Museum is to be commended for providing diverse exhibitions, cross-discipline activities and maintaining a strong presence in the communities that the Museum serves. Please develop a mechanism to evaluate the effectiveness of how the Museum meets the College mission. The assessment tool can be the same tool used over several years that will establish a long-term effectiveness of the Museum’s support of the College mission.

**PROGRAM DATA**

| Enrollment by Day, Evening, Online, Arranged () |

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Day</th>
<th>Evening</th>
<th>Online</th>
<th>Arranged</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
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<td>2009-10</td>
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<td>2010-11</td>
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Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.
Discuss how courses in the program articulate with or complement each other.
Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).
How and when has your department assessed Program SLO's and how have you responded to the
results?
What program or course changes have been made based on the result of the assessed outcome?

Review Team Response
Discuss how your services help maintain a high level of student satisfaction.
Discuss how you evaluate your effectiveness in meeting students' needs.
How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?
Review Team Response

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
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</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

Review Team Response

**NON-INSTRUCTIONAL PROGRAM INFORMATION**

How does your program improve, expand, or support student learning? How do you know?
The Museum improves, expands and supports student learning by offering hands-on opportunities for students to view artwork live and in-person. We also support alternative discourse related to or about the themes or issues being studied in the classrooms. The museum provides a unique learning model and support diverse learning styles through visual presentations, printed matter, lectures and workshops. We work closely with faculty across disciplines and an Advisory Committee made up of faculty, staff and administrators so that we are in ongoing conversation about what works and what does not.

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)
How does your program evaluate its effectiveness?
The Museum staff is made up of four distinct groups or categories. The position of Director/Curator, and Assistant Curator are the only two FT staff positions. The Director/Curator has overall responsibility for all aspects of museum operations, including, but not limited to, curatorial duties to organize exhibitions and create interpretive documents; the creation of a rigorous and relevant programming related to exhibitions and other currents on campus; campus and community outreach; PR/marketing for the program; committee work/programming; maintain close relationship and relevance to curricula; supervision of professional and student staff; and management of gallery resources. The Assistant Curator works along side the director to implement, plan, oversee, organize and create exhibitions and programming. Also curates his/her own exhibitions in concert with vision created by director/curator. Also acts as facilities manager overseeing the day to day operations of the facility. Our other categories of staff include Short-term workers, or Seasonal workers who assist us for short periods of time to install exhibitions (preparators); and our other category of student workers. The students work with us consistently and our team works the front desk in a customer service role and also learns a great deal about the inner workings of a museum. It is a unique learning opportunity for the students of Chaffey College. We have been starting to implement updated training to our student staff on the most recent safety procedures as well as job training specific to the museum, and we've also recently implemented bi-weekly meetings to better communication between staff and management. Assistant Curator Roman Stollenwerk is offered professional development opportunities if/when they arise. He is active as a Senator on Classified Senate and he serves on a number of committees. They include: Wignall Museum Advisory Committee, Chaffey College Art Committee. Roman and I (Director) meet weekly to go over current events, future planning and staffing issues. In addition, I evaluate him on the usual Human Resources schedule for evals. I too participate in professional development whenever possible. Most recently I attended a workshop concerning strategies to increase museum relevance and use in colleges & universities. I am very active on and off-campus serving on committees and boards. They include on-campus Wignall Museum Advisory Committee, Chaffey College Art Committee, One Book/One College, I serve as co-advisor for the student publication ARTicles, and I organize and manage a VPCA/public programs calendar called Got Culture? and plan an annual community based event, Family Day at the Wig! with a sub-committee of classified staff and faculty with the assistance of ASCC. Off-campus I serve on the Advisory Committee for the El Camino College Art Gallery, I'm serving on a charter committee with other colleagues to create a new model for a new Arts Council of San Bernardino County, I'm active on the City of Rancho Cucamonga's Tourism Board, and have often collaborated with the City of Fontana Arts Coordinator, the City of Rancho Cucamonga Cultural Arts Coordinator and many other arts and business partners in our district. I also actively research and when possible pursue grants and funding opportunities with some success and we just completed a new collaboration with the Children's Center where we highlighted artwork created in workshops with guest artists that was organized by FT museum staff in concert with CCCDC management. We evaluate our effectiveness through close ties with faculty and colleagues. At our bi-annual Advisory Committee meetings with faculty/staff we evaluate our successes in the recent past and talk about future outreach and exhibition possibilities. It provides a good measure of how well we're reaching out campus wide. We also poll visitors/students with survey's created in concert with IR at both special events and exhibitions that assist us in measuring our successes and shortfalls.

Review Team Response

STUDENT SUPPORT - ACCESS
How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
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<tbody>
<tr>
<td></td>
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<td>08-09</td>
<td>09-10</td>
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Additional information:

Review Team Response

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
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<tbody>
<tr>
<td></td>
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<td>08-09</td>
<td>09-10</td>
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Additional information:

Review Team Response

STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
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<tr>
<td></td>
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<td>08-09</td>
<td>09-10</td>
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Additional information:

Review Team Response
VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Plan and implement a new volunteer program focusing on our student, staff and faculty population.

To which planning direction does this goal apply?
Excellence in teaching and learning
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
Conduct research of established programs at other galleries, museums and educational organizations to implement in the future on campus.
As a result of the research mentioned we would create a list of programs and their attributes/costs/ramifications and determine which model we can adopt at the Wignall Museum.

Year 2 Steps to Success (activities) and VIP Assessment:
Create a marking plan, in identity and short-term goals for the program chosen.
Implement program

Year Three Goal:
Develop a professional practices for artists program as part of the annual Student Invitational program curricula to create an accessible and more comprehensive portion of the curriculum related to the realities of being a working artist.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
Working with full-time Art and Photo faculty, research effective strategies to communicate a comprehensive professional practices document by looking at other museum studies programs and teaching models that we can integrate into our curriculum.
Analyze data collected.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Create a working model based on the information obtained through research phase.
Implement the professional practices document into curricula.

**Year Three Goal:**
Continue the work we’ve done to strengthen relationships with faculty, programs and curricular connections in our exhibitions and programming and to evaluate our outreach through focus groups and surveys.

**To which planning direction does this goal apply?**
Excellence in teaching and learning
Connectedness

**Year 1 Steps to Success (activities) and VIP Assessment:**
Conduct research related to the creation of a systematic plan to reach out to faculty, deans and look at what our colleagues at other community college campus’s are doing that we can implement into our own planning.
Creating documentation and communicating with colleagues both on and off-campus will be crucial at this phase to look internally at how we can implement this plan and conduct research and to look outside for inspiration and planning models that we can utilize.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Implement systematic plan.
Analyze data collected from implementing the systematic plan.

**Review Team Response**
Goal #1 The goal could be improved with a clearer vision of what is to be accomplished, how to accomplish and why this goal was chosen. With a clearer vision, the activities to achieve the goal and the assessment can be stated with greater authority. Some of the assessments sound like activities in that the assessment is work to be done, not a review or documentation of the work completed. Goal #2 has a clearer vision in that what, how and why are clearly stated. However, the assessment aspect again sounds like activity, not a summary and use of the activity. Goal #3 has a clear vision that states what, how and why. Again, please look at the assessment portion of the VIP.

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**
List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
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</table>


Strategies to increase use of a Museum/Gallery on University or College campus

| Participation on a charter team of arts orgs in the IE creating an Arts Council of SB Co. |

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
Outcomes are affected any time we can improve our skills. The training session mentioned provided dozens of possible strategies - many we have implemented or used - but many we haven't. It furthered our thinking outside of the box/with increased creativity and will allow new programming, new outreach and further, more relevant successes and links to curriculum. Implementing some of those strategies in these fiscally trying times will be challenging and will require even greater creativity.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
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<tbody>
<tr>
<td>CAMP (Chaffey Assoc of Management Professionals)</td>
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<td></td>
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<tr>
<td>Wignall Museum Advisory Committee</td>
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<tr>
<td>One Book/One College Committee</td>
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<tr>
<td>Chaffey College Art Committee</td>
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<td></td>
<td>Co-advisor, student publication ARTicles with colleague John Machado</td>
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<td></td>
<td>Organized exhibition of children's art from Child Development Center</td>
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<td></td>
<td>Taught over 20 workshops to kids at Child Dev Center in preparation for YAS exhibition/auction</td>
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<td></td>
<td>Organizes annual Family Day educational/fun festival in collab with dozens of dept/groups on campus</td>
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<tr>
<td></td>
<td>Represent arts at Chaffey College at City of RC Tourism Board</td>
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</table>
Collaborate with Art/Photo on annual Student Invitational Exhibition

Collaborate with Art/Photo on annual Winter Student Exhibition featuring hundreds of works of art

Collaborate with One Book/One College program on events (co-sponsor or host or organize)

Annually curate 2-5 professional level exhibitions

### Classified Senator - Roman Stollenwerk

El Camino College Advisory Committee member - Rebecca Trawick

Charter Team member to create new Arts Council for SB Co. - Rebecca

Outreach at annual City of Fontana arts festivals representing (the arts at) Chaffey College

Production of Got Culture? annual program

**How does your program benefit from your campus engagement?**

Our program benefits a great deal from campus involvement - it increases visibility, we can educate to our colleagues how we can be utilized and it opens doors to collaborations, partnerships and builds relationships. Programmatically it provides opportunities to collaborate or for us to meet an unmet or unknown need. Further, all of our committee work and campus involvement nurtures the Museum as a place of learning and critical thinking.

**Teaching/Years of Service**

<table>
<thead>
<tr>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
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</table>

**Given the data how has your program been impacted?**

**Does your program anticipate retirements within the next 3 years?**

No

**Review Team Response**

The 2-person Wignall Museum staff is to be commended on the variety of engagement in conferences/training/other and campus participation. This activity speaks to the commitment of the Wignall Museum staff to stay current, improve the program and take
advantage of opportunities that will eventually benefit students. If there is a negative statement, it is that the Wignall did not fully state all of the activities that directly impact students, for example, the Art/Photo Student Exhibition. This is an obvious example of campus engagement that directly impacts students.

**PROJECTED NEEDS**

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

Our annual community-focused event, Family Day at the Wig! has been funded by Target Corp. and ASCC. We hope that support will continue into 2012. Funding has been granted (combined) in the amount of $3500 most recently. In addition, the college provides a modest operating budget of $181,000 to operate the facility, to produce exhibitions and programming and to pay staff.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

**FT Faculty:**

**Year 1:**

Hiring Criteria:

**Year 2:**

Hiring Criteria:

**Year 3:**

Hiring Criteria:

**STAFF**

**Year 1**

Lead Preparator (professional level art handler), .475 FTE

**Year 2**

Volunteer Student Docent Program Assistant, $5000

**Year 3**

**EQUIPMENT**

**Year 1**

**Year 2**
Year 3

TECHNOLOGY

Year 1
New projector for exhibitions, Mitsubishi FD630U-G Proj, $3500

Year 2
20" sound dome model SD-7052, $500

Year 3
32" SONY LCD TV monitor HDTV/Blu-ray, $650

SOFTWARE

Year 1

Year 2

Year 3

OTHER

Year 1
Funds to support exhibition fine art shipping, $20000

Year 2
Funds to support marketing plan and printed collateral, $12000

Year 3
Funds to support upgraded exhibition furniture (pedestals, shelves, plinthes) production for professionally-produced exhibitions, $12000

Review Team Response
The Museum did not ask for any resources to meet projected needs that will occur over the next 3 years. It is difficult to research the activities of other museums without visiting any of the museums—especially if a program is identified that has applications at Chaffey. In addition, a museum is expected to have on-going needs—identified and unidentified.

Review Team Response
Overall, the information concerning the Wignall Museum is clearly stated and is complete. Various commendations have been given to the program in the appropriate areas and suggestions have been made when appropriate.