

NORCO COLLEGE COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW

Discipline/Unit/Department: ART/ART HISTORY

Reporting Period: Fall 2011 – Spring 2015

Program(s) or Certificate(s) Associated: Studio Arts ADT

Contact Person: Quinton Bemiller

Due: April 20, 2016

Please send an electronic copy as a Word document (avoid PDF)

programreview@norcollege.edu



Form Last Revised: December 2015

Norco College

Web Resources: <http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

Comprehensive Instructional Program/Unit Review Update

Instructions

***Please retain this information for your discipline's/department's use (or forward to your chair).**

The Comprehensive Program Review is conducted by each unit at Norco College and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment for the next four years, while reflecting on the changes within the last four years. This document serves as a long-term strategic planning document. This planning document should reflect the period since the last Comprehensives submitted by your unit and should also cover the planning for the next four years. In the year submitted, an annual program review will not be submitted.

For Program Review data, please go to the following link:

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.aspx>

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.ramirez@norcocollege.edu with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

Norco: VP Business Services 951-372-7157

Mission

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Vision

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

Educational Master Plan and Strategic Plan Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

Goal 2: Improve the Quality of Student Life

Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

Goal 3: Increase Student Access

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

Goal 4: Create Effective Community Partnerships

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

Goal 5: Strengthen Student Learning

Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

Goal 6: Demonstrate Effective Planning Processes

Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

I. Norco College Comprehensive Instructional Program Review Update

Unit: Art/Art History
 Contact Person: Quinton Bemiller
 Date: April 2016

Trends and Relevant Data

1. Have there been any changes in the status of your unit in the last four years? What are the anticipated changes for the next four years?

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	No - ART remains part of Art, Humanities and World Languages (AHLW).	There is no plan for ART to shift departments in the next four years.
Have any new certificate programs been created by your unit? For example, did your unit develop an ADT ? If not, discuss if you are in process or have future plans to do so.	Yes - the Associate Degree for Transfer (ADT) in Studio Arts was adopted at Norco College in the 2012/2013 academic year.	An Associate Degree for Transfer (ADT) in Art History is in development now, with an anticipated adoption date of 2017. A certificate program in Gallery/Museum Studies is currently being conceptualized.
Have you made any substantial modifications to certificates/degrees (e.g. unit requirement changes, inclusion of an industry certificate, etc.). If not, discuss if	After the adoption of the studio Arts ADT, a new course rotation was implemented in Fall 2013 and course offerings in ART were reprioritized.	In Fall 2015, multiple courses in ART were excluded from the catalog at Norco College because they did not serve the Studio Arts ADT. Some new courses in Art History were

<p>you are in process or have future plans to do so.</p>		<p>included to support the anticipated Art History ADT. As the College continues to grow, course offerings will need to be reprioritized again. New courses may be adopted and the frequency of course offerings will continue to change.</p>
<p>Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT.</p>	<p>Two Title V grants (2009-2014 and 2010-2015) created a demand for more sections of Art 17: <i>Beginning Drawing</i>, a course used by both the Studio Arts ADT and the Gaming Program. To meet that demand, other Art sections could not always be offered. Classroom space for all Studio Art courses is limited to one room: ATEC-209, which is sometimes used by Gaming as well.</p>	<p>These grants have ended and the Gaming program no longer uses Art:17 in their program as of Summer 2016, so the impact of Gaming and the Title V grants seems to be waning. There may be other grants in the future and the new Graphic Design program requires ART 39: <i>Design and Graphics</i> to be offered periodically. General growth at Norco College has already impacted the Art program to such an extent that additional sections of Studio Courses cannot be offered even when approved, because we have no classroom space. Unlike lecture classes, Studio Courses need to be offered</p>

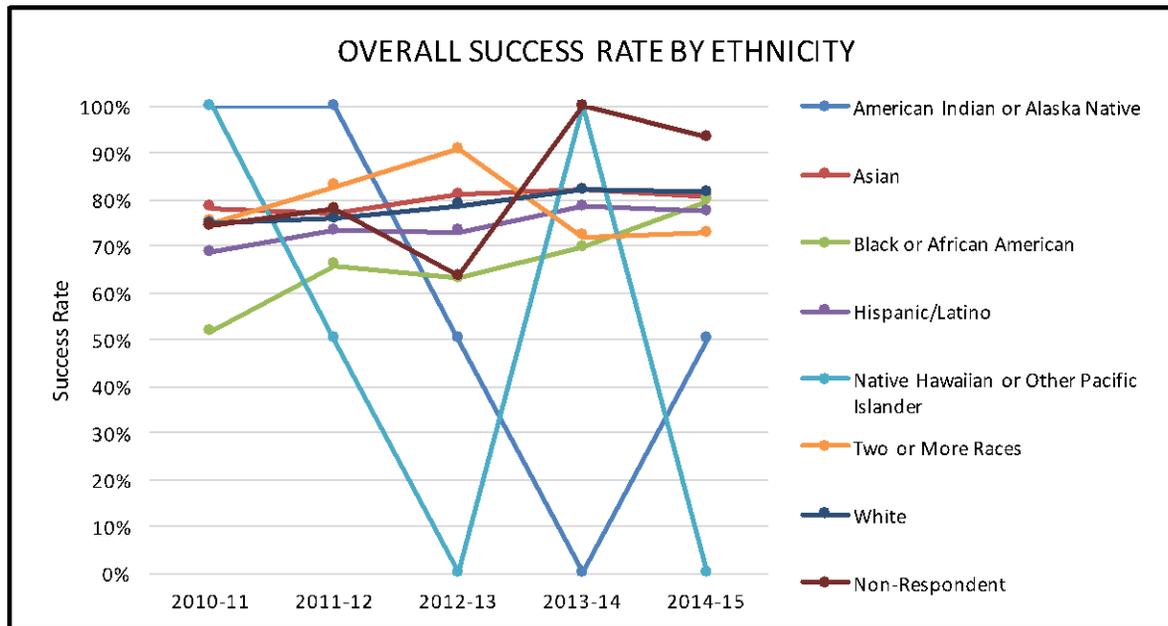
in rooms with proper facilities.

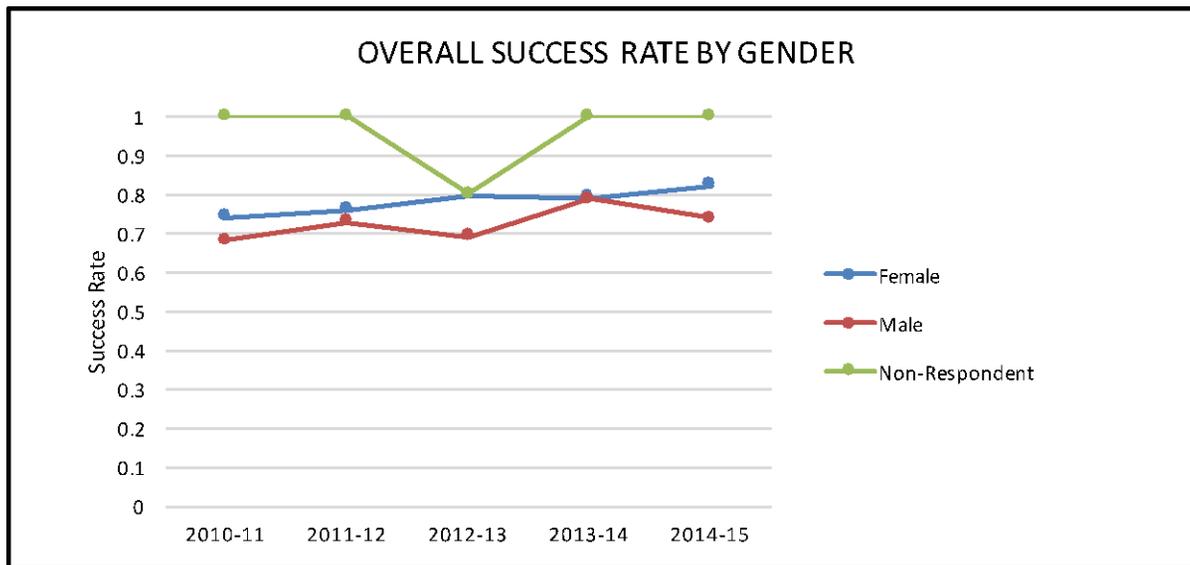
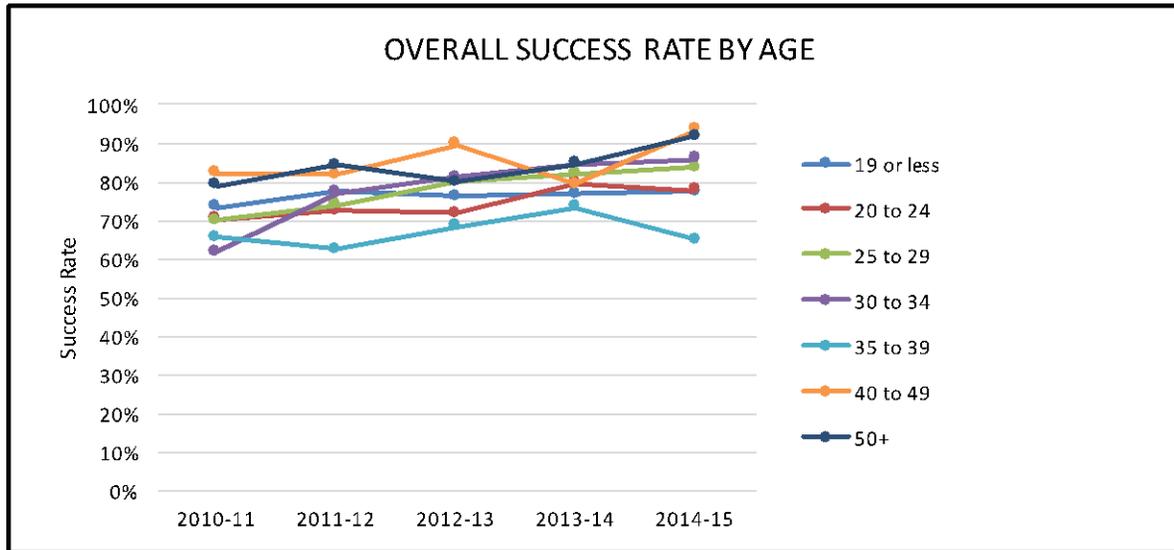
2. List your retention and success rates as well as your efficiency for the previous four years. Please include Distance Education, retention, success and efficiency separately. Discuss any changes or significant trends in the data.

Note: Red indicates negative change in year-to-year data; Green indicates positive change or no change in year-to-year data. Populations with low or zero numbers were not highlighted.

	OVERALL	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention								
	Total	71.4%	83.4%	74.5%	83.9%	75.1%	87.9%	79.0%	90.4%	78.8%	90.2%
ETHNICITY	American Indian or Alaska Native	100.0%	100.0%	100.0%	100.0%	50.0%	50.0%	0.0%	0.0%	50.0%	100.0%
	Asian	78.1%	85.7%	76.7%	90.7%	81.0%	88.6%	81.9%	88.9%	80.6%	88.9%
	Black or African American	51.7%	81.0%	66.0%	83.0%	63.0%	87.0%	69.6%	85.7%	79.6%	87.0%
	Hispanic/Latino	68.6%	81.4%	73.3%	83.1%	73.0%	87.9%	78.3%	92.2%	77.4%	89.8%
	Native Hawaiian or Other Pacific Islander	100.0%	100.0%	50.0%	83.3%	0.0%	0.0%	100.0%	100.0%	0.0%	100.0%
	Two or More Races	75.0%	88.9%	82.8%	89.7%	90.6%	96.9%	71.9%	87.5%	72.7%	100.0%
	White	74.7%	84.2%	75.9%	82.1%	78.6%	87.4%	81.9%	87.7%	81.6%	90.1%
	Non-Respondent	74.4%	87.2%	78.0%	88.0%	63.6%	86.4%	100.0%	100.0%	93.3%	100.0%
AGE	19 or less	73.3%	87.7%	77.5%	88.3%	76.1%	89.3%	76.8%	92.8%	77.4%	90.2%
	20 to 24	70.3%	81.5%	72.4%	82.0%	71.9%	85.1%	79.6%	89.4%	77.7%	90.6%

	25 to 29	69.9%	76.7%	74.1%	85.2%	80.0%	94.1%	82.1%	89.3%	83.7%	89.4%
	30 to 34	61.7%	83.0%	76.9%	79.5%	81.3%	93.8%	84.6%	92.3%	85.7%	91.4%
	35 to 39	65.6%	78.1%	62.5%	66.7%	68.4%	78.9%	73.3%	86.7%	65.0%	80.0%
	40 to 49	82.1%	84.6%	81.8%	84.8%	89.7%	89.7%	79.2%	79.2%	93.3%	93.3%
	50+	78.9%	89.5%	84.2%	89.5%	80.0%	90.0%	84.6%	92.3%	91.7%	91.7%
GENDER	Female	73.9%	86.1%	76.0%	84.3%	79.7%	87.1%	79.2%	90.8%	82.2%	90.8%
	Male	68.0%	80.0%	72.9%	83.5%	69.0%	88.6%	78.7%	89.8%	73.8%	89.3%
	Non-Respondent	100.0%	100.0%	100.0%	100.0%	80.0%	100.0%	100.0%	100.0%	100.0%	100.0%





Analysis: The general trend for Overall Success and Retention in Art has been positive. In this four-year period, the Success Rate in Art has gone from 71.4% to 78.8%, an increase of 7.4%. Norco College as a whole has had a modest improvement,

with the Overall Success Rate starting at 68.2% in 2010-12 and ending at 69.6% in 2014-15, a gain of 1.4%. The Retention Rate in this four-year period has gone from 83.4% to 90.2%, a gain of 6.8%. Aside from a statistically insignificant decrease in Success in 2014-15 (-0.2%) and Retention (-0.2%), Overall Success and Retention has improved every year since 2010-11. This four-year period has been significant in the development of the Art discipline at Norco College because of new Full-Time Faculty, new Associate Faculty and the implementation of the Studio Arts ADT. Art Faculty are participating in Assessment more than ever before; there is an Art Club; new Art courses of interest to students have been added to the schedule; the Full-Time Art Faculty is actively involved in Assessment, Program Review, Puente, Honors and Student Success, among other facets of the College. This increased engagement on all levels is most likely contributing to the improving Success and Retention in Art.

	Success 2010-11	Retention 2010-11	Success 2014-15	Retention 2014-15
<i>Norco College</i>	68.2%	84.1%	69.6%	86.0%
<i>ART at Norco College</i>	71.4%	83.4%	78.8%	90.2%

Further analysis indicates higher Success and Retention in Art among Black or African American, Hispanic/Latino and Male populations. These are three of the populations in need of improvement at Norco College. One explanation for these outcomes is that Art courses provide ample opportunity to promote diversity and students have many opportunities express themselves through their art and discussions of art. Furthermore, the Studio courses have many hours of Lab time, allowing the instructors and students time to develop rapport and a mentor/mentee relationship. Continuing to invest resources and funding in the Art discipline is a wise choice for strengthening Equity at Norco College.

	Black or African American Success 2010-11	Black or African American Retention 2010-11	Black or African American Success 2014-15	Black or African American Retention 2014-15
<i>Norco College</i>	58.4%	81.1%	69.6%	86.0%
<i>ART at Norco College</i>	51.7%	81.0%	79.6%	87.0%

	Hispanic/Latino Success 2010-11	Hispanic/Latino Retention 2010- 11	Hispanic/Latino Success 2014-15	Hispanic/Latino Retention 2014- 15
<i>Norco College</i>	65.1%	83.1%	67.3%	85.2%
<i>ART at Norco College</i>	68.6%	81.4%	77.4%	89.8%

	Male Success 2010-11	Male Retention 2010-11	Male Success 2014-15	Male Retention 2014-15
<i>Norco College</i>	66.9%	83.6%	68.2%	85.8%
<i>ART at Norco College</i>	68.0%	80.0%	73.8%	89.3%

	ONLINE	2010- 11	2010-11	2011- 12	2011-12	2012- 13	2012-13	2013- 14	2013-14	2014- 15	2014-15
		Success	Retention								
	Total	71.9%	78.9%	63.8%	69.7%	80.2%	87.0%	82.0%	87.0%	73.2%	81.3%
ETHNICITY	American Indian or Alaska Native	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	83.3%	88.9%	80.0%	90.0%	100.0%	100.0%	100.0%	100.0%	85.7%	85.7%
	Black or African American	42.9%	66.7%	18.2%	36.4%	80.0%	80.0%	70.0%	80.0%	72.7%	72.7%
	Hispanic/Latino	64.5%	69.7%	61.8%	67.1%	81.6%	91.8%	80.0%	88.0%	66.1%	76.8%

	Native Hawaiian or Other Pacific Islander	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	83.3%	83.3%	71.4%	71.4%	100.0%	100.0%	100.0%	100.0%	66.7%	100.0%
	White	79.6%	83.9%	67.1%	72.6%	77.8%	83.3%	85.3%	85.3%	81.4%	86.0%
	Non-Respondent	76.0%	88.0%	83.3%	83.3%	75.0%	75.0%	0.0%	0.0%	0.0%	0.0%
AGE	19 or less	82.9%	88.6%	68.8%	68.8%	78.9%	84.2%	90.0%	90.0%	75.0%	95.0%
	20 to 24	67.5%	76.3%	64.1%	72.8%	73.8%	81.0%	78.0%	82.0%	71.7%	78.3%
	25 to 29	70.0%	72.5%	74.1%	81.5%	80.0%	93.3%	75.0%	93.8%	59.1%	72.7%
	30 to 34	64.3%	71.4%	41.7%	41.7%	100.0%	100.0%	90.0%	90.0%	88.2%	88.2%
	35 to 39	66.7%	77.8%	33.3%	33.3%	80.0%	100.0%	83.3%	83.3%	66.7%	66.7%
	40 to 49	88.2%	94.1%	76.9%	76.9%	88.9%	88.9%	100.0%	100.0%	100.0%	100.0%
	50+	100.0%	100.0%	60.0%	60.0%	0.0%	0.0%	100.0%	100.0%	80.0%	80.0%
GENDER	Female	71.1%	80.5%	66.7%	71.3%	82.1%	88.1%	79.7%	87.5%	76.8%	84.2%
	Male	72.2%	75.6%	57.1%	66.1%	75.8%	84.8%	86.1%	86.1%	60.7%	71.4%
	Non-Respondent	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%

	HYBRID	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention								
	Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	84.1%	95.5%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	83.3%
	Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	100.0%
	Hispanic/Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	92.3%	100.0%
	Native Hawaiian or	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

	Other Pacific Islander											
	Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	75.0%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
AGE	19 or less	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	73.3%	93.3%
	20 to 24	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	84.2%	94.7%
	25 to 29	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	30 to 34	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	35 to 39	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	40 to 49	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	50+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GENDER	Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	92.0%	96.0%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	70.6%	94.1%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%

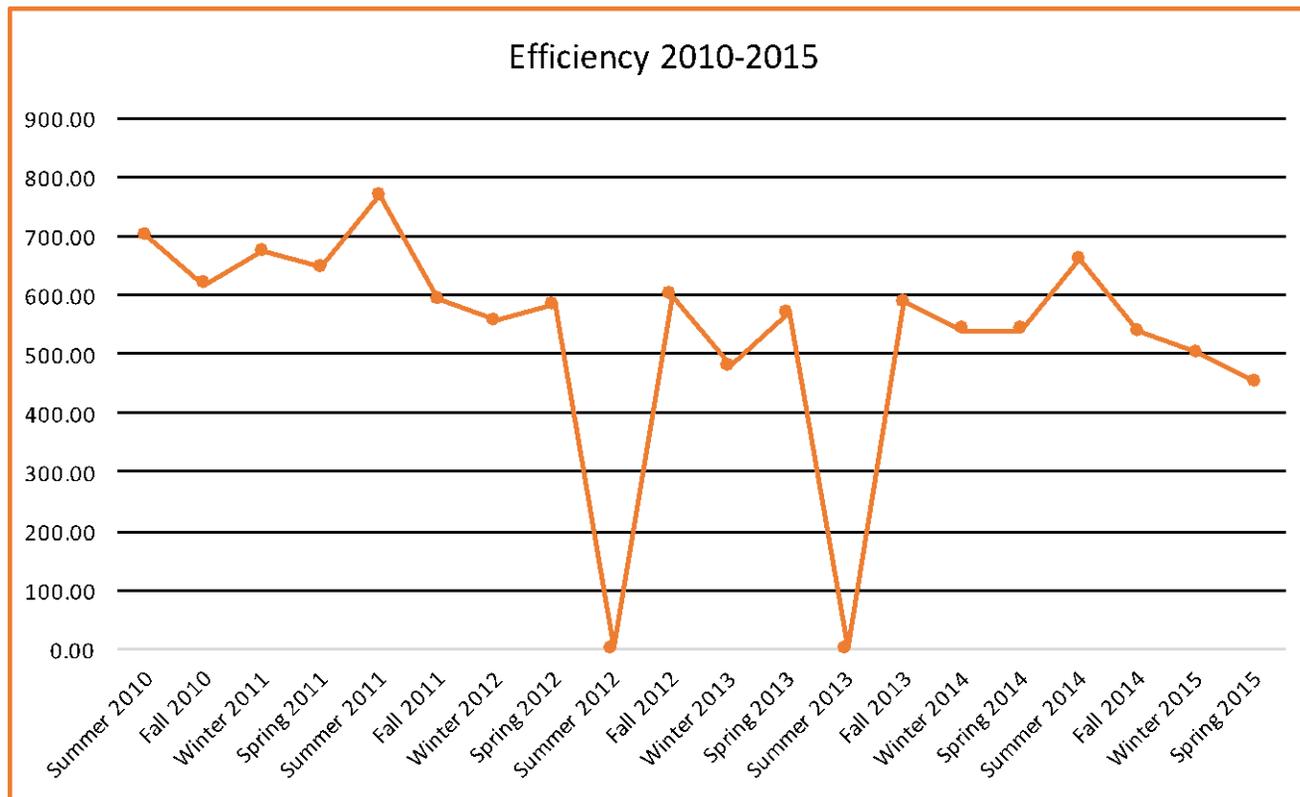
Analysis: In the Art discipline, *Art-6: Art Appreciation* is the only course to be offered online and/or hybrid. The Success and Retention rates have fluctuated over the last four years. Art-6 has been offered online as a full-term and short-term class. There is some evidence to suggest that the short-term version of the course has been more successful than the full-term version. This was suggested by the instructor of the online Art-6 course. The Success and Retention rates most recently, in 2014-15, were 73.2% and 81.3% respectively for Art-6 online, which actually are higher rates than the Art-6 face to face courses overall. The face-to-face Art-6 sections in 2014-2015 had Success and Retention rates of 62.0% and 83.1% respectively. One possible explanation for this is that the instructor of the Art-6 online sections has been one faculty member who happens to be Professor Emerita, having been the full-time Art Professor at Norco College through Fall 2011. This instructor's experience and ability to devote time and attention to the Art-6 online sections may be a contributing factor. Likewise, the face-to-face Art-6 sections are usually taught by Associate Faculty who have less experience and more demands on their schedules with limited opportunity for professional development. Art-6 has been offered once as a hybrid course. This course was taught by the current Full-Time Art Faculty and the Success and Retention rates were 84.1% and 95.5% respectively, significantly higher than either the online or face-to-face offerings. The Full-Time Art Faculty has experience teaching online courses and had taught this course face-to-face previously. The hybrid course was offered in summer, when courses are often taken by highly motivated students. Ideally, the Full-Faculty in Art should periodically teach Art-6 online, hybrid and/or face-to-face. There is also a great need for another

Full-Time Faculty in Art, one who has experience teaching Art History, a separate discipline that is lumped into Art.

<i>2014-15</i>	Norco College Online Courses	Norco College Hybrid Courses	Norco College Face-to- Face Courses	Art-6 Online Sections	Art-6 Hybrid Section	Art-6 Face-to- Face Sections
<i>Success Rate</i>	64.8%	63.7%	70.6%	73.2%	84.1%	62.1%
<i>Retention Rate</i>	81.8%	83.7	86.6%	81.3	95.5%	83.1%

<i>Term</i>	Norco College Efficiency	Art Courses Efficiency
<i>Summer 2010</i>	628.847	700.675
<i>Fall 2010</i>	673.930	617.116
<i>Winter 2011</i>	616.886	672.475

<i>Spring 2011</i>	654.611	647.393
<i>Summer 2011</i>	634.611	769.333
<i>Fall 2011</i>	628.986	592.467
<i>Winter 2012</i>	590.777	555.000
<i>Spring 2012</i>	632.099	583.186
<i>Summer 2012</i>	621.577	0.000
<i>Fall 2012</i>	655.979	598.992
<i>Winter 2013</i>	576.499	480.000
<i>Spring 2013</i>	629.599	570.301
<i>Summer 2013</i>	565.463	0.000
<i>Fall 2013</i>	632.917	587.835
<i>Winter 2014</i>	563.129	540.952
<i>Spring 2014</i>	597.476	541.100
<i>Summer 2014</i>	528.844	660.000
<i>Fall 2014</i>	606.031	538.818
<i>Winter 2015</i>	525.446	501.527
<i>Spring 2015</i>	566.331	452.490
<i>Total</i>	622.061	573.315



Analysis: Over the last four years, Efficiency in Art has averaged 573.315, which is 7.8% lower than Norco College as a whole. Efficiency in Art has been trending lower over the last four years, with the lowest efficiency rate occurring in Spring 2015. In this four-year period, we have shifted to using a new rotation of courses to support the Studio Arts ADT. For the first time, we have offered a greater variety of courses at various levels. In the past, a course such as *Art:18 Intermediate Drawing* could not be offered without stacking it with *Art 17: Beginning Drawing*. Art is in growth mode and is just at the point where classes with prerequisites have enough enrollment to be offered, but perhaps not enough enrollment to always fill to capacity. Thus, we have some advanced classes, especially in Spring, that do not fill to capacity and lower the efficiency rate. Capacity in the Studio Lab is 26 students, so even when meeting full capacity, Art will always have lower efficiency. Also, we have added more diversity to our course offerings in Art History. Rather than offer high-volume *Art 6: Art Appreciation* courses with 60+ students, we have been offering more art history courses with capacities of 49 students. Part of this is a facilities issue, as there simply are not enough large rooms available. Often, scheduling an art history course in a smaller room is our only choice. As

enrollments continue to climb, we should see the capacities of our studio art classes increase to capacity.

- 3. Include program-specific data and discuss any changes or significant trends in the data. Include the number of graduates in the discipline/program/certificate, as well as the number of students who have declared the program(s) of study, that your unit supports. Discuss any changes or significant trends in the data.**

	2012- 13	2013- 14	2014- 15
<i>Studio Arts ADT</i>	0	3	1
<i>Humanities and Fine Arts</i>	88	115	82
<i>Norco College Awards</i>	1,034	1,148	1,090

Programs of Study as of 12/22/15

<i>Applied Digital Media and Printing</i>	9	0.1%
<i>Applied Digital Media and Printing: Basic Graphic Communication</i>	1	0.0%
<i>Applied Digital Media and Printing: Basic Graphic Design</i>	14	0.1%
<i>Applied Digital Media and Printing: Motion Graphics and 3D Animation</i>	5	0.0%
<i>Art History CSUGE</i>	1	0.0%
<i>Art: Visual Communications-Animation</i>	8	0.1%
<i>Art: Visual Communications-Illustration</i>	11	0.1%
<i>Fine and Applied Arts</i>	261	2.2%
<i>Humanities, Philosophy & Arts</i>	289	2.4%
<i>Studio Arts CSUGE</i>	29	0.2%
<i>Studio Arts IGETC</i>	20	0.2%

Art-Related Total	642	5.4%
Norco College Total	11,899	100%

Analysis: In the 2015 Studio Arts Program Assessment Report, results of a student survey showed that among all students taking Art courses, 60% did not know about the Studio Arts ADT. Of the 40% that did know about the Studio Arts ADT, 56% of them found out because of an Art Instructor, 26% knew because of a Counselor and 18% learned of the degree in another way. This emphasizes the fact that our Instructors play a key role in advising students within a particular discipline. Faculty advisement is very valuable. The 2015 Studio Arts Program Assessment Report also indicated that there were 29 students working towards the Studio Arts ADT and 30 students majoring in Art but not working towards the Studio Arts ADT. More can be done to enlighten students about their educational choices within the discipline of Art. Transfer awareness and information about pathways to careers in Art should be strengthened at Norco College. There was a College-wide dip in the number of degrees awarded in 2013-14, perhaps because of the economic recovery in our area (attendance goes up at Community Colleges during recessions). It is expected that the number of students declaring majors in Art and completing degrees/programs in Art will increase in the next four years.

Interestingly, Norco College does not offer any Animation courses or Illustration courses currently, yet these areas are two of the officially reported Programs of Study. The Animation courses were deleted from our catalog because of consistently low enrollment. Illustration has not been offered because it is a lower priority, considering the need for a rotation of classes that supports the Studio Arts ADT. Norco College has just begun a Graphic Design certificate program and participation in that program will need to be reported next year. It is difficult to balance the needs of a degree program with the knowledge that offering a variety of Art courses, even those not connected to a degree, will introduce students to new pathways. Variety in courses also increases student interest in Art. Having more options, such as an Art History ADT, a Graphic Design Certificate, and a Gallery/Museum Studies Certificate will provide students with options. At the same time, the concept of a Meta-Major is potentially very good for the Art discipline. Too many students are deciding upon an educational path in Art without really understanding the options available to them beyond Community College. It is also very confusing for students because of the options: Graphic Design, Illustration, Animation, Game Art, Studio Art/Fine Art, etc. It may be very beneficial for all students to complete a foundations program in Art and then move on to their particular area of focus within Art. The Studio Arts ADT can serve that purpose, however, many students do not make that connection.

4. In the table below, state your goals from your previous comprehensive unit reviews. List the most important first.

Note: The following goals are from the 2011 Comprehensive Program Review for Art. Although Norco College received its accreditation in January 2010, the 2011 Comprehensive Program Review in Art was completed by Riverside City College faculty and the goals mostly pertain to Riverside City College. ****For the sake of relevance, goals from the 2015 Annual Program Review in Art at Norco College are also listed, which more accurately reflect our efforts.*

Goals Listed in 2011 Comprehensive Review for Art (RCC Generated)			
State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
Improve enrollment management by planning class schedules one year in advance.	This does not pertain to our procedures at Norco College. At Norco College, the Art Discipline works closely with the Chairs of the AHWL Department and the Dean of Instruction to insure proper scheduling.	Not applicable, however, the Art Discipline always coordinates with the AHWL Department Chairs to ensure proper scheduling.	This goal “serves our students” as mentioned in the Mission and it involves planning and management related to enrollment as stated in the EMP, Goal 6, Objective 1: <u>Goal 6: Demonstrate Effective Planning Processes</u> Objectives: 1. Increase the use of data to enhance effective enrollment management strategies.
Develop art major, if appropriate.	This pertains to RCC. At Norco College, we established the Studio Arts ADT in 2012-	Not Applicable, however, Norco College did establish the Studio Arts ADT in	This goal provides “foundational skills and pathways to transfer” as mentioned in the

	2013.	2012-2013.	<p>Mission and it involves transfer preparedness as stated in the EMP, Goal 1, Objective 1:</p> <p><u>Goal 1: Increase Student Achievement and Success</u></p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher). <p>This goal also supports students in setting goals and having an educational plan as stated in the EMP, Goal 3, Objectives 1-3:</p> <p><u>Goal 3: Increase Student Access</u></p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Increase percentage of students who declare an educational goal. 2. Increase percentage of new students who
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			develop an educational plan. 3. Increase percentage of continuing students who develop an educational plan.
Complete general education critical thinking project and student learning outcome assessment fall 2007.	This does not pertain to our procedures at Norco College. At Norco College, the Art Discipline participates actively in Assessment as recommended by the Assessment Committee.	Not Applicable, however, the Art Discipline regularly contributes to Assessment endeavors on all levels. The Art discipline at Norco College completed an ADT Program Assessment in 2015, along with ongoing course-level assessments and participation in AOE assessment and GE assessment as needed.	This goal “serves our students” as mentioned in the Mission and it involves assessment as stated in the EMP, Goal 5, Objectives 2-3: <u>Goal 5: Strengthen Student Learning</u> Objectives: 2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods. 3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
Develop policies for rotating committee assignments.	This does not pertain to our procedures at Norco College. At Norco	Not applicable, however, the AHWL department works to	This goal “serves our students” as mentioned in the Mission and it

	College, the Art Discipline works closely with AHWL faculty to ensure our department is represented on all committees.	ensure all committees are represented by AHWL faculty.	involves committee work/strategic planning as stated in the EMP, Goal 6, Objective 2: <u>Goal 6: Demonstrate Effective Planning Processes</u> Objectives: 2. Systematically assess the effectiveness of strategic planning committees and councils.
Open Art Gallery in Quadrangle.	This does not pertain to Norco College. An art Gallery did open, however, at Norco College in Spring 2012.	Not applicable, however, the Norco College Art Gallery did open in Spring 2012.	This goal “serves our students, our community, and its workforce” as mentioned in the Mission and it involves Student Life, Community Partnerships and Commitment to Employees as stated in the EMP, Goal 2, Objective 1, Goal 4, Objectives 6-7 and Goal 7, Objective 4: <u>Goal 2: Improve the</u>

			<p><u>Quality of Student Life</u></p> <p>Objectives:</p> <p>1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).</p> <p><u>Goal 4: Create Effective Community Partnerships</u></p> <p>6. Increase community partnerships. 7. Increase institutional awareness of community partnerships.</p> <p><u>Goal 7: Strengthen Our Commitment To Our Employees</u></p> <p>4. Increase participation in events and celebrations related to inclusiveness.</p>
Develop and implement projected conjoint programs with RSA.	This refers to the Riverside School for the Arts and does not pertain to Norco	Not applicable.	Not applicable.

	College.		
Assess certificate programs in relation to Riverside School for the Art.	This refers to the Riverside School for the Arts and does not pertain to Norco College.	Not applicable.	Not applicable.

***Goals Listed in 2015 Annual Program Review for Art (Norco College)			
State your goals from your previous comprehensive annual unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
Assess Studio Art ADT (initial)	Create student survey to collect data from all students currently enrolled Art courses (Spring 2015). Survey Art Faculty and have follow-up discussion. Analyze data. Create report.	Completed.	Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)
Develop Art Gallery Certificate Program (CTE)	Ongoing consultation with Dean of CTE Development of new courses as needed Modification of existing courses as needed.	Consulted with Dean of CTE. Ongoing planning is needed. This is a long-term goal (Comprehensive Goal), not an Annual goal.	Enhance Academic Programs (Goal 4) Increase Student Retention, Persistence, & Success (Goal 1)
Formally begin Art History ADT process	Ongoing consultation with Dean of Instruction, RCCD, Curriculum Committee and AHWL department.	Obtained concept approval from Senate and APC; ISPC concept approval is needed;	Enhance Academic Programs (Goal 4) Increase Student Retention, Persistence, & Success

	Adoption of necessary courses into the Norco College curriculum.		(Goal 1)
Create Art Assessment Strategic Plan 2015-2017	Review past assessments. Schedule loop-closing for courses assessed recently. Schedule Art Faculty Meetings. Create schedule for ongoing assessment of all Art courses.	Completed. Schedule of course level assessments created. Studio Arts ADT assessment completed. Met with all Associate Art Faculty to review assessment goals and training for TracDat. Ongoing assessment in progress.	Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)
Promote the Art ADT, Art Career Awareness and Art Program Transfers	Work with Art Club student members to create events that support Art Students and promote Art Careers. Collaborate with the Transfer Center and Counseling. One-on-One mentoring and advising with Art students.	Completed. Ongoing. Career Counselor has visited most studio classes. Faculty advisement in Art is actively happening. Field trips and activities with the Art Club and Gallery have promoted career awareness in Art.	Increase Student Achievement and Success (Goal 1) Improve the Quality of Student Life (Goal 2) Increase Student Access (Goal 3)
Promote the Art Gallery as a Learning Resource for Faculty, Staff and Students	Host a Flex event at the gallery focused on integrating the Gallery into Curriculum across disciplines. Host Panel Discussions,	Completed. A Gallery Flex activity was held in late Spring 2015. A panel discussion at the gallery featured Art Faculty from Four-Year	Improve the Quality of Student Life (Goal 2) Strengthen Our Commitment to Our Employees (Goal 7)

	Readings and Performances at the Gallery.	Institutions in the Inland Empire. Attendance in the gallery averages close to 1,000 visitors per exhibition, or 2,000 visitors per semester. Faculty/class usage of the gallery has increased.	
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5. Please list the resources that you have received in the last four academic years as a result of program review. How did the resources impact student learning? If you requested resources but did not receive them, how did that impact student learning? If no resource requests were made, please indicate by typing N/A

Year	Resource Requested	Received: Yes or No	Impact to Students
2015	Fire-Proof Waste Can for Oil-Based Materials	Ordered but Not Yet Received	Safety Issue
2014	Digital Camera for Art Gallery	No	Documentation of exhibition is linked to funding/grants that will improve programming
2014	Art Gallery Signage	Yes	Improved Access/Visibility/Attendance
2014	LCD Projector for Art Gallery	No	Not able to exhibit some types of art (video based)
2013	Art Supplies for Instruction	Yes	Learning outcomes improve wit demonstrations of art techniques and materials
2013	A second Studio Lab space	No	It is absolutely not appropriate to have one room for Drawing, Painting,

			Sculpture, Design, Figure Drawing, etc. Students need lab space that is conducive to the type of work being made. We must have at least two art rooms for a more successful experience and outcomes for our students. Secondly, some course cannot be offered because the current Studio lab room is used from 8:00am-9:00pm Mon-Thu and all day on Fridays. Saturday studio classes are too long—7-8 hours and have very poor retention.
2012	Digital Cameras for PHOTO-20 course	Yes	Students are able to take the course even if they do not have access to their own camera.
2012	Web cams for Animation course (ART-44)	Not known at this time. No Animation course are offered now and if this equipment was purchased, it is not located in spaces used by the present faculty.	Students could create some types of animation with this equipment.

6. In the table below, please list your long term goals for your unit. How do your goals support the College mission and the goals of the Educational Master Plan/Strategic Plan? *Your unit may need assistance to reach its goals. Financial

resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for “other needs.”

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
Launch the Art History ADT	<p>Concept approval by Senate, APC and ISPC. Adoption of necessary courses.</p> <p>Program Outcomes linked to Course Level Outcomes (Matrix)</p> <p>Curriculum process (Norco College and District)</p> <p>State Approval</p>	<p>Preliminary work will be completed in Fall 2016. The proposal should go to the State Level in Spring 2017. Program could be started at Norco College in Fall 2017.</p>	<p><u>Goal 1: Increase Student Achievement and Success</u></p> <p>Objective 5: Increase completion rate of degrees and certificates over 6 years.</p> <p>Relationship: More pathways for students leading to a four-year degree.</p>
Create a Certificate Program for Gallery/Museum Studies	<p>Course Modification of <i>ART-11: Gallery and Exhibition Design</i>.</p> <p>Possible creation of one or more new courses.</p> <p>Concept approval by Senate, APC and ISPC. Adoption of necessary courses.</p> <p>Program Outcomes linked to Course Level Outcomes (Matrix)</p> <p>Curriculum process</p>	<p>Possible offering of ART-11 course in Spring 2017. Certificate Program could begin at Norco College in Spring 2018 or Fall 2018.</p>	<p><u>Goal 1: Increase Student Achievement and Success</u></p> <p>Objective 5: Increase completion rate of degrees and certificates over 6 years.</p> <p>Relationship: More pathways for students leading to a four-year degree.</p>

	(Norco College and District) State Approval		
Obtain additional Studio Lab space	We have discussed the possibility of sharing an additional classroom with other disciplines. A Drawing class of 20 students could be taught in a 40-student capacity lecture room if it has the larger tables. Eventually, we will have a new building, but until then, something should be done to create more space.	We could schedule this to happen in Spring 2017.	<u>Goal 6: Demonstrate Effective Planning Processes</u> Objectives: 2. Systematically assess the effectiveness of strategic planning committees and councils. 3. Ensure that resource allocation is tied to planning. Relationship: the situation needs to be assessed.
Increase the number of students completing the Studio Arts ADT	Faculty mentoring, career counseling, classroom visits by counselors, class discussion, communication with counselors, outreach to high schools.	Ongoing. The goal is to establish an upward trend in the number of students completing the degree.	<u>Goal 1: Increase Student Achievement and Success</u> Objective 5: Increase completion rate of degrees and certificates over 6 years. Relationship: More students could be taking advantage of the ADT in Studio Arts.
Continue to broaden the activities of the Student Art Club	Field trips to visit the art departments/schools at four-year	Ongoing.	<u>Goal 2: Improve the Quality of Student Life</u> Objective 2: Increase

	institutions; guest artist lectures/workshops; exhibition opportunities, create a mural at Norco College.		frequency of student participation in co-curricular activities. Relationship: participation in co-curricular activities is linked to students success and retention.
Create partnerships/internships with galleries, museums and professional art businesses.	Research possible opportunities for jobs and internships; contact arts business and institutions to develop relationships.	Ongoing. Initial partnerships should begin in Fall 2016.	<u>Goal 4: Create Effective Community Partnerships</u> Objective 4: Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry. Relationship: there are opportunities for art students to be more connected to business opportunities, jobs and careers. The expertise must come from within the art discipline for creating this awareness.
Continue to make connections with the community and other institutions through programming at the Art	Invite local schools to visit the Art Gallery; invite local civic leaders to attend events at the Art Gallery;	Ongoing.	<u>Goal 4: Create Effective Community Partnerships</u> Objective 6: Increase community

Gallery	continue to present exhibitions featuring artists connected to other institutions and the community.		partnerships. Relationship: the Art Gallery at Norco College is a direct outlet to the community, which can be a source of funding and resources for students.
Complete more Loop-Closing Assessments on all levels.	Much progress has been made over the last three years to increase initial assessments and now closing the loop assessments are possible.	Ongoing.	<u>Goal 5: Strengthen Student Learning</u> Objective 3: Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.

Course Outlines of Record (COR)

An important part of comprehensive program review is a review of the course outlines of record that are associated with a unit. Please list all of the courses in your unit as listed in the [Norco College Catalog](#) and the date that they were last updated. If they have not been updated in the last four years, you must update them before submitting your program review, e.g., making sure the edition of the textbook is current. Please do not submit the actual COR. Add to the table as needed

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
ART-1	02/17/2011	Rhonda Taube	RCC will update	Minor
ART-2	02/17/2011	Rhonda Taube	RCC will update	Minor
ART-2H	01/22/2013 INCLUDED Spring 2015	Rhonda Taube	Current	New Course
ART-3	EXCLUDED Fall 2015	AHWL Vote	N/A	N/A

ART-5	06/21/2011	Rhonda Taube	RCC will update	Minor
ART-6	02/17/2011	Rhonda Taube	RCC will update	Minor
ART-6H	02/17/2011	Rhonda Taube	RCC will update	Minor
ART-7	02/17/2011	Rhonda Taube	RCC will update	Minor
ART-8	EXCLUDED Fall 2015	AHWL Vote	Replaced with ART-13 and ART-14	N/A
ART-9	02/17/2011	Rhonda Taube	RCC will update	Minor
ART-10	04/04/2013	Juliana Leung	Current	Minor
ART-11	11/2006	Quinton Bemiller	Needs Minor Modification, to be completed Fall 2016	New Course (has not been offered yet)
ART-12	04/04/2013 INCLUDED Fall 2015	Juliana Leung	Current	Minor
ART-13	04/16/2013 INCLUDED Fall 2015	Rhonda Taube	Current	New Course
ART-14	04/16/2013 INCLUDED Fall 2015	Rhonda Taube	Current	New Course
ART-17	04/15/2014	Dayna Gregg	Current	Major
ART-18	04/15/2014	Dayna Gregg	Current	Major
ART-19	12/06/2012	Dayna Gregg	Needs Major Modification, may be in progress already (RCC), if not, it will be initiated in Fall 2016.	Minor
ART-20	02/17/2011	Rhonda Taube	Needs Major Modification, may be in progress already (RCC), if not, it will be initiated in Fall 2016.	Minor
ART-22	01/20/2015	Dayna Gregg	Current	Major
ART-23	12/06/2012	Dayna Gregg	Current; will need Major Modification, may be in progress already (RCC), if not, it will be initiated in Fall 2016.	Minor
ART-24	12/17/2011	Rhonda Taube	RCC will update	Minor
ART-25A	04/15/2014	Robert Jew	Current	New Course
ART-26	04/15/2014	Dayna Gregg	Current	Major

ART-27	05/21/2013	Dayna Gregg	Current	Major
ART-28A	04/15/2014	Dayna Gregg	Current	New Course
ART-30A	Excluded Fall 2015	AHWL Vote	N/A	N/A
ART-34	Excluded Fall 2015	AHWL Vote	N/A	N/A
ART-35A	Excluded Fall 2015	AHWL Vote	N/A	N/A
ART-36A	04/15/2014	Dayna Gregg	Current	New Course
ART-38	Excluded Fall 2015	AHWL Vote	N/A	N/A
ART-39	02/17/2011	Karin Skiba	Needs Major Modification Spring/Summer/Fall 2016; needs to be offered in Spring 2017.	Minor
ART-40A	04/15/2014	Dayna Gregg	Current	New Course
ART-41A	Excluded Fall 2015	AHWL Vote	N/A	N/A
ART-44A	Excluded Fall 2015	AHWL Vote	N/A	N/A
ART-44B	Excluded Fall 2015	AHWL Vote	N/A	N/A
ART-44C	Excluded Fall 2015	AHWL Vote	N/A	N/A
ART-48A	04/15/2014	Dayna Gregg	Current	New Course
ART-50A	Excluded Fall 2015	AHWL Vote	N/A	N/A
ART-50B	Excluded Fall 2015	AHWL Vote	N/A	N/A
ART-51A	Excluded Fall 2015	AHWL Vote	N/A	N/A
ART-51B	Excluded Fall 2015	AHWL Vote	N/A	N/A
ART-200 (WKX-200)	03/2008	RCCD	Needs Minor Modification	New Course

Norco College Comprehensive Instructional Program Review Update Current Human Resource Status

7. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate columns. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)

ART (Studio Art, Art History, Gallery Director)	1	
ART (Studio Art, Art History)		7

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
Instructional Department Specialist (IDS)	1, shared among two departments (on leave)	

Long Term Resource Planning

This section should be completed with your long term goals in mind. However, as you will not be filing an annual program review this academic year, you may need to include some of your short-term resource requests as well.

8. Staff Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)¹

List Staff Positions Needed Please justify and explain each faculty request as they pertain to the goals listed in item #6. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	Indicate (N) = New or (R) = Replace ment	Number of years request has been made	Annual TCP*	EMP Goals	Short Term Goal (S) Long Term Goal (L)

¹ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

<p>1. Faculty: Assistant Professor of Art, Tenure-Track <u>Justification:</u></p> <p>A. There is one Full-Time Faculty in Art, who has release time of .4 to serve as Gallery Director, as the job description stated upon hiring. In addition, there is a strong likelihood that this Full Time Faculty will also serve as Co-Department Chair in 2017-2018.</p> <p>B. There are seven Associate Faculty in Art and only one Full-Time Faculty (7:1). Presently, the Full-Time Faculty teaches four classes, while the Associate Faculty teach ten (4:10). This includes overload for the Full-Time Faculty.</p> <p>C. The 2014-2015 Success Rate for Art at Norco College was 78.8% and the Retention Rate was 90.2%. These are excellent numbers, 9.2% and 4.2% higher than Norco College overall, respectively. The ART program is thriving but needs additional Full-Time Faculty to manage growth.</p> <p>D. Art will be adding an Art History ADT in 2016-2017. A Full-Time Art Faculty with experience teaching Art History is needed.</p> <p>E. Assessment and Program Review Support</p> <p>F. Distance Education will not be impacted.</p>	<p>N</p>	<p>This is the first year for this request.</p>	<p>\$123,881</p>	<p><u>Goal 1: Increase Student Achievement and Success</u> Objectives: 5. Increase completion rate of degrees and certificates over 6 years. 6. Increase success and retention rates. 10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.</p> <p><u>Goal 2: Improve the Quality of Student Life</u> Objectives: 1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).</p> <p><u>Goal 5: Strengthen Student Learning</u> Objectives: 1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews. 2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods. 3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.</p>	<p>L</p>
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<p>2. Classified: Instructional Department Specialist <u>Justification:</u></p> <p>A. There are multiple tasks related to Art for the IDS to fulfill: ordering supplies for Studio Classes that utilize Student-Paid Materials Fees; processing payment for Life Drawing Models; processing Purchase Orders for Honors Field Trips (Art 6H and 2H); processing Improvement of Instruction files for a never-ending rotation of Associate Faculty (seven just for Art, with typically three every semester); processing orders for Art Supplies for Instruction.</p> <p>B. The current IDS for Art is subbing for another IDS who has been on leave but was not replaced and is also filling in for an administrative assistant who has been reassigned but not replaced. This is causing a ripple-effect throughout the AHWL department.</p>	N	This is the first year for this request.	\$84,547	<p><u>Goal 6: Demonstrate Effective Planning Processes</u> Objectives: 3. Ensure that resource allocation is tied to planning.</p>	L
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* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract. Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

9. Equipment (including technology) Not Covered by Current Budget²

<p align="center">List Equipment or Equipment Repair Needed.</p> <p>Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	<p>*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes</p>	Annual TCO*			
		Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. LCD Projectors in classrooms need to be replaced/repaired <u>Justification:</u> Multiple classrooms have poor quality projectors—some are too dark/dim or display extremely discolored images. Upon consultation with the Instructional Media/Broadcast Technician, it became apparent that this is not only an issue of replacing bulbs (which are expensive) but that several projectors are too old and need to be replaced outright. For courses that depend on quality visuals, a fully functional projector is needed. IT-117 is one room that has been noted as needing repair/replacement.</p>	I	\$3,000 - \$5,000	TBD	\$3,000 +	<u>Goal 2</u>
<p>2. Printer for Student/Office Computer in Art Gallery <u>Justification:</u> A printer is needed in the student employee area of the art gallery, so that they can print labels, documents, forms and other items related to regular gallery business. There is a printer in the Director's/Faculty's office, but this is not always accessible to students and is used for faculty needs.</p>	NI	\$200	1	\$200	<u>Goal 2</u> <u>Goal 7</u>
<p>3. <u>Justification</u></p>					
<p>4. <u>Justification</u></p>					
<p>5. <u>Justification</u></p>					

6. <u>Justification</u>					
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* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff). ** These requests are sent to the [Business and Facilities Planning Council](#).

Unit Name: ART

10. Professional or Organizational Development Needs Not Covered by Current Budget*³

List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. California Art Education Association, Regional Conference November 2016, Palm Desert, CA <u>Justification:</u> The mission of CAEA is to provide a collaborative network to strengthen visual arts education in all educational levels through advocacy, leadership, professional development, and professional recognition.	\$200	1	\$200	Goal 7.1
2. <u>Justification</u>				
3. <u>Justification</u>				
4. <u>Justification</u>				

³ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

Unit Name: ART

11. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college⁴

<p align="center">List Student Support Services Needs</p> <p align="center">Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.</p>	<p align="center">EMP GOALS</p>	<p align="center">Distance Education</p>
<p>1. Career/Transfer Counselor with Arts Knowledge <u>Justification:</u> Students would benefit from counseling specific to the area of Art. This might be a current counselor who has particular interest or experience in Art. Students need better assistance in understanding portfolio requirements, private art school options, comparing art programs, the various disciplines within Art (Graphic Design, Animation, Illustration, Fine Art, etc.) and especially career options.</p>	<p align="center">Goals 2, 3, 4</p>	
<p>2. Career and Job Placement Center—Art Resources <u>Justification:</u> More attention to arts-related jobs is needed.</p>	<p align="center">Goal 4</p>	
<p>3. <u>Justification</u></p>		
<p>4. <u>Justification</u></p>		
<p>5. <u>Justification</u></p>		
<p>6. <u>Justification</u></p>		

⁴ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

** These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

Unit Name: ART

12. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget⁵

**** For immediate hazards, contact your supervisor ****

<p align="center">List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. <u>Justification</u>				
2. <u>Justification</u>				
3. <u>Justification</u>				
4. <u>Justification</u>				
5. <u>Justification</u>				
6. <u>Justification</u>				

These requests are sent to the [Business and Facilities Planning Council](#), but are not ranked. They are further reviewed as funding becomes available.

⁵ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Trends and status change, prior and next four years identified	Trends and status change section is blank	Only prior or next four years completed, not both	/	Prior and next four years section completed with clear information in both, or identified as N/A
2. Retention, success, and efficiency rates have been identified and reflected upon	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
3. (If Applicable) Specific program/certificate data are included and discussed	Not addressed	Missing data but attempt was made	Data were present but not discussed	Data were present and commented upon OR No program or certificate
4. Goals from prior comprehensive identified, activities linked to the goal, progress stated	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth

5. Long term goals identified, activities and timeline stated	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline
6. Long term goals aligned to mission and EMP	No link between the long term goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
7. Course Outline of Record section is completed	COR section is blank	COR section is partially completed, missing some courses from catalog	/	COR section is completed in its entirety – all courses in catalog identified
8. Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Substantial connection made between resource requests and EMP/SPG
Column scores				
(If no programs of study are applicable, do not average in points from item #3)				

Additional comments:

II. Comprehensive Program Review Assessment Update

Purpose –This comprehensive review should provide your unit with an opportunity to reflect and analyze any trends from the assessments you conducted **over the past four years**. Consider it a meta-analysis of your own work. This update is intended to facilitate discussion within your discipline regarding the types of assessments, the range of outcomes you have experienced with regard to increasing student success, and any changes, modifications, or improvements you have made to courses that seem to have supported student learning. It should also provide you with an opportunity to determine a plan of action for assessment for the next four years. Use data stored in TracDat, your Annual Program Reviews, and the Norco Assessment Rotation Plan to help you to complete this review. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.edu or talk to your NAC representative.

Please take some time to review assessment from the past four years and answer the following questions.

Section 1: Discipline Evaluation of Assessment Process

- a. In the first column please identify each of the courses you assessed **in the past four years**. Then state if the assessments were implemented by an individual faculty (I), or as collaborative group (C). Identify the primary **modes of assessment** (embedded tests, assignments with rubrics, class projects etc.). In the final column, please explain why your discipline uses the modes identified (pedagogical reasoning). Add rows as needed.

Course	Individual (I) Collaborative (C)	Primary Modes of Assessment (Embedded tests, rubrics, projects, etc.)	Pedagogical Reasoning – why does your discipline use these methods for assessment
ART-2	I	Written Assignment	Expressing ideas in written form is stipulated in many Art History SLO's and is essential to the discipline.
ART-5	I	Written Assignment	Expressing ideas in written form is stipulated in many Art History SLO's and is essential to the discipline.
ART-6	C	Written Assignment	Expressing ideas in written form is stipulated in many Art History SLO's and is essential to the discipline.
ART-7	C	Written Assignment	Expressing ideas in written form is stipulated in many Art History SLO's and is essential to the discipline.
ART-10	I	Written Assignment	Expressing ideas in written form is stipulated in many Art

			History SLO's and is essential to the discipline.
ART-17	C	Project (Artwork)	In all studio courses, the bulk of the coursework is to produce art projects, so these must be assessed.
ART-18	I	Project (Artwork)	In all studio courses, the bulk of the coursework is to produce art projects, so these must be assessed.
ART-20	I	Project (Artwork)	In all studio courses, the bulk of the coursework is to produce art projects, so these must be assessed.
ART-22	I	Project (Artwork)	In all studio courses, the bulk of the coursework is to produce art projects, so these must be assessed.
ART-23	I	Project (Artwork)	In all studio courses, the bulk of the coursework is to produce art projects, so these must be assessed.
ART-24	I	Project (Artwork)	In all studio courses, the bulk of the coursework is to produce art projects, so these must be assessed.
ART-26	I	Project (Artwork)	In all studio courses, the bulk of the coursework is to produce art projects, so these must be assessed.
ART-27	I	Project (Artwork)	In all studio courses, the bulk of the coursework is to produce art projects, so these must be assessed.
ART-36A	I	Project (Artwork)	In all studio courses, the bulk of the coursework is to produce art projects, so these must be assessed.
ART-40A	I	Project (Artwork)	In all studio courses, the bulk of the coursework is to produce art projects, so these must be assessed.

- b. Please provide an overview of the types of **changes made** (updated test questions, revised PowerPoints, redesigned assignments, new assignments) in a course or a program in response to your assessments. Explain which changes led to either greater student success, or didn't make any impact on student learning (provide reasoned argument as to why you think this occurred). In the final column identify which assessments led to permanent modifications.

Program and/or Course Name	Changes made (Updated test questions, new rubrics, revised assignments, etc.)	Identify if any changes had an impact (positive, negative, or neutral) on student success (provide reasoning)	Permanent modifications made to course in response to assessment Yes or No
ART-2	Remediation of Writing Skills in regards to Art History.	It appears that it helping—a new Assessment needs to be done in Fall 2016 (follow-up).	Yes
ART-17	A vocabulary Quiz was added to the course: Elements of Art/Principles of Design.	Yes—this has focused student's attention on specific SLOs of the course which were being taught indirectly throughout the semester. Now, these are taught explicitly and the Quiz clearly indicates student success in this area.	Yes
ART-27	Exercises (short projects) were added to the course in addition to the long term homework projects.	Students are getting more practice painting, they are doing more research and learning more about historic and contemporary painting and they are more engaged.	Yes

- c. Please discuss any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline. Indicate N/A if you determine that no external variables impacted student success. (add rows as needed)

External Variables

Course/Program	External Variables that supported or deterred from increasing student success
Art-26/Art-27/Art-28A (stacked)	Stacking supports student-to-student mentoring, motivates students and allows students to take a course that otherwise wouldn't be offered.
Art 18/Art-48A (stacked)	Stacking supports student-to-student mentoring, motivates students and allows students to take a course that otherwise wouldn't be offered.
Art 2	Faculty at RCC prevented this course from being offered online, in any capacity whatsoever, even though it was supported by Curriculum Committee at Norco College. This is a disservice.

- d. Please identify any **teaching approaches** (pedagogy) that you perceive to have had a positive impact on your student's ability to engage in the learning process. This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective. It might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based learning). It might include the manner in which you gain feedback from students (journals, or clickers).

An Associate Faculty in Art has been teaching “a mind set that suspends judgment”. This instructor has focused getting her students to accept that “complete understanding is not achieved right away”. She explains that like a science lab, students in Art should adopt the attitude of not knowing—stepping into a mode of scientific inquiry, where anything could be discovered. Somehow, many students new to an Art class want to know the way to the answer, and that is not how Art always works. This instructor has been working on adjusting student's state of mind, so that they are open to learning. This was discussed by the instructor in an Assessment report she made for Art-24.

I find that this question, and other areas of the Program Review, focuses too much on what the individual Faculty Member writing this report does, when in fact there are multiple Associate Faculty teaching too. This question asks about “you” and “your” students, rather than “your colleagues” within “your discipline”. It would be very good to encourage more discussion about pedagogy and teaching and learning. I am learning about new ideas from Associate Faculty in my discipline.

Student feedback is also a good thing. I do not assume to be doing everything well. I ask students very directly what they think of projects and how they are feeling about their class with me as the instructor. I periodically create my own surveys to gain feedback. But when an open dialogue is encouraged and students feel comfortable, they speak more freely. I often can just have a conversation with students to find out what is working or not working. This does necessitate flexibility in the organization of the class. I change my projects and approach often. I create many of my projects as the semester unfolds, tailored to what seems best at the time. The core content is the same, but there is great flexibility in Art to find new ways of doing things.

- e. On reflection, can you identify any specific **resources**, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain. Please also identify any trainings or support from NAC that has been helpful or useful in planning or conducting assessment in your unit.

It was very helpful to have the new CTA contract support professional development and assessment activities for Associate Faculty. I met with each of the Associate Faculty in Art for a training session in assessment and TracDat. I do believe that it is a mistake to not require professional development for Associate Faculty. At some point, the CTA contract should be changed to include a formal policy for Professional Development

for Associate Faculty. It is not a punishment! It is not a burden! We must incentivize Professional Development for Associate Faculty. What good does it do to have only Full-Time Faculty discussing student success without Associate Faculty being part of the conversation? How many of our courses are taught by Associate Faculty? If we are to improve our outcomes, we have to involve the entire teaching force. Funds should be used to bring more Associate Faculty into the conversation on student success, assessment, pedagogy and more.

Section 2: Overview of Completed Assessment from the past four years

Using TracDat, or your Annual Program Reviews from the past four years please fill in the following data **for each courses and program your discipline lists in the Norco College catalog**. Please identify any courses that are in the process of being removed from the catalog. Please list programs first then courses.

Program Name/ Course Number	Total number of initial assessments conducted	Total Number of changes made to courses as a result of assessment	Total number of loop- closing assessments conducted	Total of all assessment activity for each course/program (all columns combined)
GELO Assessment (Fall 2015)	1	0	0	1
Studio Arts ADT PLO Assessment (Spring 2015)	1	0	0	1
Fine and Applied Arts AOE PLO Assessment (Spring 2012)	1	0	0	1
GELO Assessment (Fall 2013)	1	0	0	1
ART-1	0	0	0	0
ART-2	1	1	0	2
ART-2H	INCLUDED	Fall 2015		
ART-3	EXCLUDED	Fall 2015		
ART-5	1	0	0	1
ART-6	3	0	0	1
ART-6H	0	0	0	0
ART-7	2	0	0	2
ART-8	EXCLUDED	EXCLUDED		
ART-9	1	0	0	1
ART-10	1	0	0	1

ART-11	0	0	0	0
ART-12	INCLUDED	Fall 2015		
ART-13	INCLUDED	Fall 2015		
ART-14	INCLUDED	Fall 2015		
ART-17	1	1	0	2
ART-18	1	0	1	2
ART-19	0	0	0	0
ART-20	1	0	0	0
ART-22	1	0	0	1
ART-23	1	0	1	2
ART-24	1	0	0	1
ART-25A	0	0	0	0
ART-26	1	0	0	1
ART-27	1	1	0	2
ART-28A	0	0	0	0
ART-30A	EXCLUDED	Fall 2015		
ART-34	EXCLUDED	Fall 2015		
ART-35A	EXCLUDED	Fall 2015		
ART-36A	1	0	0	1
ART-38	EXCLUDED	Fall 2015		
ART-39	0	0	0	0
ART-40A	2	0	0	2
ART-41A	EXCLUDED	Fall 2015		
ART-44A	EXCLUDED	Fall 2015		
ART-44B	EXCLUDED	Fall 2015		
ART-44C	EXCLUDED	Fall 2015		
ART-48A	0	0	0	0
ART-50A	EXCLUDED	Fall 2015		
ART-50B	EXCLUDED	Fall 2015		
ART-51A	EXCLUDED	Fall 2015		
ART-51B	EXCLUDED	Fall 2015		
ART-200 (WKX-200)	0	0	0	0
				26

Section 3: Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Please identify any loop closing assessments that are carrying over from the prior four years of assessment (e.g., type *loop-closing* after them) – you should not plan to include a loop closing before you conduct an initial assessment.

Include plans for:

- **all programs** in your sole control (certificates or ADTs)
- **all courses** in your discipline
- **all SLOs** in each course

Suggestions for possible formats:

- If you have an existing rotation plan for course offerings it might be simple to identify which SLOs and PLOs will be assessed in each of the semesters on the rotation plan. Please imbed that plan directly into this document below.
- You could use a curriculum mapping tool to track completed SLO assessment, and subsequently evidence for completed PLO assessment.

In either cases, it is critical to know when each program assessment is due so that you can plan when to do the SLO assessment. It might be helpful to create separate plans for each Program, especially in CTE. The Norco Assessment Rotation Schedule is posted on the Assessment website for you to use in planning for Program Level assessment.

	Required Core Courses		Elective Group A (1 required)	Elective Group B (3 required)
YEAR 1	Fall Semester Courses - Even Year			
	ART-2*	ART-17	ART-1*	ART-20
	ART-22	ART-24		ART-26 [†]
				ART-40 ^{‡§}
Spring Semester Courses - Odd Year				
	ART-2*	ART-17	ART-5*	ART-18 ^{‡§}
	ART-22	ART-24		ART-23 [‡]
				ART-26 [†]
YEAR 2	Fall Semester Courses - Odd Year			
	ART-2*	ART-17	ART-9*	ART-26 [†]
	ART-22	ART-24		ART-36
				ART-40 ^{‡§}
Spring Semester Courses - Even Year				
	ART-2*	ART-17	ART-1*	ART-18 ^{‡§}
	ART-22	ART-24		ART-23 [‡]
				ART-26 [†]

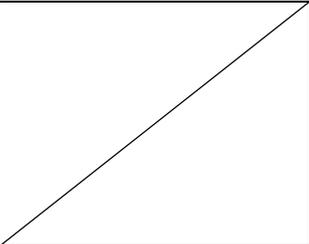
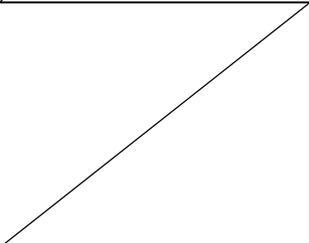
Note: The new plan for Assessment in Art is to assess all SLOs for a course when that course comes up for assessment. There are too many courses to constantly track which SLOs have been assessed and which haven't. Also, some courses may only be offered once in two years or even less. So, we are going to assess each course thoroughly when it is time, and then we will be able to do more follow-ups/loop-closing assessments. *Courses in **GRAY** are not part of a rotation at this time. These courses will need to be assessed as soon as they are offered. Right now, we only have a rotation for the Studio Arts ADT. In the near future there will also be an Art History ADT rotation and a CTE program for Gallery/Museum Studies. Several classes not currently on rotation get added to the schedule as FTES allows.

Program Name/ Course Number	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Studio Arts ADT	Initial		LC						Initial		LC
Fine and Applied Arts AOE				Initial		LC					
ART-1			Initial	LC			Initial	LC			Initial
ART-2				LC		Initial		LC			
ART-2H					Initial				LC		
ART-5					Initial				LC		
ART-6				Initial	LC						
ART-6H			Initial				LC				Initial
*ART-7											
ART-9		Initial				LC				Initial	
*ART-10											
*ART-11											
*ART-12											
*ART-13											
*ART-14											
ART-17				Initial	LC						
ART-18					Initial		LC				
*ART-19											
ART-20				Initial				LC			
ART-22						Initial		LC			
ART-23	LC								Initial		LC
ART-24							Initial	LC			
*ART-25A											
ART-26				Initial	LC						
ART-27	Initial		LC						Initial	LC	
ART-28A			Initial		LC						
ART-36A		Initial				LC				Initial	
ART-39					Initial				LC		
ART-40A		Initial		LC						Initial	
ART-48A			Initial		LC						Initial
*ART-200 (WKX-200)											

Scoring Rubric for Comprehensive Program Review of Assessment – Part II only

Assessment Unit Name: _____

Average score _____

	0	1	2	3	Comments
Section 1 <ul style="list-style-type: none"> • Modes of assessment & reasoning _____ • Changes Made to courses _____ • Success indicators _____ • Teaching approaches _____ • Resources _____ 	0 No attempt made to provide responses to any of the questions (1-4)	1 Answers are extremely limited, e.g., yes, no, none; inconsistent depth in some responses; barely any reflection or insight provided, limited attempt to use assessment to increase <i>understanding</i> of student success and learning in the classroom	2 Clear and consistent responses to each question, some indication the discipline has attempted to use discipline based assessment results to increase <i>understanding</i> of student success and learning in the classroom	3 Clear and in depth responses to each question, strong indication the discipline has utilized assessment as a tool to increase <i>understanding</i> of student success and learning in the classroom, and teacher development	
Section 2 <ul style="list-style-type: none"> • # of initial, changes made, loop-closing activities for course and program 	0 Chart is blank	1 Does not include all courses or programs	2 	3 All courses and programs in the discipline are listed on the chart, each box has a number (or a zero to indicate “nothing” or no assessment conducted)	
Section 3 Plan for assessment in the coming 4 years <ul style="list-style-type: none"> • Programs • Courses • SLOs 	0 No Plan provided	1 Does not include all Programs _____ Courses _____ SLOs _____	2 	3 All programs, courses and SLOs are included in assessment plan for the next four years – rotation cycle considered in plan	
Column Totals				3	