



# **Program Review - Overall Report**

**2024 - 2027**

**Instructional: Art**

## 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?**

Overall, students in ART HISTORY (AHS) courses have been increasing from 71.1% to 73.7% in success and increasing from 82.6% to 89.5% in retention over the past 2 years.

In terms of student subgroups in ART HISTORY (AHS) courses, Hispanic females and African American males are showing gaps in success that are concerning. Disabled males, Hispanic females, and African American males are showing gaps in retention that are concerning.

The number of students who have declared a major in ART HISTORY (AHS) went from 6 to 7 in 2 years. This represents modest increased growth for this program. Of these students, 42.86% have met with a counselor and developed an educational plan.

The number of students who have completed a degree in ART HISTORY went from 3 to 1 in 2 years. This represents decreased growth for this program. In the most recent year (2022-23), 1 student graduated. The expected number of students who should get a degree would be approximately 1.3. The gap in the pipeline is approximately 0.3 more students to graduate with a degree.

Overall, students in ART (ART) courses have been increasing from 86.7% to 91.0% in retention and from 75% to 80.1% in success over the past 3 years (success data is from DI Dashboard).

In terms of student subgroups in ART (ART) course, African American males, Hispanic males and Female Hispanic foster youth are showing gaps in success.

The number of students who have declared a major in FINE & APPLIED ARTS and STUDIO ARTS increased from 388 to 416. 24.17% percent of students have a comprehensive Ed Plan, 66.28% of students have no ed plan.

The number of students who have completed a degree in FINE & APPLIED ARTS and STUDIO ARTS went from 33 to 187 in 5 years (18/19 to 22/23). This represents fast moving increase in growth for this program. The number of male students has increased from 12 to 67. The number of females has increased from 22 to 118. The number of unreported has increased from 0 to 2.

**Please add any relevant documents here.**

## 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?**

In terms of disaggregated student subgroups in ART HISTORY (AHS) course, Hispanic females, African American males, and disabled males appear to be experiencing equity gaps. We will proactively address and work to close these equity gaps.

In terms of student disaggregated subgroups in ART (ART) courses, African American males, Hispanic males and Female Hispanic foster youth are showing gaps in success.

### **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?**

Increase the use of early alert.

Reframe some course content to center student's cultural assets and lived experiences.

## Data Review

Integrate support services to the LRC and WRC within Canvas course shells.

Allocate additional time in F2F classes to check-in on student needs.

Pursue grant funding to study the experiences of disabled and colorblind students within visual art classes.

**Please add any relevant documents here.**

## Enrollment

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### Program/Unit Goal

Increase number of students enrolling in Art History courses.

### Goal Cycle

2024 - 2027

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

Offering a wide array of AHS course at various time (mornings, afternoons, evenings), lengths (16-week, 8-week), and modalities (F2F, OL, Hybrid).

Maintaining an active presence on the Norco College Visual Arts Instagram page.

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

Raise awareness of Art History classes by equipping Counsellors with printed promotional materials.

Creating new Art History classes focused on dynamic, relevant topics (Art History of the Cinematic Image, Special Topics) that can attract a broad student base.

**Please add any relevant documents here.**

## Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 1.3 (Student Services):
- 2025 Objective 7.1 (Academic Senate):
- 2030 Goal 1: Access:
- 2030 Goal 7: Programs:

## Evidence

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### Evidence Date

03/11/2024

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

**Is there a resource request associated with this Goal?**

Yes

**If yes, please provide a short description.**

Funding for color trifold brochures advertising Art History courses for GE credit.

**Please add any relevant documents here.**

## Majors, Degrees & Certificates

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### Program/Unit Goal

Increase number and diversity of students majoring in Art History by creating new Certificate programs that emphasize practical, applied skills and job preparation.

### Goal Cycle

2024 - 2027

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

Participating in a Title V grant Experiential Learning project.

Engaging with local arts-related institutions and industry employers to forge academic and career partnerships.

Engaging with local community and businesses. Connecting our students to local art opportunities across Southern California.

Developing and re-launching course on experimental methods and practices in drawing (ART-19).

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

Launch class on Exhibitions: History, Theory, Practice.

## Program/Unit Goals

Develop additional courses to support the creation of a Certificate in Museum & Gallery Studies and a Certificate in Applied Visual Communication & Design.  
Collaborate with related discipline faculty at Norco College (Studio Art, Game Design, Anthropology, Library).  
Forge new partnerships with external institutions and employers to create internship/work experience opportunities.  
**Please add any relevant documents here.**

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 5.2 - KPI 14 (Academic Affairs):
- 2025 Objective 5.3 - KPI 15 (Student Services):
- 2025 Objective 5.4 (Academic Affairs):
- 2025 Objective 6.1 (Academic Affairs):
- 2025 Objective 6.2 (Planning and Development):
- 2025 Objective 6.5 (Office of the President):
- 2025 Objective 6.7 (Planning and Development):
- 2025 Objective 6.8 (Academic Affairs):
- 2025 Objective 7.1 (Academic Senate):
- 2025 Objective 7.2 (Academic Senate):
- 2030 Goal 2: Success:
- 2030 Goal 5: Workforce and Economic Development:
- 2030 Goal 6: (Community Partnerships) :
- 2030 Goal 7: Programs:

### Comprehensive Programming

#### Program/Unit Goal

Create comprehensive gallery programming, including an Art Residency Program that emphasizes practical, applied skills and job exposure, preparation, and has an equity focus.

#### Goal Cycle

2024 - 2027

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

This year (2023-24) in the Norco College Art Gallery, we've had 3 solo exhibitions by professional artists from all over the country!

The first exhibition of the year was titled "Modern Times, Crooked Songs" by Louisiana-based artist Jaik Faulk discussing his Cajun-American history and culture within his work, as well as in his art talk and discussion with our students.

The second exhibition titled "Grieving in Color" by Cuban-American artist Cristina Victor discussed her upbringing in Miami and the importance of her relationships with close friends who grew up together as Latinx kids of color, and how these relationships have shaped her personal identity as well as her art practice.

The third exhibition titled "Our Spaces" is by Southern California artist Cynthia Luján whose work centers around mobility justice and fosters dialogue and deepen belonging within communities to create inclusive, safe, and more accessible public spaces.

Each of the exhibitions, we've had the artists in to the Gallery for artist talks, discussions, workshops, and Q&A one-on-one sessions with our students. The students love talking with professional artists who make a living in the visual arts, especially diverse artists with a wide-range of backgrounds & experiences.

Beyond being able to ask these professional artists in-person about their personal & cultural experiences, Norco students can also chat with them about their careers, education, skills, techniques, ideas & concepts, and beyond! The visiting artists also tend to stay connected with our students via social media, email, websites, etc. for months and years after, with the potential in the future for these connections to be longlasting, with career-related

opportunities that are endless. Inspiration is one very important thing, but a reference from the right person at the right time can be invaluable.

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

Through the Norco College Art Gallery and continued & increased funding and programming, we will be able to do everything mentioned above that we've been working so hard on - and more! The more we're able to fund these incredible one-on-one interactions with artists, art-related workshops and experiences with professionals in the visual arts field, the more access our students will have to important skill training and career opportunities in the arts.

Our goal is to add an annual Artist-in-Residence to our programming in the Gallery so that it's not just a one or two hour experience for our students (as we've been doing up to this point) where the students are able to have a limited time to spend with interacting with the artists, but to have a full week of that experience, helping them to build exhibitions, interact with them through half and full day workshops, and spend more quality time getting to know the artists (and working with each other!). The more time, exposure, and experience they have with professional artists, including exhibition ideation and creation, the more the students have authorship and ownership over these incredible visions come-to-life, and the more inspired they are to keep going on this career path, and to feel supported and grounded in their passion and dreams.

Norco College students would learn real-life skills on how to design exhibitions, layout and translate ideas to visual imagery, collaborate with others, and more! This would add so much to our already established amazing programming at the Norco College Art Gallery!

**Please add any relevant documents here.**

### **Mapping**

Educational Master Plan (2020-2025): ( )

- 2025 Objective 1.3 (Student Services):
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 5.2 - KPI 14 (Academic Affairs):
- 2025 Objective 5.3 - KPI 15 (Student Services):
- 2025 Objective 5.4 (Academic Affairs):
- 2025 Objective 6.1 (Academic Affairs):
- 2025 Objective 6.2 (Planning and Development):
- 2025 Objective 6.5 (Office of the President):
- 2025 Objective 6.7 (Planning and Development):
- 2025 Objective 6.8 (Academic Affairs):
- 2025 Objective 7.1 (Academic Senate):
- 2025 Objective 7.2 (Academic Senate):
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 5: Workforce and Economic Development:
- 2030 Goal 6: (Community Partnerships) :
- 2030 Goal 7: Programs:

### **Enrollment (Studio Art)**

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#### **Program/Unit Goal**

Increase number of students enrolling in Studio Art courses.

#### **Goal Cycle**

2024 - 2027

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

Offering a wide array of ART course at various time (mornings, afternoons, evenings), lengths (16-week), and modalities (F2F, OL, Hybrid).

Maintaining an active presence on the Norco College Visual Arts Instagram page.

Advocating for additional dedicated classroom to offer additional Studio Art courses.

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

Revamping Studio Art courses focused on progressive, dynamic, relevant topics (ART-19 Drawing: Experiment methods and materials) that can attract a broad student base.

Continue advocating for additional dedicated studio arts classroom so that additional courses can be offered without eclipsing current offerings.

**Please add any relevant documents here.**

### **Mapping**

Educational Master Plan (2020-2025): ( )

- 2025 Objective 1.3 (Student Services):
- 2025 Objective 7.1 (Academic Senate):
- 2030 Goal 1: Access:
- 2030 Goal 7: Programs:

## **Majors, Degrees & Certificates (Studio Arts)**

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### **Program/Unit Goal**

Increase number and diversity of students majoring in Studio Art and Fine & Applied Arts by creating new curriculum, projects, and programs that emphasize practical, applied skills and job preparation.

### **Goal Cycle**

2024 - 2027

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

Participating in a Title V grant Experiential Learning project.

Engaging with local arts-related institutions and industry employers to forge academic and career partnerships.

Engaging with local community and businesses. Connecting our students to local art opportunities across Southern California.

Developing and re-launching course on experimental methods and practices in drawing (ART-19).

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

Collaborate with related discipline faculty at Norco College (Art History, Game Design, Anthropology, Library).

Forge new partnerships with external institutions and employers to create internship/work experience opportunities.

**Please add any relevant documents here.**

### **Mapping**

Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 5.2 - KPI 14 (Academic Affairs):
- 2025 Objective 5.3 - KPI 15 (Student Services):
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- 2030 Goal 2: Success:
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- 2030 Goal 6: (Community Partnerships) :
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## Program/Unit Goals



**1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?**

For AHS, Dr. Chandler has participated in numerous equity-related professional development training opportunities, including the following:

2023

Smithsonian American Art Museum's symposium on creating visitor-centered, equity-minded labels in art museums.

Puente Equity Summit themed on collective healing and freedom for marginalized, intersectional communities.

CCC COLEGAS Webinar Series covering topics in DSPS with a Cultural Lens, Mental Health, Equitable Counseling, and Latinx Cluster Hiring Practices.

Enchroma's presentation on how to integrate color-assistive technology into the classroom.

Title V Grant Pathways to Success "Asset-Based Teaching Workshop."

2022

CCC LGBTQ+ Summit with panels on culturally responsive curriculum assessment tools and integrating Queer Theory into curriculum.

Presentations on "Racelighting" people of color in schools, colleges, and universities hosted by Drs. J. Luke Wood and Frank Harris III.

Open Educational Practices workshops on accessibility, equity, inclusiveness, and social justice.

Racial Justice Taskforce introduction to the Black Student Network and training in how to create a pro-black culture at Norco College.

Training in the "Ask-Connect-Inspire-Plan" (ACIP) Model.

For ART, Professor Lindeman has participated in numerous equity-related professional development training opportunities, including the following:

2023

Panel: How To Shatter a Ceiling presented in association with Her Clique, and moderated by writer Dan Duray, and featured a conversation between artist LaKela Brown, and gallerist Ellie Rines. Tactics for navigating the masculine power structures of the art world, and academia, and their theories for why these still exist were topics of panel discussion.

Panel: Gender Equality in the Arts, Presented as a cornerstone of the 12th edition's focus, Gender Equality in the Arts, Untitled Art hosted a panel discussion with leading industry experts who are driving this conversation forward: Julia Halperin, cofounder of the Burns Halperin Report – an annual report investigating the representation of Black American artists, female-identifying artists, and Black female-identifying artists since 2018 which is now the largest database of its kind; and Casey Lesser, Director of Content at Artsy and co-author of the 2023 Women Artists Market Report – a series of three articles delving into the current state of the market for women artists via data gathered from independent research, auction results from the Artsy auctions database, and other Artsy data. The panel will be moderated by Allison Thorpe, Vice President of Sutton.

Achieving Equity Guided Pathways Summit: Optimizing the Student Experience Through an Equity- Based Guided Pathways Framework: New Directions and Getting the Work Done with Rob Johnstone

2022

Racial Justice Taskforce participation how to create a pro-black culture at Norco College.

## Equity

2021

Racial Justice Taskforce participation how to create a pro-black culture at Norco College.  
Panel discussion and trainings with Dr. J. Luke Wood and others.  
California Community Colleges Racial Equity Leadership Alliance and USC Race and Equity Center trainings on equity

2020

Completed 30 hour training "Black Minds Matter" with Dr. J. Luke Wood and others  
Racial Justice Taskforce participation and trainings regarding how to create a pro-black culture at Norco College.

2019

Gathered research and attended USC Race and Equity Center discussions that informed the creation of the Equity Community of Practice which later informed the DE&I committee and the Racial Justice Task force.

### **2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?**

Dr. Chandler has revamped her AHS courses to integrate aspects of "Asset-Based Teaching," including new assignments that center student's cultural backgrounds and lived experiences, as well as student-centered grading schemes that support mental health. She has also included additional representation of queer theories and pro-black culture into her curriculum.

Professor Lindeman has revamped course syllabi with an equity and demystifying academia lens. She has also created new projects that center the work of BPOIC artists, including a Pathways to Success: Experimental Learning Project and Grant. She also leaves room in her curriculum each semester to create projects that center the work of artists who reflect the cultural background of her current students.

### **3. What additional equity-related professional development/trainings do you seek to better support your area?**

Conferences and symposium that foreground marginalized histories and topics within visual culture.  
Workshops focused on pedagogical techniques that close equity gaps.

Equity in visual arts presentations and workshops.

**Please add any relevant documents here.**

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

Yes

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

0%

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

N/A

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

All courses current for ART HISTORY. All courses for ART are actively being updated. Actual updates are not reflected in the auto generated data.

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

No

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

No

**Please add any relevant documents here.**

**ART APPRECIATION overall SLO trends in terms of MODALITY (not disaggregated)****Date**

03/15/2024

**Observation****What did you notice?**

Overall, students achieved HIGHER SLO obtainment rates in IN-PERSON or HYBRID modalities vs. online.

**Course(s)**

AHS/ART-6 Art Appreciation

**SLO(s)**

1, 2, 3, 4, 5, 6

**Discussion/Analysis**

While obtainment of SLOs 1 and 4 were generally consistent across modalities, students who participated in IN-PERSON or HYBRID sections of Art Appreciation generally achieved HIGHER success in SLO areas 2, 3, 5, and 6. One of the greatest contributing factors to this discrepancy appears to be a much higher late "drop-out" rate (failure to withdraw) in online classes, where an increased number of students do not complete the final assessment (Final Project) and/or do not complete the course. Persistence in participation, thus, seems to be the greatest challenge facing students in ONLINE sections of Art Appreciation, which consequently leads to a decline in SLO achievement.

**Please paste any relevant screenshots here.**

**Please add any relevant documents here.**

**ART APPRECIATION overall SLO trends in terms of LENGTH (not disaggregated)****Date**

03/15/2024

**Observation****What did you notice?**

Overall, students achieved HIGHER SLO obtainment rates in FULL-TERM (16-WEEK) sections vs. short-term (8-week) sections.

**Course(s)**

AHS/ART-6 Art Appreciation

**SLO(s)**

1, 2, 3, 4, 5, 6

**Discussion/Analysis**

While obtainment of SLOs 1 and 4 were generally consistent across term lengths, students who participated in FULL-TERM (16-WEEK) sections of Art Appreciation generally achieved HIGHER success in SLO areas 2, 3, 5, and 6. One of the greatest contributing factors to this discrepancy appears to be a much higher late "drop-out" rate (failure to withdraw) in short-term (8-week) classes, where an increased number of students do not complete the final assessment (Final Project) and/or do not complete the course. Persistence in participation, thus, seems to be the greatest challenge facing students in SHORT-TERM (8-WEEK) sections of Art Appreciation, which consequently leads to a decline in SLO achievement.

**Please paste any relevant screenshots here.**

**Please add any relevant documents here.**

**ART APPRECIATION SLO-1 (not disaggregated)****Date**

03/16/2024

**Observation**

**What did you notice?**

Outcome mastery level = 92.1%

**Course(s)**

AHS/ART-6 Art Appreciation

**SLO(s)**

1

**Discussion/Analysis**

Students (not disaggregated) in Dr. Chandler’s sections of AHS/ART-6 across Spring 2022 and ‘23 achieved a very high outcome mastery level for SLO-1: Define and use appropriate art terminology. Success in this area may be attributable to the use of a structured, low-cost e-textbook with quizzes to support formative learning each week. Recommend to continue instructional and assessment method.

**Please paste any relevant screenshots here.**

**Please add any relevant documents here.**

**ART APPRECIATION SLO-4 (not disaggregated)**

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**Date**

03/16/2024

**Observation**

**What did you notice?**

Outcome mastery below 70%, but with upward trend over Spring ‘22-‘23.

**Course(s)**

AHS/ART-6 Art Appreciation

**SLO(s)**

4

**Discussion/Analysis**

SLO-4 (express an increased understanding and appreciation of art and its intrinsic value to the individual as well as to society) was the only SLO outcome with a mastery level below 70%.

Several factors may have contributed to this, including assessment method and course modality. For the purposes of this Program Review, SLO-4 was linked to and assessed through the Week 4 Discussion Board and Peer Reply assignment. Not all students in the sample set (Dr. Chandler’s Spring 2022 and 2023) participated in this assignment, especially in online sections, which could skew statistical results. Recommend changing assessment method of SLO-4 to reflect the average level/quality of work in all Discussion Board Posts and Peer Replies over the course of a semester vs. 1 specific week.

Another explanatory factor could be that the assessed sample set (Spring ‘22 and ‘23) did not include data from the most recent, revamped version of AHS/ART-6. After participating in the Title V Pathways to Success “Asset-based Pedagogy” workshop, Dr. Chandler revised the AHS/ART-6 Discussion Board and Peer Reply prompts to emphasize students’ cultural capital, lived experiences, and personal connection-making with the course content. It is anticipated that these adjustments will increase outcome mastery for SLO-4, especially among Hispanic students who currently have the lowest level of outcome mastery (70.3%).

**Please paste any relevant screenshots here.**

**Please add any relevant documents here.**

**ART APPRECIATION overall outcome mastery (disaggregated)**

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**Date**

03/16/2024

**Observation**

**What did you notice?**

Mastery gaps by AGE and RACE/ETHNICITY.

**Course(s)**

AHS/ART-6 Art Appreciation

**SLO(s)**

1, 2, 3, 4, 5, 6

**Discussion/Analysis**

Mastery by GENDER shows no gaps, with female and male students having equitable achievement numbers (75.3% and 74.4%, respectively). Non-binary and Unreported students have excellent success rates (91.7% and 100%, respectively) but represent a very small sample set (2 and 3 students, respectively).

Mastery by AGE GROUP shows some gaps for students in the 25-29, 35-39, 40-49, and 50+ age groups. While each of these age groups have a statistically significant lower number of students in them (20, 7, 5, and 2 respectively) which could skew results and findings, it is worth considering what challenges face students at these particular ages, especially as it affects workload and level of consistent, persistent participation throughout the semester. Potential solutions to closing these gaps could include allowing students to drop several low-scoring weeks throughout the course of the semester and to integrate additional resources (academic and basic need support) into the class.

Mastery by RACE/ETHNICITY shows a noteworthy level of success and parity among African-American, Asian, Filipino, and White students. However, Hispanic students appear to be facing a mastery gap of ~9%. Potential solutions to closing this gap could include integrating “Asset-based Pedagogy” in course assignments so as to emphasize students’ cultural capital, lived experiences, and personal connection-making with the course content; and integrating additional resources including Writing Center support into the class.

**Please paste any relevant screenshots here.**

**Please add any relevant documents here.**

**ART APPRECIATION outcome mastery by MAJOR (not disaggregated)**

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**Date**

03/16/2024

**Observation**

**What did you notice?**

Outcome mastery above 80% among FINE & APPLIED ARTS majors.

**Course(s)**

AHS/ART-6 Art Appreciation

**SLO(s)**

1, 2, 3, 4, 5, 6

**Discussion/Analysis**

Outcome mastery for Fine & Applied Arts majors was 82.1%.

Outcome mastery for Fine & Applied Arts IGETC majors was 100%.

Combined mastery by SLO for both majors was above 80% for all SLOs.

Art Appreciation curriculum appears well-calibrated to ensure success among our discipline’s primary major group.

**Please paste any relevant screenshots here.**

**Please add any relevant documents here.**



## **"GPTzero" anti-plagiarism and AI content detection software subscription**

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### **Resource Year**

2024 - 2027

### **What resources do we already have?**

Turnitin integration and the free/limited version of GPTzero

### **What resources do you need?**

1 year subscription at the "Basic" level, includes comprehensive AI content detection

### **\$ Amount Requested**

120

### **Resource Type**

ITEM: Equipment, Services, Software, Furniture

### **Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

Request supports EMP Goal 2 (Success) and Art History program goals by facilitating the development of student-writing and critical thinking skills. Request also supports Goal 3 (Equity) by ensuring that all students' written work is fairly assessed and held to the same standard of academic honesty.

### **This request for my area is Priority #:**

1

### **Is this request**

New

## **Art History program, course, and career advertisement materials**

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### **Resource Year**

2024 - 2027

### **What resources do we already have?**

Webpage hosted on Norco College / VAPA website

### **What resources do you need?**

Color printed trifold brochures

### **\$ Amount Requested**

100

### **Resource Type**

BUDGET: Request Ongoing Funding (Support, Mktg)

### **Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

Request supports EMP Goal 1 (Access), Goal 2 (Success), Goal 3 (Equity), Goal 7 (Programs), and Goal 8 (Effectiveness, Planning, and Governance) by bringing increased awareness of Art History program, course options, and career pathways to Norco students. Student access and inclusion will be increased in an equitable way by endowing Counsellors with advertisement materials that illuminate the AHS program, course options, and career pathways. Consequently, the AHS program will be able to grow, evolve, and more effectively serve our community as a result of increased student awareness and participation.

### **This request for my area is Priority #:**

2

### **Is this request**

New

### **Mapping**

Instructional: Art: (.)

- Enrollment: .
- Majors, Degrees & Certificates: .



## 2nd dedicated classroom to Studio Arts

### Resource Year

2024 - 2027

### What resources do we already have?

We have one dedicated classroom to Studio Arts where all courses take place no matter what the medium (ATEC 209). Studio Art courses are held back-to-back in this room Monday through Friday.

### What resources do you need?

Objectives: to accommodate 3D/sculpture/future ceramics courses and allow for more studio arts classes to be held simultaneously, ultimately allowing for more students to enroll in courses. Ideally, this classroom would be 100% devoted to sculptural courses that could include 3D Design, Sculpture, and Ceramics, and would be located on the first floor with a dedicated outdoor space for kilns, throwing wheels, mold making, hand tools, project storage and glaze storage.

This will allow more Studio Art courses to be scheduled. Another classroom will also allow for course scheduling to be rearrange which will in turn allow for all faculty to have a more humane schedule. Proper brakes between 3.25-hour studio courses will be scheduled. Currently faculty are in the classroom teaching for 6.5 hours straight with only a 10-minute break between classes for themselves to eat and to set up and prep for the next incoming class.

### \$ Amount Requested

0

### Resource Type

BUDGET: Facilities Building, Remodel

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request directly relates to 2030 Goal 1: (Access) Expand college access by increasing both headcount and FTES, as having more space to hold more classes may allow for enrollment expansion.

This request directly relates to 2030 Goal 2: (Success) Implement Guided Pathways framework as having more space to offer more classes may allow for the number degrees, certificates, and transfers.

This request directly relates to 2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs, as having more space to offer more courses will lead to developing a more comprehensive breadth of our Visual Arts program. This request will also add capacity to our existing discipline of Studio Arts.

This request aligns with 2030 Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts as this request requires the College to advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college.

This request is supported by data that states the number of students who have completed a degree in FINE & APPLIED ARTS and STUDIO ARTS went from 33 to 187 in 5 years (18/19 to 22/23). This represents fast moving increase in growth for this program. Additional data shows growth in success rates as they have increased from 75% to 80% (DI Dashboard data) in the last 3 years.

### This request for my area is Priority #:

1

### Is this request

New

### Mapping

Instructional: Art: (.)

- Enrollment (Studio Art): .
- Majors, Degrees & Certificates (Studio Arts): .

## Remodel Update to Norco College Gallery

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### Resource Year

2024 - 2027

### What resources do we already have?

Art Gallery space with one full (floor to ceiling) wall, three half walls and five outdated monitors.

### What resources do you need?

Objective: to renovate and update all technology in the Norco College Art Gallery in order to keep up with current trends in the industry and to draw more diverse artists and present more exciting, immersive tech-forward exhibitions in the space. We currently do not have a need for the cabinetry/monitors in this space - we'd love to renovate the space to take out all the cabinetry and to transform this room into a more standard gallery exhibition space with 4 floor-to-ceiling walls. We'd also like to install 4 new digital art projectors to be installed in all four directions of the ceiling, so that we can project throughout the entire space. Updates to audio speakers in the exhibition space would also be beneficial.

Space renovation includes:

1. Removal of existing cabinets, monitor screens, and equipment from the art gallery.
2. Pouring new concrete to level the flooring, approximately 6 to 8 inches thick.
3. Ensuring that the new flooring matches the existing cured concrete or grinding down and re-curing to achieve a uniform finish.
4. Patching, sanding, and repainting all walls where assisting cabinets meet, using a single color for a cohesive look.
5. Recommendation for the purchase and installation of a new track lighting system to replace the existing obsolete lighting.

Proposed budget allocation of \$135,000 for the above-mentioned tasks + 11% 3 year inflation rate (\$14,850.00)

### \$ Amount Requested

149,850

### Resource Type

BUDGET: Facilities Building, Remodel

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

This request aligns with 2030 Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts as it will serve to renovate and update the Norco College Art Gallery so that our campus can truly be a destination for the arts. It aligns with 2025 Objective 10.1 Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college.

This request also relates to 2030 Goal 3: (Equity) Close all student equity gaps, as the programming that will take place in this space has an equity focus. For this programming to take place the request for an Artist Residency Program at Norco College must be granted.

**This request for my area is Priority #:**

2

**Is this request**

New

**Mapping**

## Instructional: Art: (.)

- Comprehensive Programming: .

## Technology Updates to Norco College Art Gallery

---

### Resource Year

2024 - 2027

### What resources do we already have?

Art Gallery space with one full (floor to ceiling) wall, three half walls and five outdated monitors.

### What resources do you need?

Objective: to update all technology in the Norco College Art Gallery in order to keep up with current trends in the industry and to draw more diverse artists and present more exciting, immersive tech-forward exhibitions in the space. We currently do not have a need for the cabinetry/monitors in this space - we'd love to renovate the space to take out all the cabinetry and to transform this room into a more standard gallery exhibition space with 4 floor-to-ceiling walls. We'd also like to install 4 new digital art projectors to be installed in all four directions of the ceiling, so that we can project throughout the entire space. Updates to audio speakers in the exhibition space would also be beneficial.

Audio/Video System design update for Art Gallery includes:

- Remove existing outdated AV equipment and peripherals
- Installation of new wiring for video/audio components
- Installation of new 4k 8,000 Lumens DLP/laser diode projectors (qty 7)
- Programming of video image blending with all 7 projectors and can be used as individual presentations as well
- New connectivity of A/V at floor boxes for guests and presenter devices
- Setup of wireless presentation gateways for individuals
- Complete Audio DSP for zoning configurations
- New audio ceiling speakers/subwoofers
- Programming of area lighting to AV touch panels for art show modes and events
- Media players for each projector on standalone mode
- System training for all users after system turnover

Complete project cost: \$191,675.00 + 11% for 3 year inflation (\$21,084.25)

### \$ Amount Requested

212,759.25

### Resource Type

ITEM: Technology

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request aligns with 2030 Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts as it will serve to renovate and update the Norco College Art Gallery so that our campus can truly be a destination for the arts. It aligns with 2025 Objective 10.1 Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college.

This request also relates to 2030 Goal 3: (Equity) Close all student equity gaps, as the programming that will take place in this space has an equity focus. For this programming to take place the request for an Artist Residency Program at Norco College must be granted.

### This request for my area is Priority #:

3

## Is this request

New

## Mapping

Instructional: Art: (.)

- Comprehensive Programming: .

## Artist Residency Program at Norco College Art Gallery

---

### Resource Year

2024 - 2027

### What resources do we already have?

We have gallery space. We do not have additional gallery resources for a residency program.

### What resources do you need?

Objective: to pay for a nationally-renowned artist to come to Norco College for a full week, to incorporate workshops with the artist into multiple Studio Art classes (such as Painting, various Drawing courses, 2D & 3D Design)/Studio Art Instruction, and to integrate student work with a professional artist's work into an annual exhibition in the Norco College Art Gallery. This could also potentially be integrated into regional and public workshops for the local community and/or larger projects/installations with surrounding towns/areas.

### Cost Breakdown:

Materials for a week: \$1000 (to include tools, equipment, building and painting supplies for the artist to workshop with multiple Art classes - up to 100 students)

Artist Fee: \$2500 (to pay for the artist's time for 5 days working in the gallery to build out an exhibition, with their own work and with collaborative student work, as well as do workshops with the students in the gallery space and in our Art classrooms. This will also include a formal Artist Talk/lecture by the artist.)

Transportation Stipend: \$1000 (to pay for the artist's airfare and rental car & gas for the week)

Lodging Stipend: \$150/day x 7 days = \$1050

Meal/Incidentals Stipend: \$65/day x 7 days = \$455

Shipping Costs for Artwork/Materials to/from Gallery = \$500

### \$ Amount Requested

6,555

### Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

This request directly supports:

EMP Goal 2: This program will have a DE&I focus by centering artists that are Black, Indigenous, and People of Color, as well as members of the LGBTQAI+ community, and women.

EMP Goal 6 is met as this programming will pursue, develop, and sustain community partnership with local artists and arts organizations.

EMP Goal 7 is met as students will work directly with the artists and arts organizations involved in this residency. Students will become aware of the necessary skills, labor, and other various workforce needs associated with maintaining a professional art practice, documenting an art practice, exhibiting artwork and working with arts organizations and institutions.

EMP Goal 10. The above-mentioned programming will help build a comprehensive and inspiring campus where activities that integrate with the region serve as a destination for education and life and art.

This program will also serve as a bridge between Studio Art and Art History Disciplines and facilitate collaboration between the two programs. It will also work toward and serve the curriculum and certificate goals for both Studio Art and Art History.

**This request for my area is Priority #:**

4

**Is this request**

Revised

**Mapping**

Instructional: Art: (.)

- Comprehensive Programming: .

### **Art-Centered Administrative Lab Personnel / Visual Arts Program Coordinator**

---

**Resource Year**

2024 - 2027

**What resources do we already have?**

One shared IDS. The Studio Arts discipline within VAPA has no Studio Art centered lab support or Visual Arts Program Coordinator.

**What resources do you need?**

Objective: to assist the Studio Art programming with day-to-day operations, lab maintenance, event planning, logistics management, social media and website upkeep. This position will help to coordinate art-specific supplies, instructional, lab, and gallery materials & equipment, assist with shipping and receiving artwork in the gallery as well as assist with printing & distributing brochures, flyers, exhibition postcards, etc. They will also help to coordinate field trips and events such as art receptions, artist talks, artist residencies, and artist workshops, as well as the annual art student exhibition. This position should be filled by someone with studio art-specific knowledge as well as administrative experience.

**\$ Amount Requested**

80,000

**Resource Type**

STAFF: Classified Professional, Confidential, Mgr

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

## Resource Requests

This request will help serve EMP Goal 6 as the person hired for this position will interact with and help develop and sustain community partnership with local artists and arts organizations.

This request will help serve 2030 Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture as the creation of this position and the hiring of the individual for this position supports Objective 9.5 by helping to maximize student-faculty time and will help to not pull faculty from students to do administrative work. This request also participates in a system that provides resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers- 2025 Objective 9.2.

This request will help serve EMP Goal 7 as the person hired for this position will work directly with the artists and arts organizations involved in this residency.

**This request for my area is Priority #:**

5

**Is this request**

Revised

**Mapping**

Instructional: Art: (.)

- Comprehensive Programming: .
- Enrollment: .
- Enrollment (Studio Art): .
- Majors, Degrees & Certificates: .
- Majors, Degrees & Certificates (Studio Arts): .

### Tools and Equipment for Ceramics Classes at Norco College

---

**Resource Year**

2024 - 2027

**What resources do we already have?**

We have very few hand tools that can be used in ceramics classes.

**What resources do you need?**

Objective: to offer ceramics' course to eager Norco College students and build a more comprehensive Visual Arts program that includes a robust 3D department. In addition to space the program will need the following equipment to start offering ceramics courses:

Kiln - \$6,000

Kiln furniture (shelves and posts) -\$900

Venting -\$800

Wheels (\$1500 per wheel x 6) \$9,000

Wedging table -\$800

Sink Modification -\$500

Warecarts-\$600

Extruder -\$600

Slaproller-\$2500

Hand tools (rolling pins banding wheels, project boards, mixing paddles, dipping tongs, buckets) \$600

Storage shelves- \$60

Clay (\$2.00 per pound)- \$200

Glazes (\$30 to \$100 per gallon)- \$500

total \$23,060 + 11% for 3 year inflation rate (\$2536.60)

Total: \$25,596.60

**\$ Amount Requested**

25,596.6

**Resource Type**

ITEM: Instructional Supplies

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

This request serves 2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs as it will attract regional students who attend ceramics courses at other colleges. It will allow Norco College to offer a comprehensive Studio Arts program that includes ceramics courses and certificates.

The number of students who have completed a degree in FINE & APPLIED ARTS and STUDIO ARTS went from 33 to 187 in 5 years (18/19 to 22/23). This represents fast moving increase in growth for this program, and so we would like to offer more classes including ceramics classes to our community.

Professor Lindeman, Professor Ramin, and Professor Campuzano polled their students currently enrolled in Studio Art courses this semester (Spring 2004). Students were ask how likely they would enroll in ceramics courses at Norco College if such courses were offer at this campus. There was an overwhelmingly positive response. Over 75% of polled students said they were likely to enroll in ceramics courses if they were offered at Norco College. To view the details of the data collected please see the attached document title CeramicsClassesatNorcoCollegeSurveyOverview.pdf . The file is located in the folder titled Supporting Docs for Full-time Faculty Request, which is within the Document Repository.

**This request for my area is Priority #:**

6

**Is this request**

New

**Mapping**

Instructional: Art: (.)

- Enrollment (Studio Art): .
- Majors, Degrees & Certificates (Studio Arts): .

**Norco College Visual Arts and Norco College Art Gallery Website**

---

**Resource Year**

2024 - 2027

**What resources do we already have?**

A page on Norco College website

**What resources do you need?**

Objective: to have an exciting & engaging online presence and space to display and advertise the rotating exhibitions of the Norco College Art Gallery, to showcase the Art Student Annual exhibition and student's work created in Studio Art courses, and to have a space for Art Club to showcase their work. We can connect our Norco College Art Gallery, Norco College Art Club, Studio Art & even Art History courses together through a comprehensive website, driving up engagement, excitement, and, yes, even enrollment in our Art & Art History classes.

**Cost Breakdown:**

Squarespace (annual Business subscription): \$276/year (\$23/month for 12 months - must sign up for 12 months to get this rate! Otherwise, it goes up to \$33/month, for a total of \$396/year)

Domain (annually): \$70/year

Total: \$346 - \$466

**\$ Amount Requested**

466

### Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

The request aligns with 2030 Goal 1: (Access) Expand college access by increasing both headcount and FTES the website will provide marketing material to future students.

**This request for my area is Priority #:**

7

**Is this request**

New

**Mapping**

Instructional: Art: (.)

- Enrollment: .
- Enrollment (Studio Art): .
- Majors, Degrees & Certificates: .
- Majors, Degrees & Certificates (Studio Arts): .



## Faculty Professional Development Requests

**Resource Request**

---

**What resources do we already have?**

Two Full-Time Faculty in Studio Arts

**Potential Funding Source(s)**

General Fund

**What resources do you need?**

Objectives: As Norco College Visual Arts grows as a discipline and in degrees earned in Studio Arts and Fine & Applied arts increase , we'd like to offer our students options for ceramics and other 3D/sculpture courses on-site here at Norco College and help build a truly comprehensive college and campus. The number of students who have completed a degree in FINE & APPLIED ARTS and STUDIO ARTS went from 33 to 187 in 5 years (18/19 to 22/23). This represents fast moving increase in growth for this program. Ceramics classes are, in general, very popular, and we believe we could build a substantial 3D/Sculpture/Ceramics program here at Norco that would draw in even more students. We'd like to hire a 3rd full-time faculty member to start and direct this program.

**Request related to EMP goal or Assessment?**

EMP Goal 10,EMP Goal 2,EMP Goal 7

**\$ Amount Requested**

131,136

**Resource Type**

FACULTY: New Full time Faculty (Associate faculty requested through Department Chair and Dean)

**The evidence to support this request can be found in:**

Data Review,Program/Unit Goals

**This request for my area is Priority #:**

5

**Faculty Hiring Resource Request Form**

---

**Department Information**

**Department Chair Email:**

kim.kamerin@norcocollege.edu

**Faculty Requesting Email:**

megan.lindeman@norcocollege.edu

**Faculty Position Requested:**

Full-time Tenure Track Assistant Professor of Art with emphasis in 3D/Ceramics

**This request is for:**

Growth position in existing program

## Faculty Hiring Resource Requests

In what sections of your program review can the objectives and justifications for a new faculty hire be found?

Data Review

**Statistical Data - Please email [Research@norccollege.edu](mailto:Research@norccollege.edu) to request assistance with completing questions requesting data, dashboards are under development.**

### Student Enrollment

Provide the total number of students enrolled in the discipline for each term in the last three years:

Summer

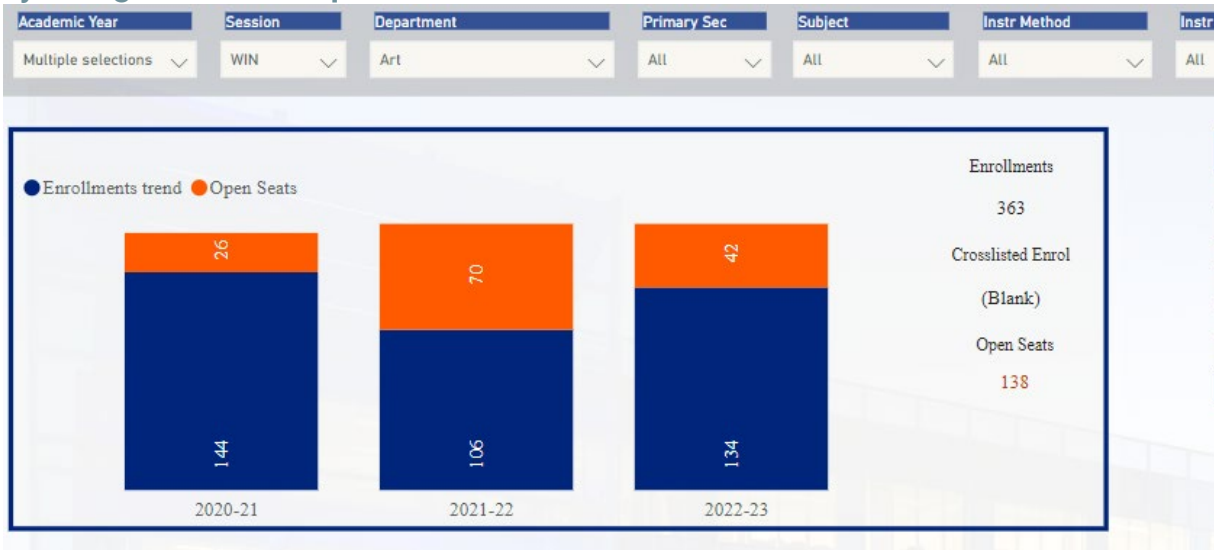


Fall



Winter

## Faculty Hiring Resource Requests



### Spring

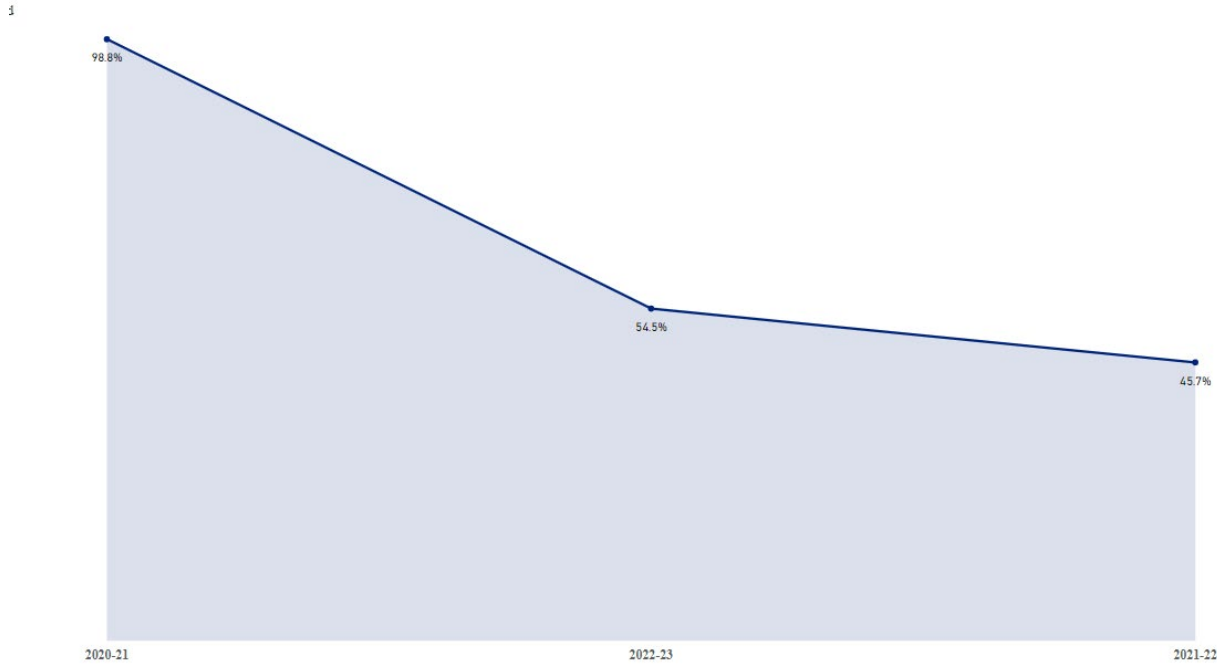


**Provide the percent capacity/fill rate for each semester in the discipline for the last three years:**  
 Summer (Please note years are out of order)

# Faculty Hiring Resource Requests

Session	Department	Primary Sec	Subject	Instr Method	Instr Method Maj	Division/School	Term
SUM	Art	All	All	All	All	All	Multiple sel...

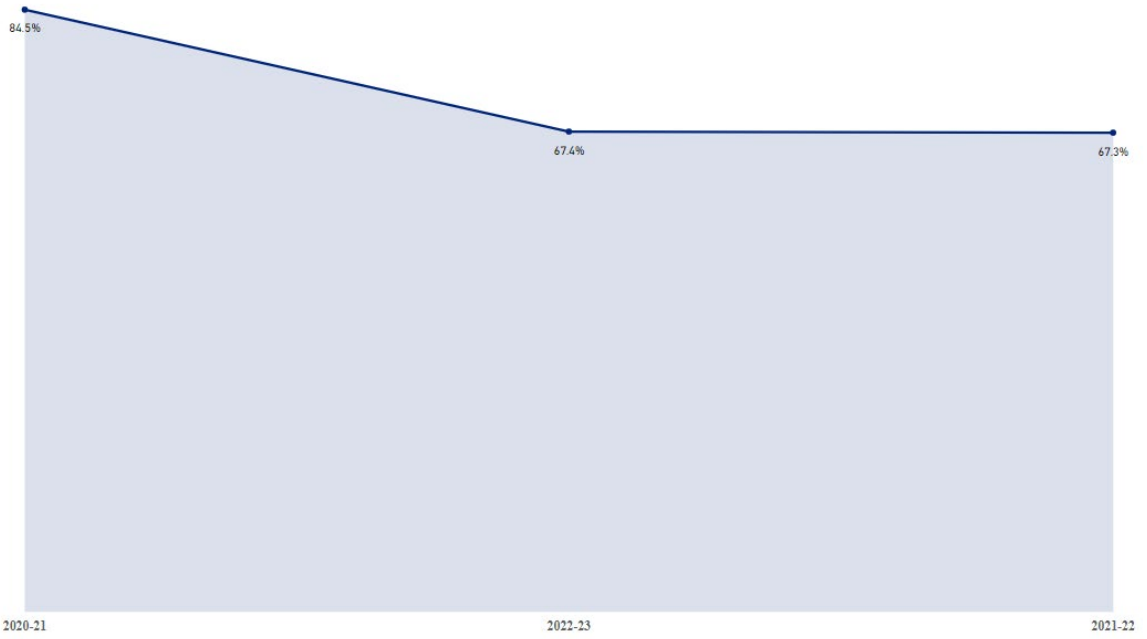
Success Rate	Retention Rate	Section Count	Faculty Headcount	<b>Fill Rate</b>
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## Fall

Session	Department	Primary Sec	Subject	Instr Method	Instr Method Maj	Division/School	Term
FAL	Art	All	All	All	All	All	All

Success Rate	Retention Rate	Section Count	Faculty Headcount	<b>Fill Rate</b>
--------------	----------------	---------------	-------------------	------------------

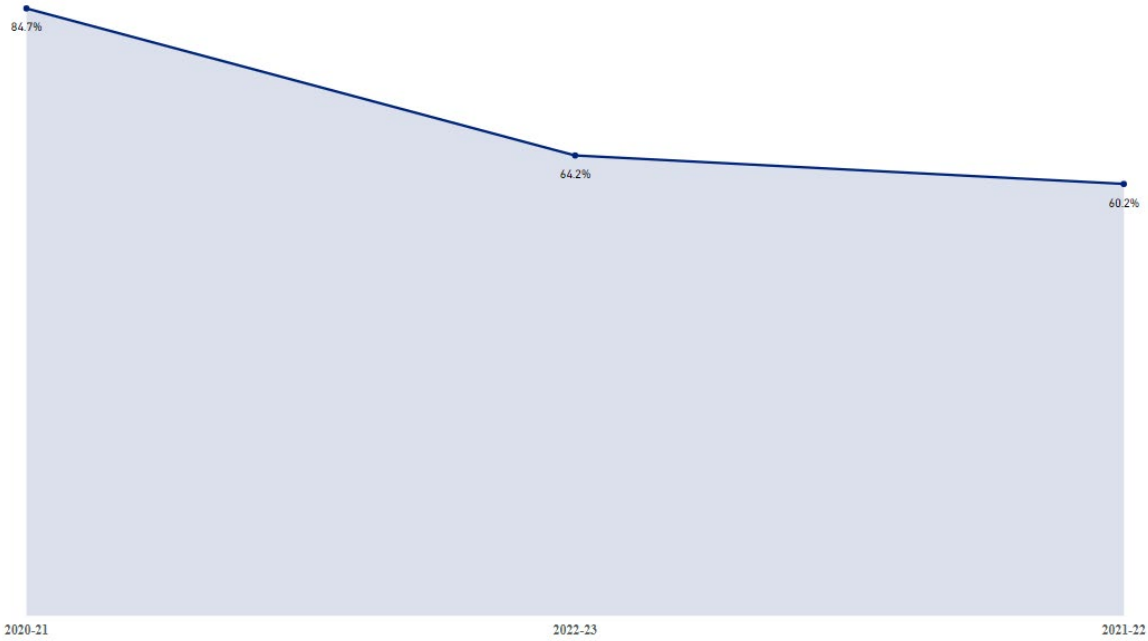


## Winter

# Faculty Hiring Resource Requests

Session	Department	Primary Sec	Subject	Instr Method	Instr Methd Maj	Division/School	Term
WIN	Art	All	All	All	All	All	All

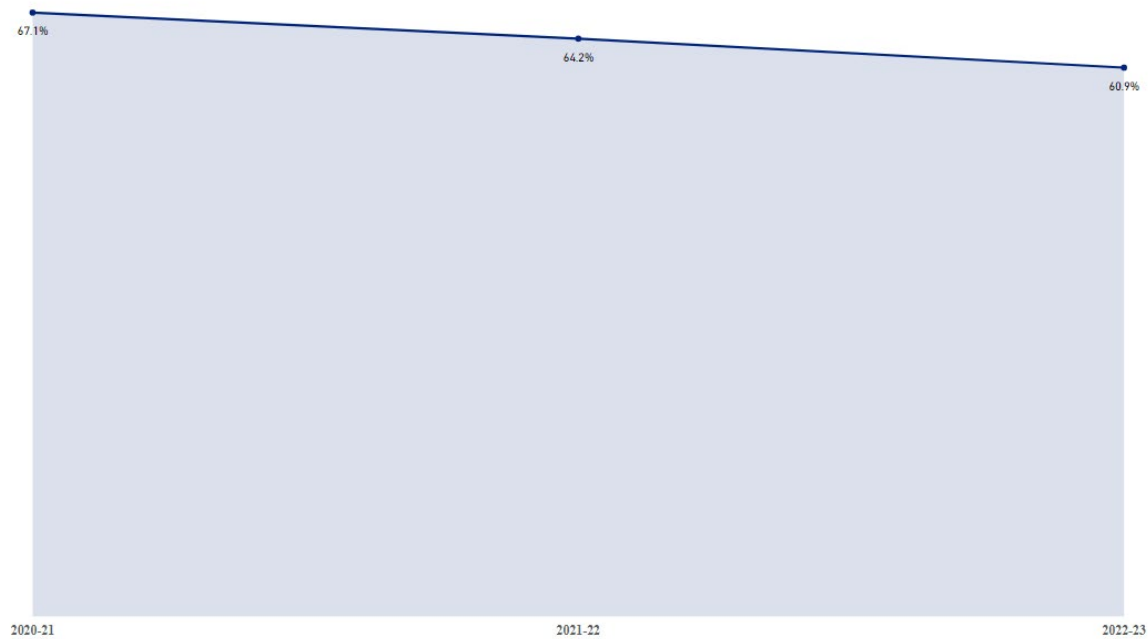
Success Rate	Retention Rate	Section Count	Faculty Headcount	Fill Rate
--------------	----------------	---------------	-------------------	-----------



## Spring

Session	Department	Primary Sec	Subject	Instr Method	Instr Methd Maj	Division/School	Term
SPR	Art	All	All	All	All	All	All

Success Rate	Retention Rate	Section Count	Faculty Headcount	Fill Rate
--------------	----------------	---------------	-------------------	-----------



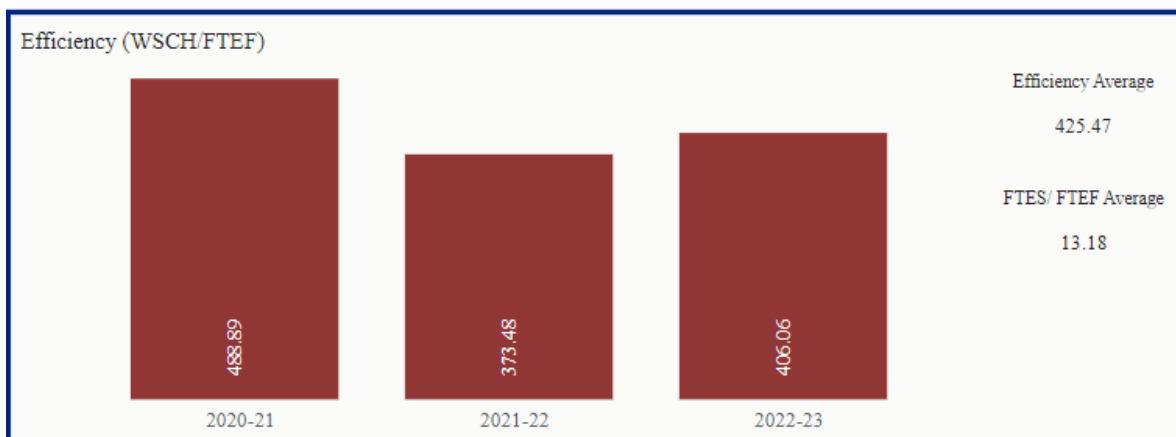
## Faculty Hiring Resource Requests

Provide the average class size at Census for each semester for the last three years:

ART	2020-21	2021-22	2022-23
Summer	31.60	18.67	21.00
Fall	25.46	18.29	16.75
winter	36.00	21.20	22.60
Spring	20.73	18.12	17.40

Provide the efficiency (WSCH/FTEF) for the last three years:

Academic Year	Session	Department	Primary Sec	Subject	Instr Method
Multiple selections	All	All	All	ART	All



### Instructional Data

Total number of sections offered in the discipline for the primary semesters in the previous year:

39

Are any of the sections cross-listed?

yes

If so, how many?

34

Total number of units offered in the discipline for the primary semesters in the previous year:

105

### Proportion of full-time vs adjunct instruction

Number of full-time instructors currently in the discipline:

2 (1.6)

## Faculty Hiring Resource Requests

**Full-time instructors by headcount:**

2

**Full-time instructors by FTEF:**

5

**Number of associate faculty instructors currently in the discipline:**

6

**Associate faculty instructors by headcount:**

6

**Associate faculty instructors by FTEF:**

5

**Total FTEF reassign NOT reoccurring each year (do not include dept. chair):**

.4

**How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio?**

45/55 FT to PT ratio Can support 2 additional full time to reach 75/25 but this is including AHS w/o including AHS faculty in calculation. Without AHS in calculation (Studio Only/ART only): 67/33 FT to PT ratio Can support 1 additional FT faculty

**Educational Program - Responses should provide detailed information specifically addressing what is asked. This section will be scored as a whole, so please avoid redundancy, there will be no advantage to restating the same information in multiple answers. Please do not include data that is already included in the above sections. Also, the information you provide should reflect justifications in program review sections. (50 Points)**

**Describe how this discipline/program/unit contributes to the Educational Master Plan with regard to the Goals and Objectives. If relevant to this application, provide data for certificates, degrees, employment opportunities, etc...**

This discipline/program/unit contributes to Goal 2, Goal 7 and Goal 10.

Goal 7 is supported as as this request supports the development of a comprehensive Visual Arts program that prepares students to be fluent in both two-dimensional and three-dimension arts so that they can successfully engage in the large, powerful, and interconnected creative economy that is currently flourishing in Southern California. Including ceramics in a Visual Arts program is standard. This isn't a specialty area. It is a basic part of a program that offers an equal amount of 2D and 3D courses. Fulfilling this request will most certainly help the college move toward fulling our goal of becoming the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

Goal 10 is supported as this request supports the development of a comprehensive campus that includes ceramics facilities. A campus with ceramics facilities will draw students to it helping to make Norco College a destination for art-education, art-commerce, life, and the arts as whole.

Goal 2 is supported as the additional faculty member will allow for the growth of the visual Arts program. More classes will be offered contributing to the increase number of Studio Arts and Visual & Applied Arts degrees completed annually, as well as the increase in number of certificates completely annually as the incoming Professor will create additional certificates in Applied Arts (ceramics).



## Faculty Hiring Resource Requests

Data regarding student interests in a ceramics program at Norco College can be found in the attached file titled [CeramicsClassesNorcoCollegeSurveyOverview.pdf](#). The file is located in the folder titled Supporting Docs for Full-time Faculty Request which is in the Document Repository. Additional supporting data can also be found in the folder titled Supporting Docs for Full-time Faculty Request which is in the Document Repository.

**Indicate what this new hire will contribute to your department or discipline that currently cannot be accomplished by the existing faculty.**

Our existing full-time faculty consist of just 2 full-time Studio Arts professors (one with .4 reoccurring reassign time), both of which have concentrations in drawing and painting disciplines and not in ceramics. We'd like to hire another full-time faculty member with a concentration in ceramics so that we can not only offer ceramics course to our students but so we can also build a more comprehensive Visual Arts discipline, department, and college.

**Explain the impact this hire will have on other disciplines, programs, and the college.**

With a 3D/sculpture/ceramics full-time faculty member, we'll be able to create more hands-on programming with an opportunity for more cross-disciplinary projects with Art History, as well as other disciplines like History, Music, English, Philosophy, Ethnic Studies, and more. Imagine how the teaching of ancient Greek & Roman civilizations, Mayan and Aztec cultures, Chinese and Japanese societies, etc. could be integrated into ceramics classes, for example, and vice versa!

**Explain the impact if this faculty position is NOT hired.**

Over the next 3 years, Professor Lindeman and Professor Ramin will have to continue hiring adjuncts to fill the sculpture & 3D courses, limiting how many classes can be offered and not providing as comprehensive of programming. Our current associate professor Diana Campuzano is currently handling a lot of this for us, but this is not sustainable. It certainly does not lend itself towards expansion or growth. Professor Campuzano goes to great lengths to expose our Norco College students to certain materials like ceramics by driving projects over to RCC to use their facilities - it's a kindness she does of her own volition, but it's not something that she should have to be doing. We would love to be able to offer these courses at Norco College, and with a permanent full-time professor who oversees these courses, programming, facilities, resources, etc. Without it, we will not be as desired of a visual arts program for students in the area to attend - they may find themselves looking to other schools in the area that have these more endowed & comprehensive facilities and offerings.

**Please describe any other factors not already addressed that reinforce the need for a full-time faculty hire.**

Our Visual Arts enrollment at Norco College continues to grow as the college's enrollment in general also grows. NC Visual Arts will be behind if we wait on this for another Program Review cycle. We created a survey of current NC art students to see what the interest would be in offering ceramics at Norco, and the vast majority of students said they will definitely or most likely take ceramics classes - both beginning courses as well as more advanced, if offered at NC. Ceramics programs in general are very popular, and we think interest would continue to grow as word got out that Norco College offered specifically ceramics, more sculpture, and more 3D courses, ultimately driving our enrollment numbers up further and allowing us to create more certificates. Please see the attached file titled [CeramicsClassesNorcoCollegeSurveyOverview.pdf](#) to view the data mentioned in this answer. The file is located in the folder titled Supporting Docs for Full-time Faculty Request which is in the Document Repository.

## Faculty Hiring Resource Requests

### **Instructional Summary - Complete this section for Instructional Faculty only**

---

**1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full time to adjunct ratio?**

Can support 2 additional full time to reach 75/25 if including AHS. Without AHS in calculation (Studio Only/ART only): 67/33 FT to PT ratio Can support 1 additional FT faculty. Please see supporting file in Document Repository if needed.

**2. How many approved hires within this discipline are currently unfilled?**

0

**3. How many growth positions in this discipline are being requested and prioritized before this position?**

0

**4. Complete the calculation = (1-2-3) =**

2

**5. How many full-time faculty were employed in the discipline in the most recent Fall term?**

2

**6. Department Relative need total:**

1

### **Counseling Summary - Complete this section for Counseling Faculty only**

---

**1. The number of students for the most recent Fall term relevant to your program.**

**2. How many full-time faculty are in your discipline, including retiring faculty?**

**3. How many growth positions in this discipline are being requested and prioritized before this position?**

**4. Calculation: (2) + (3) =**

**5. Please provide a state-mandated or institutional set student per faculty target ratio.**

**6. Complete the calculation using the above questions  $[(1)-(5) \times (4)] / (5) =$**

**7. Relevant Need:  $(6/4) =$**

### **Library Summary- Complete this section for Library Faculty only**

---

**1. The number of FTES for the most recent Fall term.**

**2. How many full-time faculty are in your discipline, including retiring faculty?**

**3. How many growth positions in this discipline are being requested and prioritized before this position?**

## Faculty Hiring Resource Requests

4. Calculation: (2) + (3) =

5. The state-mandated or institutional set FTE per faculty ratio.

6. Complete the calculation using the above questions  $[(1)-(5) \times (4)] / (5) =$

7. Relevant Need:  $(6/4) =$

### Submit

---

Ready to Submit?

Yes

### For Administrative Use Only

---

Funding Status

APC Ranking

Notes

### Program Review Reflections

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

Mapping enrollment, success, and retention trends across a host of factors, including structural (modality type, term length) and personal (disaggregated student demographics).

Identifying equity gaps and devising solutions.

Aligning discipline/program growth plans, including curriculum development and resource requests, with EMP goals.

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

How can we make coursework and degrees in the visual arts (studio art + art history) relevant, inclusive, and equity-minded? Can this be accomplished through revising curriculum, strategically calibrating teaching modalities, creating new certificate offerings, and forging new community partnerships?

What new educational challenges are facing art (and humanity) based classes? In particular, how are new technological innovations (including A.I. content generators) precipitating a reconsideration of how student engage with coursework and achieve onlined SLOs?

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

Data for visual arts related job growth, emerging industries/fields, and economic prospectives within the I.E. and greater-Southern California region.

Data on what kinds of skills and credentials allign with emerging industries/jobs within the visual arts.

Data that will help us understand how various changes might impact the creative economy/entertainment industry/ visual arts sector.

Commission a company to explore contemporary issues this sector faces, including employment trends, technology change, production infrastructure and capacity, and other pressing topics. Westwood Economics and Planning Associates is a company recently commissioned by OTIS School of Art and Design to create a simialr report. Perhaps this is a company Norco College or RCCD can look into.

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

### Submission

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

Yes

# Ceramics Classes at Norco College

45  
Responses

01:31  
Average time to complete

Active  
Status

## 1. Full name

45  
Responses

Latest Responses  
"Juan C. Rosales"  
"Emily Garcia"  
"Aaron D. Gutierrez "

[Update](#)

2 respondents (5%) answered **Axel ruiz** for this question.



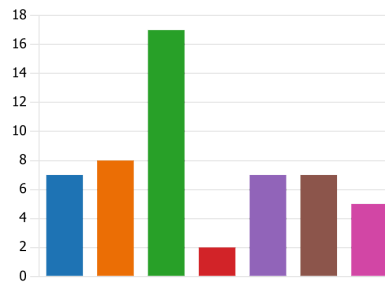
## 2. Norco College/RCCD Student Email Address

45  
Responses

Latest Responses  
"jrosales73@student.rccd.edu"  
"Egarcia477@student.rccd.edu"  
"agutierrez421@student.rccd.edu"

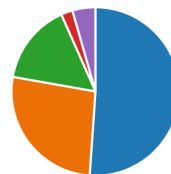
## 3. Which Norco College ART course(s) are you currently enrolled in for Spring 2024?

- Art-17 - Beginning Drawing wit... 7
- Art-24 - Three Dimensional Desi... 8
- Art-20 - Beginning Sculpture wit... 17
- Art-17 - Beginning Drawing wit... 2
- Art-18 - Intermediate Drawing ... 7
- Art-22 - Basic Design with Profe... 7
- Other 5



## 4. If Norco College were to offer a Beginning Ceramics course, how likely would you be to enroll in the course?

- Definitely yes 23
- Maybe yes 12
- Maybe 7
- Maybe Not 1
- Definitely Not 2



5. If additional Intermediate and Advanced Ceramics courses were offered at Norco College, how likely would you be to enroll in these courses?

● Definitely yes	17
● Maybe yes	9
● Maybe	11
● Maybe Not	4
● Definitely Not	4

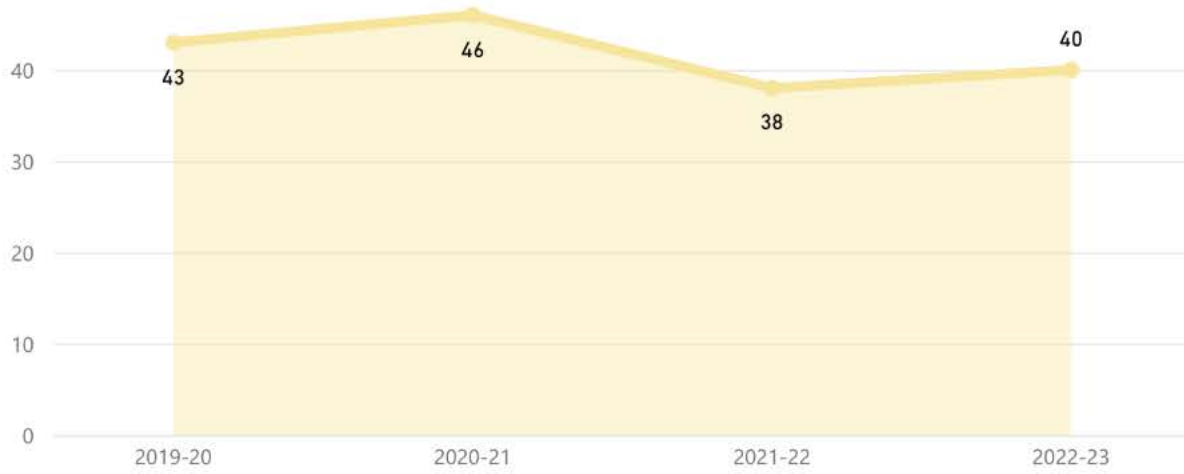


# RCCD Program Review Data Dashboard

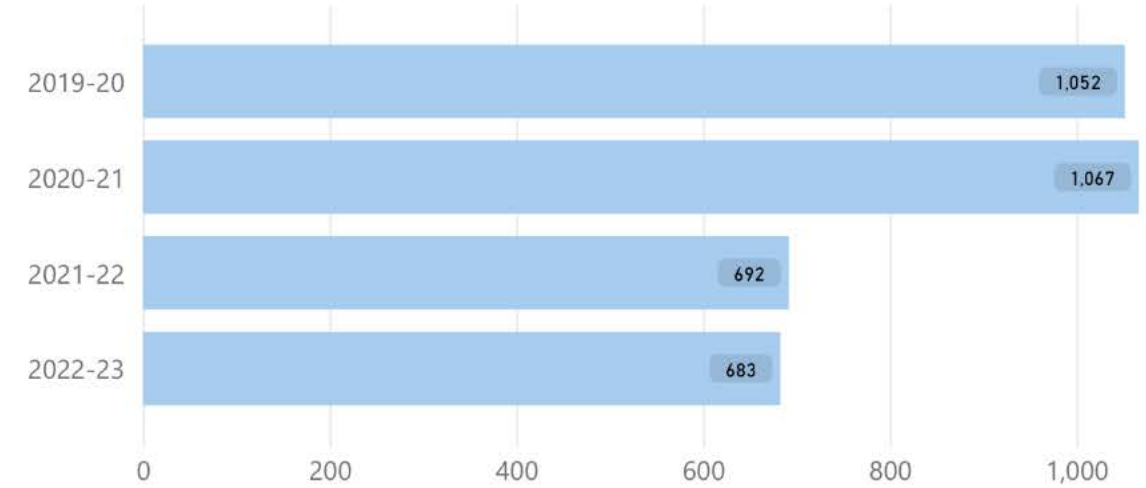
3/21/2024

Acad_Year	College	Faculty	Instruction Method	Course	Division	Primary
Multiple selections	NOR	All	All	All	All	<input type="checkbox"/> NO <input type="checkbox"/> YES
Term	Year/Term	CSU GE	Time Period	Subject	Department	Accounting...
Multiple selections	All	All	All	ART	All	All

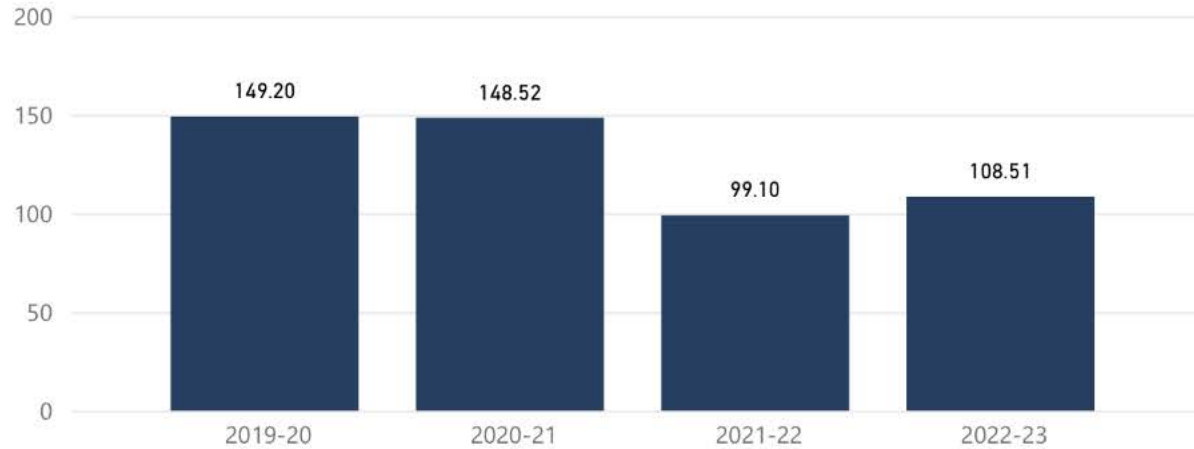
Section Count



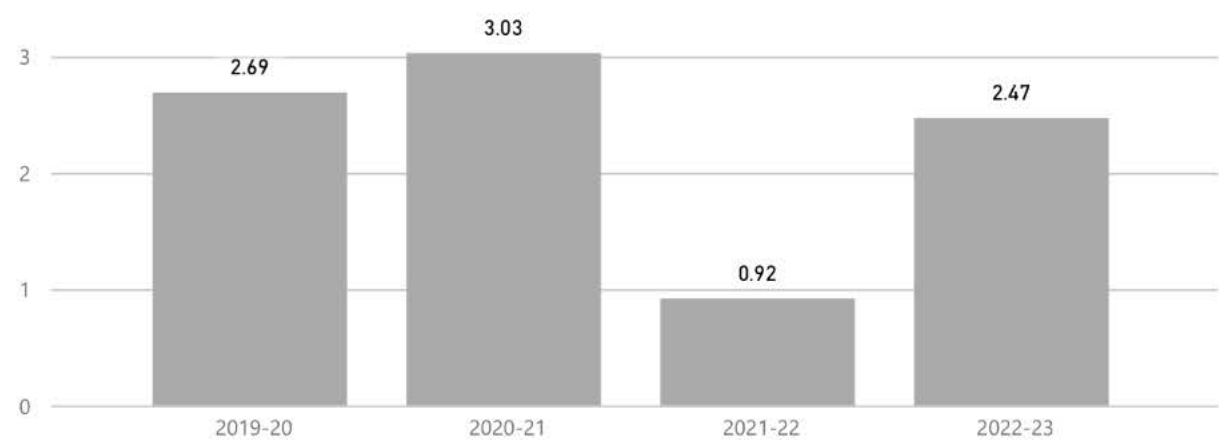
Total Census Enrollment



Resident FTES



Non-Resident FTES



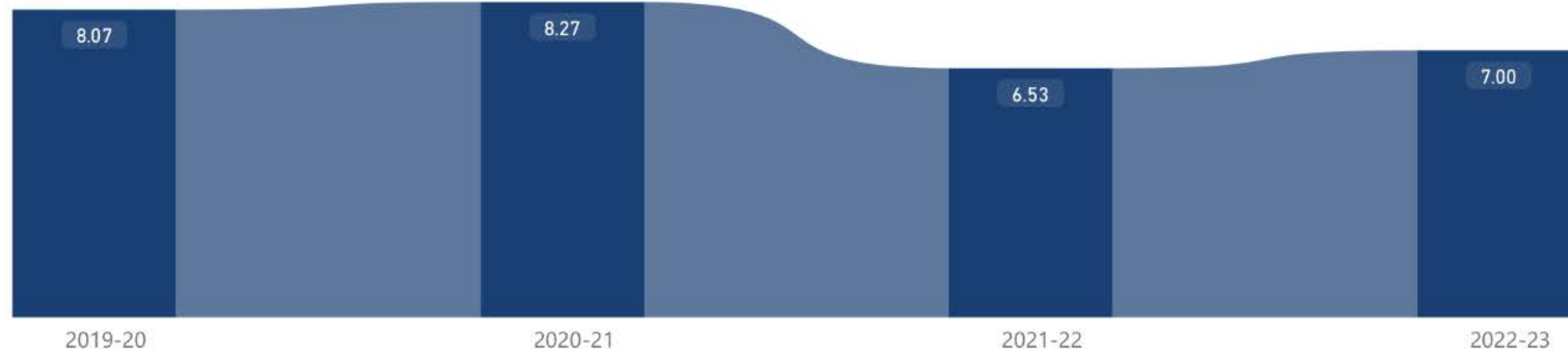
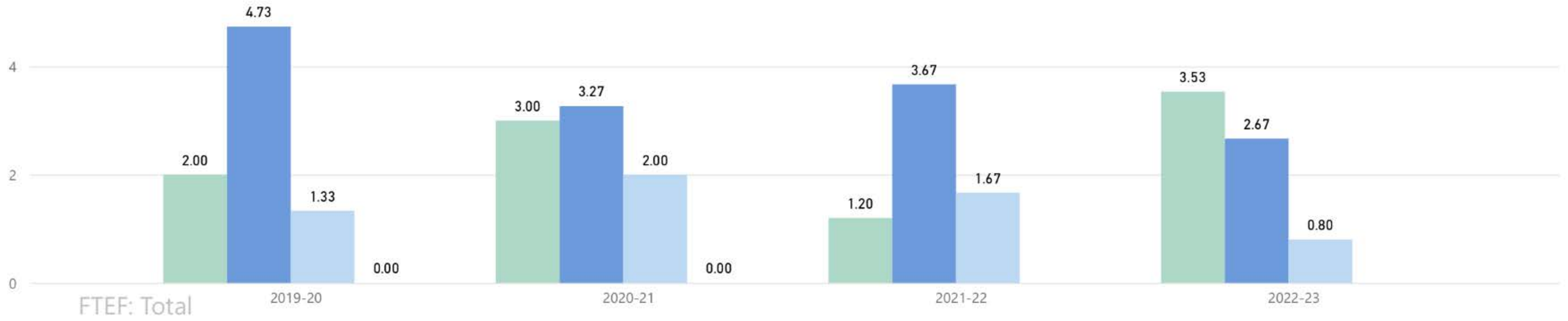
# RCCD Program Review Data Dashboard

3/21/2024

Acad_Year	College	Faculty	Instruction Method	Course	Division	Primary
Multiple selections	NOR	All	All	Multiple sel...	All	<input type="checkbox"/> Select all <input type="checkbox"/> NO <input type="checkbox"/> YES
Term	Year/Term	CSU GE	Time Period	Subject	Department	
All	All	All	All	ART	All	

FTEF by Type

● FTEF - Full-Time 
 ● FTEF - Part-Time 
 ● FTEF - Overload 
 ● FTEF - Large Lecture





ART Associate Faculty Load Spring 2024				Shared with AHS	AHS only	Studio Art
<u>Dzikonski, Rachael</u>		162.00	0.4000	.4		
<u>Goux, Claudette</u>		54.00	0.2000	.2		
<u>Haerens, Timothy</u>	R	108.00	0.3333			.3333
<u>Lavitt, Lauren</u>		54.00	0.2000	.2		
<u>Le, Trang</u>	R	216.00	0.6667			.6667
<u>Stone, Leslie</u>		108.00	0.4000	.2	.2	
<b>Raw Total</b>			2.4000			
<b>Adjusted Total (no AHS)</b>			1.000			
<b>Add Overload to PT TA (Studio Overload)</b>			1.3321			.3321

Headcount = 6  
Associate Faculty TA Load = 2.4  
FT Faculty = 2.0

45/55 FT to PT ratio  
Can support 2 additional full time to reach 75/25 but this is including AHS w/o including AHS faculty in calculation

Without AHS in calculation (Studio Only/ART only):  
67/33 FT to PT ratio  
Can support 1 additional FT

**Accounting for overload of FT added to PT and Gallery Reassign:  
(Studio Only w/Basic Design)**

**Associate Faculty TA Load = 1.3321**  
**FT Faculty (minus .4 reassigned) = 1.6000**

**55/45 FT to PT ratio**  
**89/11 FT to PT ratio with addition of 1 faculty**

Overall including AHS and AHS faculty and accounting for all overload:

Associate Faculty TA Load = 1.5321  
FT Faculty = 2.6

63/37 FT to PT ratio

87/13 FT to PT ration with addition of 1 faculty

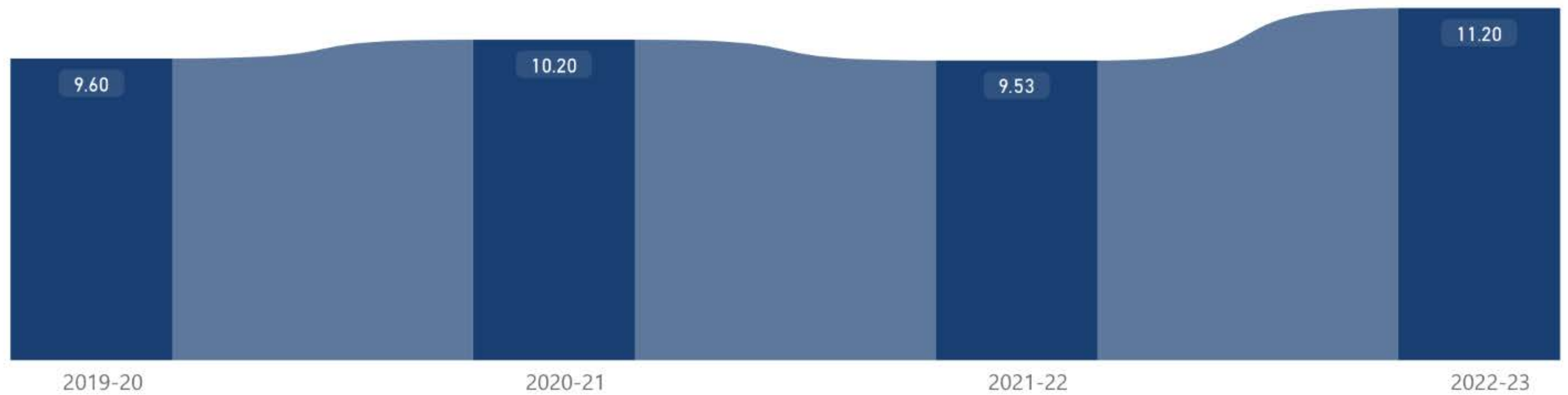
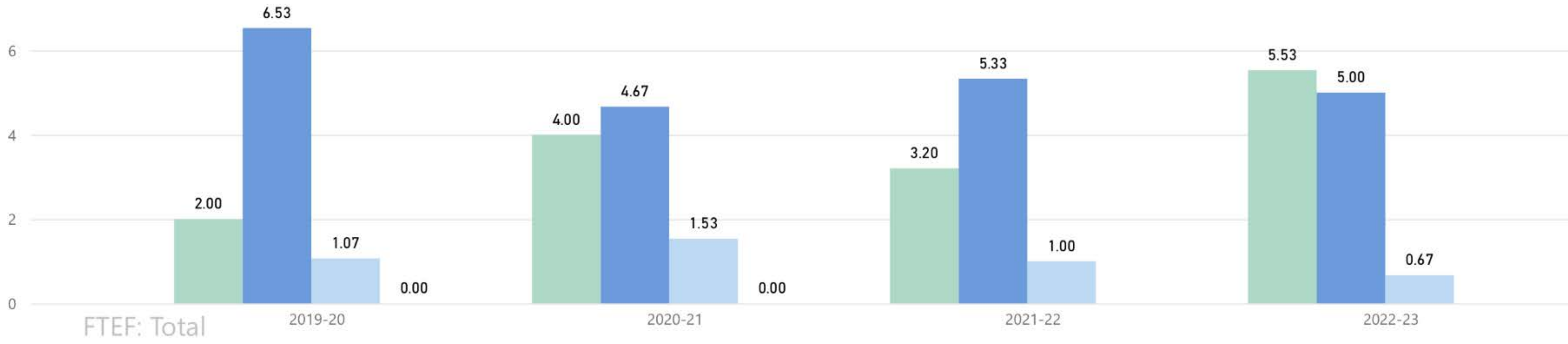
# RCCD Program Review Data Dashboard

3/21/2024

<b>Acad_Year</b> Multiple selections	<b>College</b> NOR	<b>Faculty</b> All	<b>Instruction Method</b> All	<b>Course</b> All	<b>Division</b> All
<b>Term</b> Multiple selections	<b>Year/Term</b> All	<b>CSU GE</b> All	<b>Time Period</b> All	<b>Subject</b> Multiple sele...	<b>Department</b> All

FTEF by Type

● FTEF - Full-Time ● FTEF - Part-Time ● FTEF - Overload ● FTEF - Large Lecture



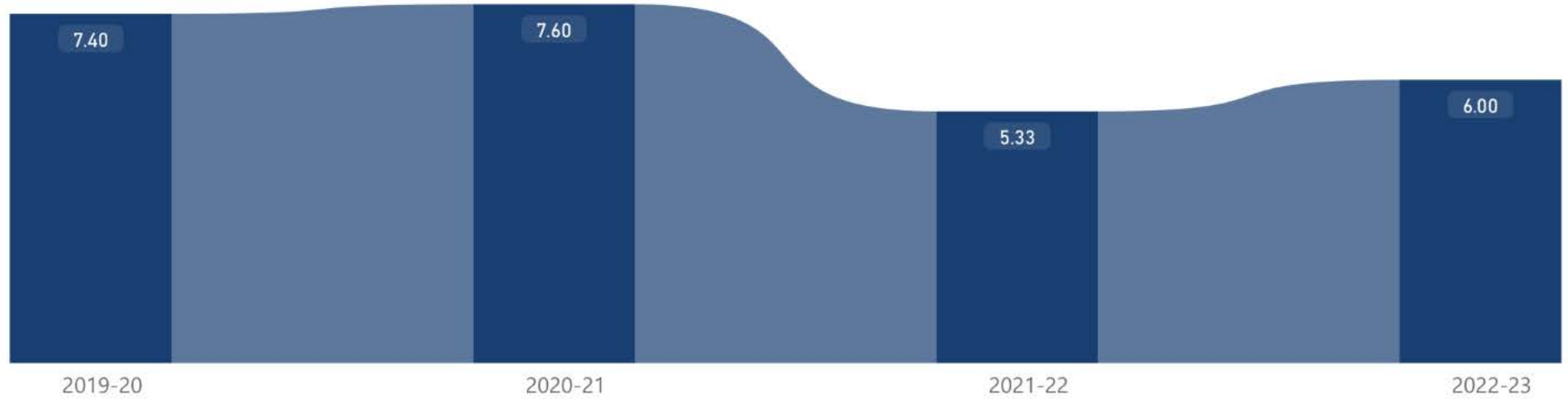
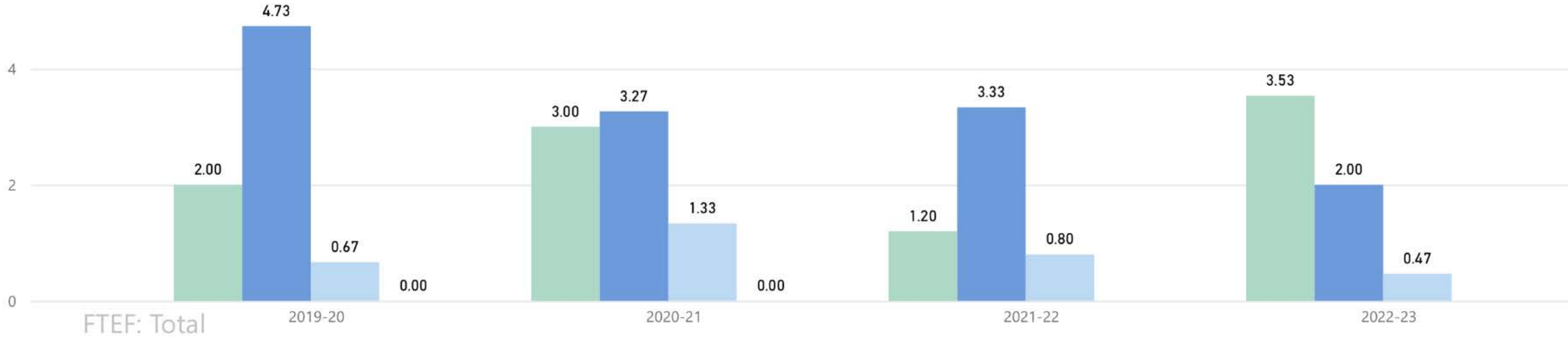
# RCCD Program Review Data Dashboard

3/21/2024

<b>Acad_Year</b> Multiple selections	<b>College</b> NOR	<b>Faculty</b> All	<b>Instruction Method</b> All	<b>Course</b> Multiple sel...	<b>Division</b> All
<b>Term</b> Multiple selections	<b>Year/Term</b> All	<b>CSU GE</b> All	<b>Time Period</b> All	<b>Subject</b> ART	<b>Department</b> All

FTEF by Type

● FTEF - Full-Time 
 ● FTEF - Part-Time 
 ● FTEF - Overload 
 ● FTEF - Large Lecture



# RCCD Program Review Data Dashboard

3/21/2024

**Acad\_Year**  
Multiple selections

**Term**  
All

**College**  
NOR

**Year/Term**  
All

**Faculty**  
All

**CSU GE**  
All

**Instruction Method**  
All

**Time Period**  
All

**Course**  
All

**Subject**  
Multiple sele...

**Division**  
All

**Department**  
All

**Primary**

Select all

NO

YES

FTEF by Type

FTEF - Full-Time FTEF - Part-Time FTEF - Overload FTEF - Large Lecture

