

Instructional Program Review Four Column Report

Program Review - Art

Mission Statement: Our mission: to prepare MVC graduates to continue their education at a four-year institution, to pursue their own artistic endeavors, or simply to appreciate the power of art in daily life.

Has mission statement changed since last review?: No

Align your discipline mission to college mission: 3. encourages academic excellence and professionalism;

Semester submitted: Fall 2015

Major developments and changes: An AA degree for transfer in Studio Art is now available to students.

Year One Objectives: To continue to offer a variety of Art courses, both in Studio Art and in Art History. To add additional course offerings in Art History such as Asian Art History and the History of Non-Western Art, as well as the introduction of a new section in Beginning Drawing.

Status of Year One Objectives: Completed

Year Two Objectives: To obtain access to a second Studio Art classroom that can more comfortably accommodate the various furniture required to teach all of our courses, and to allow us to offer 3D Design, which is a required course for the AA degree. (At this time, students must travel to either Norco or Riverside to take this class and complete the degree). We will also need space to offer Figure Painting and Animation classes. There is no space left in HM 126 to physically move around the classroom let alone provide the facilities to accommodate any 3D classes. Between the model stand, the easels and easel carts, the flat desks, art supplies, and extensive Still Life collection, we are overwhelmed in this small solo Art room. Additionally, we are unable to offer other courses such as Figure Painting and Animation because we lack the necessary space. The secondary classroom would accommodate half of the furniture and would have hard floors (no carpet) and at least one sink, as well as sufficient storage, track lighting, digital projector and screen, and a Critique wall. With the appropriate technology, this room might also serve as an alternate Art History classroom.

Status of Year Two Objectives: Ongoing

Year Three Objectives: Once the additional classroom is obtained, the whole program can finally open up. Animation equipment will be purchased and an Animation instructor located. Easels will be placed in one room, with the easel carts, enabling courses in Painting, Drawing, and Figure Drawing and Figure Painting to be taught there. In the secondary room, flat desks will be available for Basic Design, Watercolor, Design and Color, Animation, and 3D classes. Additional sections and new faculty could then be assigned to these rooms, alleviating the maxed-out capacity of HM 126.

Status of Year Three Objectives: Ongoing

Year Four Objectives: At this time, we need to hire another Full-time Art instructor, ideally in Art History, so that this person could offer an array of Art History classes and would eventually run a professional Art Gallery on our Campus, a complex that would benefit not only our students but the community at large. Both City College and Norco have beautiful galleries, while here at Moreno Valley College, we have only a small glass case in the hallway of the first floor Humanities building for display of student work. It is essential for us to build a Fine Arts Gallery as soon as possible, and the hired faculty member would teach our Art history courses as well as participate in all aspects of planning and building the gallery.

Status of Year Four Objectives: Ongoing

| <i>List Program Objectives or Data</i> | <i>Describe Objectives or Data</i> | <i>Evaluation of Objective and/or Data Analysis</i> | <i>Action Plans</i> |
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| <p>Add additional sections of Art 17 and 22, add Art 5 and 12 - Beginning Drawing, in particular, is a very popular course, and a required course for Art majors and any other student who wishes to take more advanced courses (it is a pre-requisite). We have managed to squeeze one more Art 17 into our crowded classroom, which is fully and overly utilized. This Winter, we offered Art 17 and 22. Art 22 (Basic Design) is another essential entry-level course that should be available to students year-round. Art History options should include courses such as Non-Western Art History and Asian Art History (both of which have part-time instructors at the ready to teach), giving Art History majors, Studio Art majors, and other students access to a broader, more globally-inclusive set of Art History classes.</p> <p>Objective Status: Ongoing Type: Curriculum Start Date: 02/06/2015 Inactive Date: 02/06/2020</p> | <p>Direct: Institutional Research or Other Data - Every time we have offered multiple classes in Beginning Drawing, they have filled, usually with students on the waitlist. This class is very popular as an elective, a pre-requisite for multiple courses, and a required course for the Simulation Gaming Program as well as the AA degree in Studio Art. We should be offering four sections of this course in Fall and Spring, and one section in Summer and Winter sessions. Due to the limited space and time slots in the one designated Art room, we are not able to offer as many sections that are needed of this important course. Basic Design, another introductory course, provides a foundation for further coursework, introduces students to the elements and principles of design as well as to a variety of methods and materials. This course should be offered twice per Fall and Spring semesters, and once per Summer and Winter Sessions. These two courses are the launching pad for the rest of the Art program, and represent a perfect example of why two separate classrooms are required now for efficiency and student success. Whereas the bulk of traditional Drawing takes place on easels and horses, Design requires flat desks. By splitting the furniture between two spaces, students will receive better one-on-one instruction due to enhanced space and flow in both rooms. Along those</p> | <p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Fall 2015 At this time we have only been able to offer one additional section of Art 17, due to space limitation. (04/30/2015)</p> <hr/> <p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Fall 2015 Enrollment in Art 17 has been consistently high, which inspired us to add an additional ART 17 section this Spring 2015 semester. We now offer 3 sections of Beginning Drawing, all of which have filled with significant waitlists. We could easily fill an additional Art 17 class, but we have run out of space in HM 126. (02/12/2015)</p> | <p>Action Plan: I will keep asking for a second space for art classes. (04/30/2015) Action Plan Number: 1 Follow-Up: I will continue to ask for another art space to accommodate more classes. (04/30/2015)</p> <hr/> <p>Action Plan: I will continue to ask for another art space to accommodate more classes. (04/30/2015) Action Plan Number: 1 Follow-Up: I will continue to ask for another art space to accommodate more classes. (04/30/2015)</p> <hr/> <p>Action Plan: Now that we have offered an additional section in Beginning Drawing for Spring 2015, and it has already filled with a waitlist, we need to continue to offer additional sections of this course in Fall and Spring semesters. This requires additional teaching space. Sections of Art 17 offered in Summer 2014 and Winter 2015 also filled to capacity, demonstrating the great demand and popularity of this introductory class. This course should ideally be taught on easels (vertical position enables more accurate proportions), but due to the space limitations in HM 126, we are forced to teach it on flat desks. Adding the second classroom</p> |

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| | <p>lines, Painting and Figure Drawing/Painting require easels, whereas Watercolor, Design and Color, 3D Design, and Animation are courses that could be taught in the "Flat Desk" room, so the benefits extend beyond merely the capacity to offer more sections of the basic courses, Art 17 and 22. With the proper technology installed in the second room, Art History courses (beyond our current offerings of 1,2,6) could be taught in this space.</p> <p>Performance Target : Offer more courses in Art 17, 22 and Art History. Identify a space on campus that could be converted into a second Art space for these additional sections, and new classes to follow.</p> | | <p>would solve this problem and alleviate the cramped nature of the space. Beginning Fall 2015, we are going to offer two new Art History courses, Art 5 and 12. It will take some time to grow these classes, but the variety of Art History options is very important for a more comprehensive and global Fine Art experience. We will continue to offer Art 22 (Basic Design) twice in Fall and Spring, and once in Summer and Winter. (02/12/2015)</p> <p>Follow-Up: I will continue to ask for another art space to accommodate more classes. (04/30/2015)</p> |
| | <p>Beginning Drawing, in particular, is a very popular course, and a required course for Art majors and any other student who wishes to take more advanced courses (it is a pre-requisite). We have managed to squeeze one more Art 17 into our crowded classroom, which is fully and overly utilized. This Winter, we offered Art 17 and 22. Art 22 (Basic Design) is another essential entry-level course that should be available to students year-round. Art History options should include courses such as Non-Western Art History and Asian Art History (both of which have part-time instructors at the ready to teach), giving Art History majors, Studio Art majors, and other students access to a broader, more</p> | <p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: In progress I am working on this with the Dean and Chairs. (10/13/2015)</p> | <p>Action Plan: I am working on this. (10/13/2015)</p> |

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| <p>Obtain a second space for teaching Studio art - To spread out the variety of furniture that now crowds HM 126, which makes it cumbersome to physically move around the classroom and prevents us from offering additional courses, especially 3D Design, which is a required course for our AA degree. Students currently must travel to the the other colleges to take this class. Having a second classroom would enable us to offer Figure Painting and Animation as well.</p> <p>Objective Status: Ongoing Type: Other types of Objectives Start Date: 02/06/2015 Inactive Date: 02/06/2020</p> | <p>globally-inclusive set of Art History classes.</p> <p>Schedule of Classes - Every available time slot is being utilized in HM 126. Four different Studio Artists teach a variety of 2D classes in a very cramped space that must accommodate a large model stand, 26 individual desks plus seating along the sides, two sinks, water jars, cabinetry filled with our extensive Still-Life collection (glassware, ceramics, utensils, metal objects, value study pieces, drapery, nature objects, skulls, tall still life objects, toys, boxes, skeleton), storage for classroom items such as T-squares, yardsticks, art supplies, containers of ink washes, art books, slides, and videos, 22 easels and carts, several art horses, stand-alone paper cutter, and large file drawers containing artwork examples. There is little space for faculty storage and no space at all for students, who must haul heavy toolboxes and portfolios back and forth from the parking lot and bus stop on a daily basis. The situation has become increasingly difficult, and navigation to the inner desks is nearly impossible, which impedes the learning process. Art instruction is frequently conducted individually, through physical demonstration on students' desks. Our critique wall, second of which will be installed in the additional classroom and which is mandatory for display and</p> | <p>Report Submitted: 2013 - 2014 (Spring 2014) Performance Target Met: Fall 2015</p> <p>Obtaining the second classroom is the key to growing the Art discipline at MVC. We are currently limited to a certain number of time slots for courses, and forced to offer fewer than the needed sections in other courses, such as Art 17. Additionally, multiple forms of furniture are jammed into one small space which lacks sufficient Critique space and storage for art supplies, still life objects, demonstrations materials, student work, and student and faculty storage. (02/12/2015)</p> | <p>Action Plan: We must extend the current Studio Art space into another classroom at MVC to allow us to offer more courses, acquire equipment necessary to teach them, and spread out our existing furniture into two distinct Art spaces, one for "easels," and the other for "flat desks." We have outgrown the existing art room, which has become nearly impossible to navigate. Drawing and Painting courses will be taught in one room, while Design, Watercolor, 3D and Animation classes would be taught in the other. 3D in particular, which is not able to be physically housed in HM 126, is a required course for our AA degree in Studio Art, so our current students must travel to Norco or City College to take this course and complete their degree. Several other courses like Animation and Figure Painting would have to be deleted from our catalog if we do not acquire a second classroom for Art. (02/12/2015)</p> |

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| | <p>discussion of student work, must be visible from all areas of the classroom and able to accept thumbtacks. Track lighting should be installed in the second classroom as well, for Watercolor Still Life set ups and general light quality. Thirty new drafting chairs will need to be purchased for the second art space.</p> <p>Performance Target : See attached proposed layout of second ART classroom and proposed schedule of classes for that "flat desk" room. Also attached is the new schedule for the reconfigured "easels and carts" original ART classroom. See attached estimate for drafting chairs for second art room.</p> <p>Related Documents: SECOND ART ROOM LAYOUT.docx SECOND ART ROOM PROPOSED SCHEDULE.doc Reconfigured HM 126 Drafting chairs for second Art room.docx</p> | | |
| | <p>Schedule of Classes - Our goal here is to be able to offer additional classes in Beginning courses, since they are very popular. Additionally, we could offer 3D Design, which is part of the degree program, as well as new classes such as Figure Painting and Animation.</p> | <p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes I have spoken with the Dean about obtaining a second art space here. (10/13/2015)</p> | <p>Action Plan: I am working on this. (10/13/2015)</p> |
| | <p>Beginning Drawing, in particular, is a very popular course, and a required course for Art majors and any other student who wishes to take more advanced courses (it is a pre-requisite). We have managed to</p> | <p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes We continue to add courses and hire more part-timers. (10/13/2015)</p> | <p>Action Plan: We are working on this. (10/13/2015)</p> |

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| | <p>squeeze one more Art 17 into our crowded classroom, which is fully and overly utilized. This Winter, we offered Art 17 and 22. Art 22 (Basic Design) is another essential entry-level course that should be available to students year-round. Art History options should include courses such as Non-Western Art History and Asian Art History (both of which have part-time instructors at the ready to teach), giving Art History majors, Studio Art majors, and other students access to a broader, more globally-inclusive set of Art History classes.</p> | | |
| <p>Hire full-time Art Historian, offer additional Art History courses - To provide students with Art History courses other than Western Art (1 and 2). These courses are important not only to enrich the education of our Art majors but also provide the College with a more comprehensive Art History program, one that includes Art 2 Honors and Art 6 Honors. Lecture space and the hire of a Full-time Art Historian is essential. This person would also eventually plan and then run the College Art Gallery.</p> <p>Objective Status: Ongoing Type: Other types of Objectives Start Date: 02/06/2015 Inactive Date: 02/06/2020</p> | <p>College Catalog - Students interested in Art History, and those majoring in either Fine Art or Art History, must travel to other colleges in order to take the following courses that we do not yet offer at MVC: History of Non-Western Art, Honors Art Appreciation, Honors History of Western Art: Renaissance through Contemporary, Asian Art History, Pre-Columbian Art History, Latin American Art, Modern and Contemporary Art, African Art, Introduction to Visual Culture, Mexican Art History, History of Women Artists, and History of Photography. My goal this year is to add at least two of these new offerings here at MVC. Ultimately, a full-time Art Historian needs to be hired here, one with the qualifications, connections, experience, and enthusiasm to help</p> | <p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Fall 2015</p> <p>At this time, our Studio Art and Art History majors, as well as non-majors, have only two Art History classes available to them at MVC, and each is only offered once per year. A college-level Art program is not complete without a rich Art History component. We have only one part-time Art Historian teaching for us, and the two classes are both in Western Art History. Hiring a full-time Art Historian would benefit the college not only by allowing us to offer a wide array of courses but by providing us with an individual with the expertise and experience to plan, manage, and curate our future Art Gallery. Even more urgent than the need for a second Studio Artist is the pressing and obvious need for a full-time Art Historian to build the other half of our program. Laying the foundation for our future professional display space further highlights this need. Sadly, we are the only college in the district without an Art Gallery. (02/12/2015)</p> | <p>Action Plan: At this time, our Studio Art and Art History majors, as well as non-majors, have only two Art History classes available to them at MVC, and each is only offered once per year. A college-level Art program is not complete without a rich Art History component. We have only one part-time Art Historian teaching for us, and the two classes are both in Western Art History. Hiring a full-time Art Historian would benefit the college not only by allowing us to offer a wide array of courses but by providing us with an individual with the expertise and experience to plan, manage, and curate our future Art Gallery. Even more urgent than the need for a second Studio Artist is the pressing and obvious need for a full-time Art Historian</p> |

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| | <p>plan, manage, and curate shows in a professional gallery space here at MVC.</p> <p>Performance Target : Expand our Art History offerings immediately to enrich our Art and Art History discipline, and to advocate for the hire of a full-time Art Historian who will teach the bulk of our Art History, Art Appreciation, and Honors courses and will ultimately become our gallery planner, coordinator, and curator.</p> | | <p>to build the other half of our program. Laying the foundation for our future professional display space further highlights this need. Sadly, we are the only college in the district without robust Art History courses OR an Art Gallery. (02/12/2015)</p> <p>Action Plan Number: 3</p> <p>Follow-Up: I am working on this. (10/12/2015)</p> |
| <p>Construction of Gallery - We are the only remaining College in the District that does not have a formal Art Gallery. The benefits to the college and community would be overwhelmingly positive. Students need a display space for annual shows. Our gallery would attract artists and professionals from around the country and create a sophisticated community space.</p> <p>Objective Status: Ongoing</p> <p>Type: Other types of Objectives</p> <p>Start Date: 02/06/2015</p> <p>Inactive Date: 02/06/2020</p> | <p>College Catalog - Students enrolled in our Studio Art classes would have an opportunity to professionally display their work.</p> <p>Performance Target : Creating a space for the display of student and diverse, professional work from artists within and beyond the community.</p> | <p>Report Submitted: 2014 - 2015 (Spring 2015)</p> <p>Performance Target Met: Fall 2015</p> <p>Students in Studio Art work tirelessly on beautiful and varied works of art every day at MVC, yet they lack a suitable display space to showcase their work. We must travel to Riverside for the Annual Student Honors Show in order to participate in professional gallery exhibitions, or to see other artists' work in a professional setting. A gallery here would inspire students, staff, artists, and the community to participate in openings and other events on our college campus, while expressing the talents, aspirations, efforts, and diversity of our students, and enriching and elevating MVC as a whole. (02/12/2015)</p> | <p>Action Plan: A college Art program is not complete without a variety of 2D and 3D offerings, Art History classes, and a professional display space for the college and community. It is essential that we begin this building process by adding another Art room, more courses, equipment and storage, additional part-time instructors, and by hiring a full-time Art Historian who will also assist in planning the construction and management of a professional gallery space. (02/12/2015)</p> <p>Follow-Up: I have met with the dean and chairs to discuss this. (10/12/2015)</p> <p>Action Plan: Planning, designing, and building an Art Gallery here at MVC will require support and input from a variety of sources, but the benefits to the College and Community would be</p> |

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| | | | priceless. We are the last of the colleges in the district to have a professional, state-of-the-art gallery space. The Studio Art program as well as the Simulation Gaming Program has grown in leaps and bounds, and it is time for our students to have a proper display space, one that would also attract artists from the community and beyond. With the addition of a full-time Art Historian/Gallery Coordinator, we could begin the planning process for our MVC Art Gallery. (02/12/2015) |
| | Student Success - I would like to identify a temporary space for a gallery while the permanent gallery is constructed. | Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: In progress We are working on using the Coffee Bar as a display area for student work. (10/13/2015) | Action Plan: We are installing tracks on the walls to display work. (10/13/2015) |
| | I am requesting that a full-time Art Gallery Manager/Historian be hires. | Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: In progress The chairs and Dean gave me some suggestions about this process. i am working on a job description. (10/13/2015) | Action Plan: I requested the original job description for this type of position from HR. It is similar to the one created about 17 years ago at City College. (10/13/2015) |
| Success Rates by Course for Ethnicity, Age and Gender - Analyze course success rates by Ethnicity, Age and Gender Objective Status: Ongoing Type: Data Analysis | Direct: Institutional Research or Other Data - Date for success rates are listed in Tracdat Performance Target : Overall, the success rate for Art courses is 78%, and in all groups the rates have increased since 2008. | Report Submitted: 2014 - 2015 (Spring 2015) Performance Target Met: In progress Our evaluation is that students are successful in Art classes. (05/13/2015) | Action Plan: My goal is to increase student success rates in classes; with another faculty member and a second classroom, this will aid in our reaching our goal of 80% success rate. (05/13/2015) Action Plan Number: 2 |
| Summary of SLO Assessment for 2015 Four-Year Reports - Status of SLO Assessment | SLO Assessments - Referring to the "IPR-Report on Assessment" in Ad Hoc Reports, review the SLO | Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes I have reviewed the SLO Assessment Result Dates, and i | Action Plan: We will continue to assist students with challenges and create projects and exercises |

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| <p>Objective Status: Ongoing Type: Assessment</p> | <p>Assessment Result Dates to ensure that all SLOs have been assessed in 2012 or later. In narrative form, please describe your progress in assessing your courses and programs over the last four years. Include information about the ways in which you are using assessment results to improve teaching and learning in your courses and/or programs. Performance Target : (1) All SLOs have an Assessment Result Date of 2012 or later. (2) Assessment results are used to improve teaching and learning in your courses and/or programs.</p> | <p>confirm that ALL of the SLOs have been assessed after 2012. By evaluating student success rates compared to Student learning outcomes, I can see an overall success rate of 80%. Although this number is high, there is always room for improvement. Although we are adequately introducing many principles of composition, a visual language, and a variety of materials, there are still 20% of students who struggle with comprehension. This comes at times in the form of failure to know how to read an inch measurement on a yardstick, or lacking the necessary hand-eye coordination/fine motor skills that enable them to create successful works of art with good craftsmanship. Teachers often spend extra time with these students, and that does help with success rates. Studio Art is also a subject that meets students at vastly different stages in their development, which is a challenge; some students can immediately follow instruction and take creative liberties, while others lack certain intellectual skills and have a fear of self-expression. These are the 20% that we continue to nurture, with the hopes of getting our achievement rates to 100%. (10/20/2015)</p> | <p>to assist them with hand-eye coordination, measuring, and grasping the various principles associated with Studio Art. (10/20/2015) Action Plan Number: 1</p> |
| <p>Summary of Curriculum Status for 2015 Four-Year Report - Status of Course Outlines of Record (CORs) Objective Status: Ongoing Type: Curriculum</p> | <p>CurricUNET - A major part of the program review process is to complete a thorough review of the Course Outlines of Record (CORs). Referring to the "IPR - Report on CORs and Course Offering/Rotation" in Ad Hoc Reports, review the COR dates to ensure that all CORs are dated 2010 or later. (To make changes to the IPR-Report on CORs, you must return to Course SLO Assessment.) Performance Target : All Course Outlines of Record have a date of 2010 or later.</p> | <p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes They are all up to date. (10/12/2015)</p> | <p>Action Plan: I will continue to work with my colleagues to make sure all CORs are up to date. (10/12/2015) Follow-Up: I will do this every semester. (10/12/2015)</p> |
| | <p>I am adding even more Art history</p> | <p>Report Submitted: 2015 - 2016 (Fall 2015)</p> | <p>Action Plan: I have asked for the</p> |

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| | courses to the Catalog and searching for a second art space for 3D, 2D, and Animation classes. | Performance Target Met: Yes I am moving forward with the plan. (10/12/2015) | space, the resources, and the course inclusions. (10/12/2015) Action Plan Number: 7 Follow-Up: The dean and I are meeting to identify a space. (10/12/2015) |
| | I am adding more Art History courses to the catalog. | Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes It will take almost a year for us to be able to offer them, but i am adding Art 7,8, and 9. (10/13/2015) | Action Plan: I am filling out course inclusion foems. (10/13/2015) |
| Successful Completion Analysis for 2015 Four-Year Report - Analysis of data on success (2003-2014) Objective Status: Ongoing Type: Data Analysis | Direct: Institutional Research or Other Data - Referring to the data in your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in success that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document. Performance Target : Please state your performance target. | Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes Students continue to be interested in the program. We need to grow to accommodate the interest. (10/13/2015) | Action Plan: I will keep advocating for more space and faculty. (10/13/2015) |
| | Things are moving right along with my four-year goals. I am meeting the Dean to locate a second space and requesting a full-time hire for Art History. | Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes I am moving forward with the plan. (10/12/2015) | Action Plan: I have made my needs known and am moving forward. (10/12/2015) Action Plan Number: 1 Follow-Up: The numbers indicate that it is time to expand. (10/12/2015) |
| Retention Analysis for 2015 Four-Year Report - Analysis of data on retention (2003-2014) Objective Status: Ongoing Type: Data Analysis | Direct: Institutional Research or Other Data - Referring to the data in your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in retention that you believe are important for your planning and | Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes The number of students completing the degree have double since 2010. We are nearing 100 per year at this time. it will continue to grow, especially when we can offer all of the courses here (Art 24). (10/13/2015) | Action Plan: Retention levels are strong. (10/13/2015) |

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| | <p>resource needs. Please also include the data file(s) by relating it to the document. Performance Target : Please state your performance target.</p> | | |
| | Close to 78% retention! | <p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes I will try for 100%. (10/12/2015)</p> | <p>Action Plan: I will continue to try to retain as many students as possible. (10/12/2015) Action Plan Number: 10 Follow-Up: I will keep checking these numbers. (10/12/2015)</p> |
| | Very good numbers...over 80%. | <p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes Good. (10/13/2015)</p> | <p>Action Plan: Good. Will keep checking the numbers. (10/13/2015)</p> |
| <p>Enrollment Analysis for 2015 Four-Year Report - Analysis of data on enrollment (2003-2014) Objective Status: Ongoing Type: Data Analysis</p> | <p>Direct: Institutional Research or Other Data - Referring to the data in your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in enrollment that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document. Performance Target : Please state your performance target.</p> | <p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes Good numbers. (10/12/2015)</p> | <p>Action Plan: I will continue monitoring these numbers. (10/13/2015)</p> |
| | <p>Beginning Drawing sections fill at 100%, Design about 80%, upper level classes about 75%, Art history classes about 85%.</p> | <p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes I don't think it is feasible to expect numbers in upper level classes to be the same as those in introductory courses. (10/12/2015)</p> | <p>Action Plan: I mentioned this in the meeting today. (10/12/2015) Action Plan Number: 9 Follow-Up: I added more Art 17 sections and requested another space. (10/12/2015)</p> |
| <p>Efficiency Analysis for 2015 Four-Year Report - Analysis of data on efficiency (2010-2014) Objective Status: Ongoing</p> | <p>Direct: Institutional Research or Other Data - Referring to the data in your Four-Year Program Review Data Files folder in the Document</p> | <p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes Good numbers. (10/13/2015)</p> | <p>Action Plan: We are above the target. (10/13/2015)</p> |

| <i>List Program Objectives or Data</i> | <i>Describe Objectives or Data</i> | <i>Evaluation of Objective and/or Data Analysis</i> | <i>Action Plans</i> |
|--|---|---|---|
| <p>Type: Data Analysis</p> | <p>Repository, please analyze trends in efficiency that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document.</p> <p>Performance Target : The State target for efficiency is 525. Compare your discipline/program's efficiency levels to this State benchmark, including (if applicable) a discussion of course enrollment limitations that may not allow you to achieve the benchmark.</p> | <p>Very good numbers -- 80% and up.</p> | <p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes We can strive for even more efficiency! (10/12/2015)</p> |
| | | | <p>Action Plan: We can always strive for more efficiency. (10/12/2015) Follow-Up: I will keep checking these numbers. (10/12/2015)</p> |

IPR - Report on CORs and Course Offering/Rotation with Notes and SLO Status

| Course ID | Course Name | SLO Status | Official date of COR in CurricUNET | COR Notes | Course Offering and Rotation Plan |
|-----------|--|--------------|------------------------------------|-----------|--|
| ART-1 | Hist Art: Ancient/Med | Active | 02/17/2011 | | Fall |
| ART-1 | Hist Art: Ancient/Med | Active | 02/17/2011 | Fall | Fall |
| ART-12 | Asian Art History | Inactive/New | 04/04/2013 | | every other Spring |
| ART-17 | Beginning Drawing | Active | 04/15/2014 | | Fall Winter Spring Summer |
| ART-18 | Intermediate Drawing | Active | 04/15/2014 | | Fall Spring |
| ART-2 | Hist Art: Renaiss/Contemp | Active | 02/17/2011 | | Spring |
| ART-22 | Basic Design | Active | 12/06/2012 | | Fall Spring Summer |
| ART-22 | Basic Design | Active | 01/20/2015 | | Fall Spring Summer |
| ART-23 | Design & Color | Active | 12/06/2012 | | Fall Spring |
| ART-25A | Watercolor - Beginning | Active | 04/15/2014 | | Fall |
| ART-25B | Watercolor - Intermediate | Active | 04/15/2014 | | Fall |
| ART-26 | Beginning Painting | Active | 04/15/2014 | | Spring |
| ART-27 | Intermediate Painting | Active | 05/21/2013 | | Spring |
| ART-28A | Studio Painting-Portfolio Preparation | Active | 04/15/2014 | | Spring |
| ART-28B | Studio Painting-Portfolio Presentation | Active | 04/15/2014 | | Spring |
| ART-36A | Computer Art-Introduction | Active | 04/15/2014 | | Fall Spring |
| ART-36B | Computer Art-Intermediate | Active | 04/15/2014 | | Fall Spring |
| ART-40A | Figure Drawing-Introduction | Active | 04/15/2014 | | Fall Spring |
| ART-40B | Figure Drawing-Intermediate | Active | 04/15/2014 | | Fall Spring |
| ART-42A | Studio Figure Drawing-Portfolio Preparation | Active | 04/15/2014 | | Fall, once we obtain another classroom |
| ART-42B | Studio Figure Drawing-Portfolio Presentation | Active | 04/15/2014 | | Fall Spring |
| ART-45 | Studio Watercolor Painting | Active | 11/01/2006 | | Fall |
| ART-48A | Studio Drawing-Portfolio Preparation | Active | 04/15/2014 | | Fall Spring |
| ART-48B | Studio Drawing-Portfolio Presentation | Active | 04/15/2014 | | Fall Spring |
| ART-5 | History of Non-Western Art | Active | 12/06/2012 | | every other Fall |
| ART-6 | Art Appreciation | Active | 02/17/2011 | | Fall Spring |
| PR-ART | Program Review - Art | | | | |
| PR-ART | Program Review - Art | Active | 12/31/2012 | | |

IPR - Report on Assessment with SLO Status

| Course ID | Course Name | SLO Name | SLO Status | Assessment Result Date |
|-----------|---------------------------|----------|--------------|------------------------|
| ART-1 | Hist Art: Ancient/Med | SLO 1 | Active | 09/30/2014 |
| | | SLO 1 | Active | 05/07/2015 |
| | | SLO 2 | Active | 09/30/2014 |
| | | SLO 2 | Active | 05/07/2015 |
| | | SLO 3 | Active | 09/30/2014 |
| | | SLO 3 | Active | 05/07/2015 |
| | | SLO 4 | Active | 10/29/2014 |
| | | SLO 4 | Active | 05/07/2015 |
| ART-12 | Asian Art History | 1 | Inactive/New | |
| | | 2 | Inactive/New | |
| | | 3 | Inactive/New | |
| | | 4 | Inactive/New | |
| | | 5 | Inactive/New | |
| ART-17 | Beginning Drawing | SLO 1 | Active | 10/22/2014 |
| | | SLO 2 | Active | 10/22/2014 |
| | | SLO 2 | Active | 09/14/2015 |
| | | SLO 3 | Active | 10/27/2014 |
| | | SLO 4 | Active | 10/27/2014 |
| | | SLO 5 | Active | 10/27/2014 |
| ART-18 | Intermediate Drawing | SLO 1 | Active | 10/22/2014 |
| | | SLO 2 | Active | 10/27/2014 |
| | | SLO 3 | Active | 10/27/2014 |
| | | SLO 4 | Active | 11/24/2014 |
| | | SLO 5 | Active | 12/01/2014 |
| | | SLO 6 | Active | 10/27/2014 |
| ART-2 | Hist Art: Renaiss/Contemp | SLO 1 | Active | 10/29/2014 |
| | | SLO 1 | Active | 05/07/2015 |
| | | SLO 2 | Active | 04/01/2014 |
| | | SLO 2 | Active | 05/07/2015 |
| | | SLO 2 | Active | 05/13/2015 |
| | | SLO 3 | Active | 04/01/2014 |
| | | SLO 3 | Active | 05/07/2015 |
| | | SLO 3 | Active | 05/13/2015 |

| Course ID | Course Name | SLO Name | SLO Status | Assessment Result Date |
|-----------|---------------------------|----------|------------|------------------------|
| ART-22 | Basic Design | SLO 4 | Active | 04/01/2014 |
| | | SLO 4 | Active | 05/07/2015 |
| | | SLO 4 | Active | 05/13/2015 |
| | | SLO 1 | Active | 10/22/2014 |
| | | SLO 1 | Active | 04/30/2015 |
| | | SLO 2 | Active | 10/27/2014 |
| | | SLO 2 | Active | 04/30/2015 |
| | | SLO 3 | Active | 11/04/2014 |
| | | SLO 3 | Active | 04/30/2015 |
| | | SLO 3 | Active | 09/14/2015 |
| | | SLO 4 | Active | 10/27/2014 |
| | | SLO 4 | Active | 04/30/2015 |
| | | SLO 5 | Active | 10/27/2014 |
| | | SLO 5 | Active | 10/27/2014 |
| ART-23 | Design & Color | SLO 5 | Active | 04/30/2015 |
| | | SLO 6 | Active | 10/30/2014 |
| | | SLO 6 | Active | 04/30/2015 |
| | | SLO 7 | Active | 10/28/2014 |
| | | SLO 1 | Active | 10/08/2014 |
| | | SLO 2 | Active | 10/22/2014 |
| | | SLO 3 | Active | 10/29/2014 |
| | | SLO 4 | Active | 10/29/2014 |
| | | SLO 5 | Active | 10/22/2014 |
| | | SLO 6 | Active | 11/19/2014 |
| ART-25A | Watercolor - Beginning | SLO 7 | Active | 12/10/2014 |
| | | SLO 8 | Active | 10/14/2014 |
| | | 1 | Active | 12/09/2015 |
| | | 2 | Active | 12/09/2015 |
| | | 3 | Active | 12/09/2015 |
| ART-25B | Watercolor - Intermediate | 4 | Active | 12/09/2015 |
| | | 1 | Active | 12/09/2015 |
| | | 2 | Active | 12/09/2015 |
| ART-26 | Beginning Painting | 3 | Active | 11/18/2015 |
| | | SLO 1 | Active | 10/29/2014 |
| | | SLO 2 | Active | 10/29/2014 |

| Course ID | Course Name | SLO Name | SLO Status | Assessment Result Date |
|-----------|--|----------|------------|------------------------|
| | | SLO 3 | Active | 10/29/2014 |
| | | SLO 4 | Active | 10/29/2014 |
| ART-27 | Intermediate Painting | SLO 1 | Active | 10/22/2014 |
| | | SLO 2 | Active | 10/29/2014 |
| | | SLO 3 | Active | 11/19/2014 |
| | | SLO 4 | Active | 10/29/2014 |
| ART-28A | Studio Painting-Portfolio Preparation | 1 | Active | 10/22/2014 |
| | | 2 | Active | 10/29/2014 |
| | | 3 | Active | 12/10/2014 |
| | | 4 | Active | 12/10/2014 |
| ART-28B | Studio Painting-Portfolio Presentation | 1 | Active | 05/06/2015 |
| | | 2 | Active | 05/06/2015 |
| | | 3 | Active | 05/06/2015 |
| | | 4 | Active | 05/06/2015 |
| ART-36A | Computer Art-Introduction | 1 | Active | 12/22/2014 |
| | | 2 | Active | 10/19/2015 |
| | | 3 | Active | 10/19/2015 |
| | | 4 | Active | 10/19/2015 |
| ART-36B | Computer Art-Intermediate | 1 | Active | 12/22/2014 |
| | | 2 | Active | 10/19/2015 |
| | | 3 | Active | 10/19/2015 |
| | | 4 | Active | 10/19/2015 |
| ART-40A | Figure Drawing-Introduction | 1 | Active | 11/21/2014 |
| | | 2 | Active | 05/13/2015 |
| | | 3 | Active | 05/13/2015 |
| | | 4 | Active | 05/13/2015 |
| ART-40B | Figure Drawing-Intermediate | 1 | Active | 05/13/2015 |
| | | 2 | Active | 05/13/2015 |
| | | 3 | Active | 11/21/2014 |
| | | 4 | Active | 05/13/2015 |
| ART-42A | Studio Figure Drawing-Portfolio Preparation | 1 | Active | 04/30/2015 |
| | | 2 | Active | 11/21/2014 |
| | | 3 | Active | 04/30/2015 |
| | | 4 | Active | 04/30/2015 |
| ART-42B | Studio Figure Drawing-Portfolio Presentation | 1 | Active | 04/30/2015 |

| Course ID | Course Name | SLO Name | SLO Status | Assessment Result Date |
|-----------|---------------------------------------|----------|------------|------------------------|
| | | 2 | Active | 04/30/2015 |
| | | 3 | Active | 11/21/2014 |
| | | 4 | Active | 04/30/2015 |
| ART-45 | Studio Watercolor Painting | SLO 1 | Active | 10/28/2015 |
| | | SLO 2 | Active | 11/18/2015 |
| | | SLO 3 | Active | 11/18/2015 |
| | | SLO 4 | Active | 11/18/2015 |
| | | SLO 5 | Active | 04/22/2015 |
| | | SLO 6 | Active | 10/28/2015 |
| | | SLO 7 | Active | 10/28/2015 |
| ART-48A | Studio Drawing-Portfolio Preparation | 1 | Active | 10/22/2014 |
| | | 2 | Active | 05/27/2015 |
| | | 3 | Active | 05/27/2015 |
| | | 4 | Active | 05/27/2015 |
| ART-48B | Studio Drawing-Portfolio Presentation | 1 | Active | 10/22/2014 |
| | | 2 | Active | 05/27/2015 |
| | | 3 | Active | 05/27/2015 |
| | | 4 | Active | 05/27/2015 |
| ART-5 | History of Non-Western Art | 1 | Active | 10/13/2015 |
| | | 2 | Active | 09/15/2015 |
| | | 3 | Active | 10/13/2015 |
| ART-6 | Art Appreciation | SLO 1 | Active | 05/13/2015 |
| | | SLO 1 | Active | 10/19/2015 |
| | | SLO 2 | Active | 05/13/2015 |
| | | SLO 2 | Active | 10/19/2015 |
| | | SLO 3 | Active | 10/19/2015 |
| | | SLO 4 | Active | 10/19/2015 |
| | | SLO 5 | Active | 10/19/2015 |
| | | SLO 6 | Active | 10/19/2015 |
| PR-ART | Program Review - Art | 0 | | 05/21/2015 |
| | | 1 | Active | 10/12/2015 |
| | | 1 | Active | 10/13/2015 |
| | | SLO 1 | | |