



# Program Review - Overall Report

Instructional: Art

2021 - 2024

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## Overall Trends

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### What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

#### TRENDS

- Overall trend is a decrease in success rates from 2017 to 2020 of 10%.
- Overall trend is slight decrease in retention rates from 2017 to 2020. Average decrease is ~1-2% a year.
- When subdivided by instruction type, online classes seem to hold higher retention rates (more consistently in the high 80s and low 90s) vs. non-online classes.
- While only one section of ART-6 provides hybrid retention data for 2019-2020, some potentially positive information can still be gleaned, specifically: 100% retention rate for Hispanic female students (5 out of 5), and 76.9% for Hispanic male students (10 out of 13).
- Retention rates are also noticeably higher during both Summer and Winter intercessions, consistently in the 90% range. When broken down by student demographics, particularly high retention rates are noted for minority students (African American, Asian American, Hispanic) with each reaching 100% retention during 1 or more Summer intercession periods between 2017 and 2020. This may warrant increasing the number of short-term classes we offer.
- Hispanic males and White males were disproportionately impacted in Studio Art in the last two years.
- Students majoring in Art History have remained about the same over the last several years, although there has been an some increase in diversity; the Art History ADT came online in Fall 2019; the first full-time professor in Art History was hired in Fall 2020.
- Students majoring in Studio Art have increased 68% in the last five years.
- There have been no degrees awarded in Art History yet because the degree program is too new.
- Studio Art degrees have increased 85% over the last three years; 35% of the total awards since 2015 were awarded last year (2019-2020).
- Although twice as many awards went to females, Hispanic males and Hispanic females had the same number of awards.
- No White males nor Asian males have received awards in Studio Arts since the program began in 2015-2016.
- An unknown number of art majors and art history majors have likely earned degrees in an Area of Emphasis.

#### PLANNING

# Data Review

- More short term classes (Winter, Summer and 8-week or 6-week courses in Fall and Spring) should be offered in Studio Art and Art History.
- Efforts should be made to recruit and retain more male students in Studio Art.
- Area of Emphasis programs are problematic for the Studio Art and Art History programs because we cannot keep track of our students. The ADTs in Studio Art and Art History provide a clear path for students, whereas the AOE's are ambiguous. Collaboration with Counselors and Institutional Effectiveness is needed. Local degrees in Art History and Studio Art may be beneficial for some students. It is not clear how the AOE's are beneficial for Art Studio or Art History majors.
- More analysis is needed to determine why there has been a drop in student success over the last several years. Continuity of instruction may be a factor. We have had partial loss of full-time faculty due to reassignment, and great fluctuation/turnover of part-time faculty.
- Experiential learning, portfolios and work experience are needed in the Studio Art and Art History programs.
- A Gallery Studies certificate program is being planned and other certificate programs need to be considered, such as fashion, interior design, illustration, etc.
- Photography (PHO) was not included in this data; we do have one photography class offered each year; a photography certificate may be possible.
- We have a Graphic Design course that supports a Graphic Design certificate housed in BEIT. This program is disconnected from our Studio Art program, despite the Graphic Design course being housed in ART.
- The Educational Master Plan calls for potential curriculum areas in the Arts that could be expanded. These need to be considered by the AHWL department.

## STUDENT SUCCESS

Fall 2020



# Data Review

Fall 2019



## Success Rates for Art Overall

- 2020-2021: 70.9%; 2019-2020: 76.0%; 2018-2019: 79.5%; 2017-2018: 79.9%
- In 2020-2021, the success rate for Hispanic males was 61.3% (DI)

## Success Rates for Studio Art Only

- 2020-2021: 70.5%; 2019-2020: 71.8%; 2018-2019: 72.5%; 2017-2018: 80.9%
- In 2020-2021, the success rate for Hispanic males was 58.1% ; 63.3 % in2019-2020 (DI)
- In 2018-2019, the success rate for White males was 50.0% (DI)

## Success Rates for Art History Only (Without Art Appreciation)

- 2020-2021: 59.1%; 2019-2020: 75.6%; 2018-2019: 77.0%; 2017-2018: 72.5%

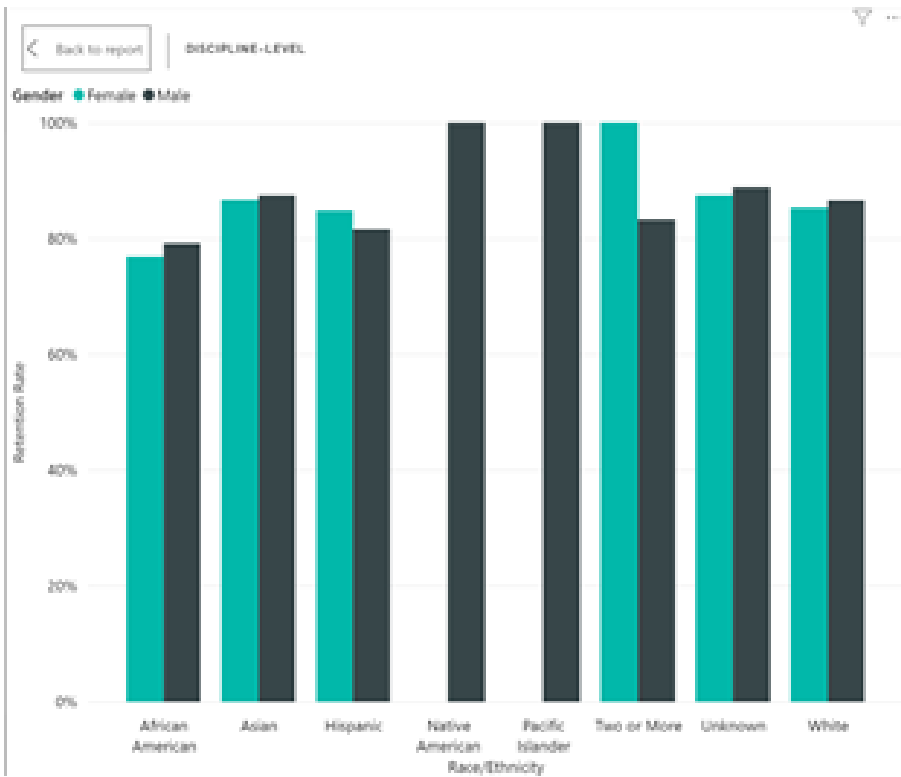
## Success Rates for Art Appreciation Only (General Ed)

- 2020-2021: 76.9%; 2019-2020: 77.7%; 2018-2019: 83.3%; 2017-2018: 81.5%

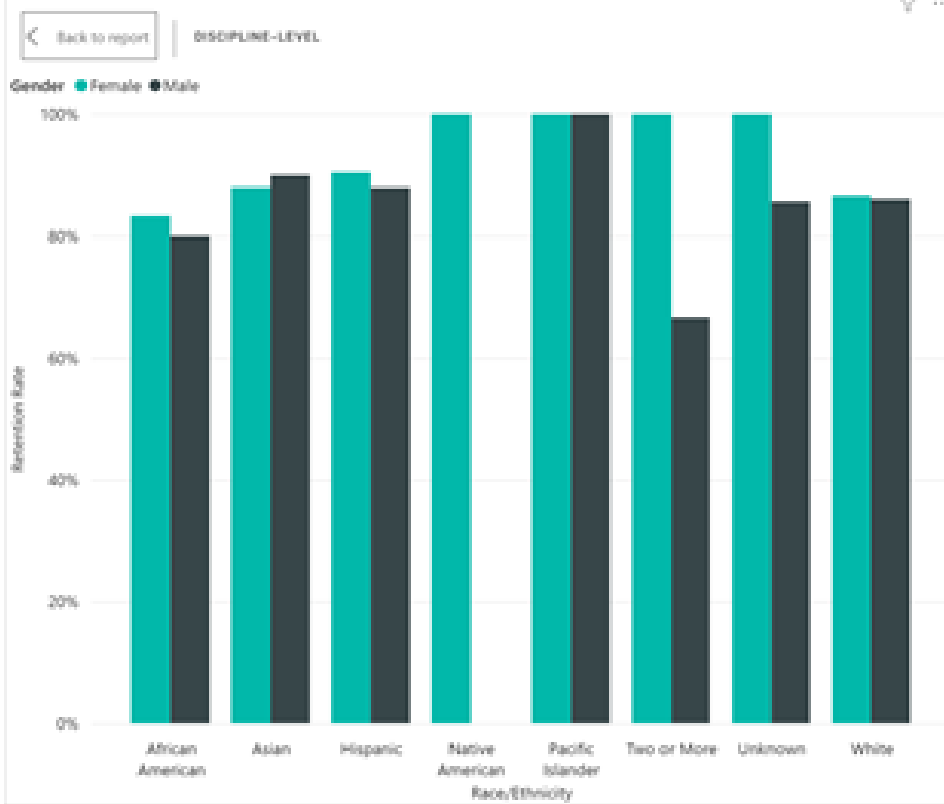
## STUDENT RETENTION

Fall 2020

# Data Review



Fall 2019



## Retention Rates for Art Overall

- 2020-2021: 85.7%; 2019-2020: 85.9%; 2018-2019: 88.5%; 2017-2018: 89.9%

## PROGRAM OF STUDY

Studio Art

# Data Review

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Gender by Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Female</b>	<b>31</b>	<b>35</b>	<b>35</b>	<b>39</b>	<b>58</b>
Asian	1	4	5	2	4
Black	3	2	2	2	3
Hispanic/Latino	17	20	18	23	37
Nat Hawaii or Other PI	1				
Two or More Races	1				
Unknown/Unreported	1				1
White	7	9	10	12	13
<b>Male</b>	<b>32</b>	<b>30</b>	<b>28</b>	<b>24</b>	<b>36</b>
Amer Ind/Alaska Nat			1	1	1
Asian	5	7	2	1	2
Black	4	2	3	2	4
Hispanic/Latino	19	15	18	14	20
Two or More Races				1	
White	4	6	4	5	9
<b>Unreported</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	
Hispanic/Latino	1			1	
Unknown/Unreported			1		
White		1	1	1	
<b>Total</b>	<b>64</b>	<b>66</b>	<b>65</b>	<b>65</b>	<b>94</b>

- 2019-2020: 94; 2018-2019: 65; 2017-2018: 65; 2016-2017: 66; 2015-12016: 64

## Art History

- 2019-2020: 9; 2018-2019: 8; 2017-2018: 8; 2016-2017: 9; 2015-12016: 5

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Gender by Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Female</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>7</b>
Asian				1	
Black					1
Hispanic/Latino	2	3	4	4	4
Unknown/Unreported					1
White	2	3	2	1	1
<b>Male</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
Black		1	1		1
Hispanic/Latino	1	1		1	
Two or More Races			1		
White		1		1	1
<b>Total</b>	<b>5</b>	<b>9</b>	<b>8</b>	<b>8</b>	<b>9</b>

## PROGRAM AWARDS

[Back to report](#) | DEGREES

Gender x Ethnicity	15-16	16-17	17-18	18-19	19-20	Total
<b>Female</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>22</b>
Asian				1	1	2
Black				1		1
Hispanic/Latino	1	4	1	1	3	10
Two or More Races	1				1	2
White	1	3	2	1	1	7
<b>Male</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>12</b>		<b>12</b>
Hispanic/Latino	1		4	5		10
Two or More Races			1	1		2
<b>Total</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>10</b>	<b>12</b>	<b>34</b>

## Data Review

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### Disaggregated Student Subgroups

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**Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?**

#### SUCCESS & RETENTION

- Largest equity gap in retention appears to befall male students (close gap 4), in particular Asian male students (close gap 3).
- Largest equity gap in success appears to befall Hispanic femal students (close gap 2) and Asian male students (close gap 3).
- In the last two years, Hispanic males and White males were disproportionately impacted.
- Males in general are experiencing less success and retention in Studio Art classes.

#### PROGRAM OF STUDY

##### Art History

- Increase of students from marginalized/minority groups, including women and Hispanic/Latino identifying students.

##### Studio Art

- Recruit and retain more male students, especially Hispanic and White males

**If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?**

#### PROGRAM OF STUDY

##### Art History

- Would like to increase participation in Art History program among our African American students.

##### Studio Art

- Recruit and hire more male faculty, especially Hispanic/Latino faculty
- Ensure all art faculty, including part-time faculty are receiving equity-minded professional development
- Return to having Art discipline meetings at Norco College

**Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

# Assessment Review

2021 - 2024

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## Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

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### Which Disciplines are included in this Assessment?

Studio Art and Art History

### What percent of SLOs in the disciplines you identified above have been assessed?

91.7

### Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).

Art-9 (SLOs 1, 2, 3, 4) and Art-13 (SLOs 1, 2, 3, 4, 5). These courses have not been recently offered by a Norco College instructor. Also, assessment of SLOs was put on hold during the pandemic.

## Section 2: Mapping Status (Based on Dashboard - Mapping Status)

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### Are all SLOs mapped to at least one PLO?

No

### If all SLOs are not mapped to at least one PLOs, please explain why.

90.8% are mapped. We did complete mapping a few years ago, however, we have adopted one new course, ART-13 and ART-28A, ART-40A and ART-40B are leveled courses which previously were not. It is minimal work to be done, and we will complete it in Fall 2021.

### Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)

No

### If the appropriate SLOs are not mapped to GELOs, please explain why.

72.0% of our courses are mapped to the GELOs. We have seven courses that are not mapped. It is not clear what the process was for mapping GELOs ; in the past, only certain courses--mainly art history courses/art appreciation were assessed for GELOs outcomes. There does not seem to be any obvious reason why five of our courses would not be mapped when the rest are. We will have to work with the IE office on this one.

## Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

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### Which Programs are included in this Assessment?

ADT - ART: Studio Arts

### Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.

ADT - ART: Studio Arts PLO(s) 1, 2, 3

### To what do you attribute this success?

Effective instructional techniques enabled students to excel across a variety of assessment methods.

### Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.

n/a



## Assessment Review

**If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?**

n/a

### Section 4: Alignment to Career and Transfer

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**Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.**

PLOs are reviewed by faculty and discussed by discipline to ensure they align with current career and transfer needs.

**Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).**

Through collaboration with the Norco College Art Gallery and through the efforts of faculty and the development of the NC Art Club students are exposed to experiential learning aligned with gallery and museum careers. Through NC Art Club, students are exposed to working professionals. This past semester Art Club members and art students researched career fields and met professionals working in fields that include illustration, graphic design, animation, product design, mural design, furniture design, and architecture. Design students (ART-22 students) met with professional muralist while designing their own mural.

**Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).**

Partnerships with professional artists, Riverside Museum of Art, other local museums and local design firms, and more support for field trips would enhance experiential learning and service learning opportunities in this program.

**Review current PLOs. Do the outcomes listed above align with the current program outcomes?**

Yes, except for the connection to careers/jobs and experiential learning. This is an area that has historically been neglected, not just in Studio Art and Art History. What we need to do is assess our PLOs with a Guided Pathways/Equity lens. It is time to update the PLOs.

## Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

- Offering a variety of class topics (ie: "Western" and "non-Western" surveys) in different modalities (ie: in-person, online, hybrid, 8-week short term) to appeal to the widest variety of students, increase access, and bolster headcount.
- Offering Dual Enrollment classes through local high schools and CRC.
- ADT in Studio Art and Art History have been mapped and entered in EduNav

#### **What are your plans/goals (3-year) regarding this goal?**

- Develop and offer additional classes dedicated to marginalized identities (ie: LGBTQIA+ representation throughout art history) and interdisciplinary "high interest" and career-orientated topics (ie: Art, Science, and Technology; Photography and Society; Museum/Gallery Studies) to bring more students into the Art History program.
- Encourage Counseling to recommend more/different Art History classes for Gen Ed requirements.
- Increase engagement with feeder High Schools by offering more dual enrollment courses or creating new speakers series to introduce high school students to career and academic opportunities within the visual arts.

### **EVIDENCE**

#### **Do you have assessment data or other evidence that relates to this goal?**

Enrollments in ART

2015-2016	1,050	
2016-2017	1,058	0.8% increase
2017-2018	1,141	8% increase
2018-2019	1,148	0.6% increase
2019-2020	1,344	17% increase

The recent increase in dual enrollment and CRC sections in ART has contributed to a 17% increase in enrollment last year.

### **RESOURCES**

**Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

## Program Review: Part 1

### EMP GOAL 3. Close all student equity gaps.

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#### **GOALS AND ACTIVITIES**

##### **What are you doing now in support of this goal?**

- Applying equity-minded teaching practises in the class room
- Discipline/course specific faculty self training on inclusivity in courses
- Incorporating culturally relevant pedagogy and instructional materials that reflect the identities of African American, Latinx, LGBTQ+ and BIPOC students
- Deepening awarness aroubd Foster Youth student needs
- Providing support to Foster Youth students
- Ally training
- CORA and Black Minds Matter training
- CORA Micro-aggressions training

##### **What are your plans/goals (3-year) regarding this goal?**

- Continue to revisit pedagogy and course materials with culturally relevant changes
- Apply the recommendations of the RJTF to our teaching practices
- Ally training relevant to both LGBTQ+ and BIPOC
- Hire more BIPOC Art and Art History Faculty
- Increase of students from marginalized/minority groups, including males and BIPOC

#### **EVIDENCE**

##### **Do you have assessment data or other evidence that relates to this goal?**

Yes. Our data, as mentioned in previous sections, shows DI for male stduents, particularly Hispanic males and white males, which underscores the need to focus on this area.

#### **RESOURCES**

##### **Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

## Program Review: Part 1

EMP GOAL 4. Implement professional development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

- Applying equity-minded teaching practises in the class room
- Discipline/course specific faculty self training on inclusivity in courses
- Incorporating culturally relevant pedagogy and instructional materials that reflect the identities of African American, Latinx, LGBTQ+ and BIPOC students
- Ally training
- CORA and Black Minds Matter training
- CORA Micro-aggressions training

#### **What are your plans/goals (3-year) regarding this goal?**

This goal is being met by our instirtuional planning, however, our goal is to ensure our ART faculty—including part-time faculty—are taking advantage of the

### **EVIDENCE**

#### **Do you have assessment data or other evidence that relates to this goal?**

I need to request the IE office share data about which faculty have participated in equity trainings and professional development.

### **RESOURCES**

#### **Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

EMP GOAL 5. Reduce working poverty and the skills gap.

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

- Use a Guided Pathways framework to connect Art History circulum and degrees to liveable wage jobs.

#### **What are your plans/goals (3-year) regarding this goal?**

- Coordinatate with the Center for Workforce Innovation to create intership, apprenticeship, and other practical work-based learning opportunities.
- Develop new degree and certificate programs that focus on fast-tracking students into jobs within museums, galleries, art handling, and arts education.

## Program Review: Part 1

### **EVIDENCE**

**Do you have assessment data or other evidence that relates to this goal?**

No.

### **RESOURCES**

**Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

## EMP GOAL 6. Pursue, develop, & sustain collaborative partnerships.

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### **GOALS AND ACTIVITIES**

**What are you doing now in support of this goal?**

- Expand relationships with local CalState and UC visual art departments; in particular, adjust to meet CalPoly Pomona's new ADT requirements for Art History.
- Work toward reducing recidivism through incarcerated student education, in particular by offering Art History 6 through CRC.

**What are your plans/goals (3-year) regarding this goal?**

- Forge ties with Riverside Art Museum and position Norco College as a leading academic institution with the arts by launching joint educational programs/initiatives (ie: a student curated app that provided talking points around RAM's collections and current shows, or that provides augment reality annotations for artistically significant locations around the region)
- Develop regional outreach and recruitment systems through partnerships with RAM and other local arts institutions.
- Stimulate regional arts development and help establish a distinct regional identity, organization, and communication amongst our local communities by launching "service-learning projects" within our arts classes.

### **EVIDENCE**

**Do you have assessment data or other evidence that relates to this goal?**

No.

### **RESOURCES**

**Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

## Program Review: Part 1

EMP GOAL 9. Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

- Recruit associate faculty members from diverse educational and demographic backgrounds to enrich departmental diversity and culture.

#### **What are your plans/goals (3-year) regarding this goal?**

- Develop supportive resources and create additional professional development opportunities for part-time faculty (ie: workshops designed to assist part-time faculty apply for full-time positions).

### **EVIDENCE**

#### **Do you have assessment data or other evidence that relates to this goal?**

In the last four years, we have hired two new full-time faculty in StudioArt/Art History.

### **RESOURCES**

#### **Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

## Program Review Part 2

2021 - 2024

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### Curriculum

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**Are all your courses current (within four years)?**

No

**What percentage of your courses are out of date?**

25% - 11%

**If you have courses that are not current, are they in the curriculum process?**

Yes

**For out of date courses that are not already in progress of updating, what is your plan?**

The plan is coordinate with Moreno Valley and Riverside to distribute courses to update amongst colleagues at all three colleges.

**Do you have proposals in progress for all the DE courses you intend to file?**

Yes

**Do you require help to get your courses up to date?**

No

### Program Review Reflections

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**What would make program review meaningful and relevant for your unit?**

To be able to work on it for several months, not just one month--April.

**What questions do we need to ask to understand your program plans, goals, needs?**

I think what we have now is fine.

**What types of data do you need to support your program plans, goals, needs?**

We had all the data we need--we just need more time to investigate it and discuss it.

**If there are any supporting documents you would like to attach, please attach them here.**

## Submission

2021 - 2024

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**All parts of my Program Review have been completed and it is ready for review**

Yes