PROGRAM OR AREA(S) OF STUDY UNDER REVIEW:

STUDIO ARTS

Summary of Program Review:

A. Major Findings

1. Strengths:

Despite the challenges of the pandemic, the ARTS program has proven to be responsive to students' needs, agile in adopting new and best practices regarding hybrid instruction, and committed to embedding DEI in all department matters, from curriculum to access to studio materials to learning outcomes.

Since Fall 2021 department faculty have been meeting monthly in person to discuss and devise ways of incorporating the principles of Guided Pathways in our daily work (see B3 below)

ARTS continues to explore ways to build and sustain enrollments while the student populations of local school district continue to contract. Collaborating with administrative support, ARTS can target populations of High School seniors and provide high schools with a wealth of marketing materials, including a video produced pre-pandemic. Likewise, older community members who may have avoided in-person courses in the recent past, might be another source of enrollments.

While fully online courses did not afford students the opportunity to work with faculty in a studio space, the shift to distance education did allow faculty as early as Spring 2021 to explore the benefits of hybrid modality and 16-week offerings. As a result, late-start courses now allow students the opportunity to register later; the inclusion of some online content per week also enables faculty to enhance or supplement assignments in studio.

With a FT faculty member on leave 2022-2023, the department finalized processing of adjunct faculty to ensure consistent, robust instruction.

2. Areas for Improvement:

Using cloud-based storage that is easily accessible to full-time and part-time faculty, will facilitate more consistent outcomes data gathering. Sharepoint will also provide all members of the department access to assessment plans, current PLOs, which can be easily viewed and discussed at monthly department meetings.

Continued streamlining of PLOs will aid in the ongoing collection of assessment data.

With the loss of the IA and the current absence of a FT instructor, staffing continues to present challenges.

3. Projected Program Growth, Stability, or Viability:

The ARTS program continues to be a stable and significant program at Napa Valley College. By fostering creative problem solving as well as encouraging self-expression, the faculty provide instruction that is both rigorous and relevant for an ever-expanding visual world. The rebounding enrollments and increased number of AAs awarded over the last three years attest to the program's considerable appeal to students, despite the challenges of the pandemic.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The ARTS program at Napa Valley College consists of classes and degrees that prepare students for transfer to a four-year institution. Through creation, experimentation, and visual literacy the ARTS curriculum also produces creative citizens and critical thinkers. Applying historic practices to contemporary problem solving expands students' understanding of self and their place in a diverse, dynamic, and interdependent world. Moreover, ILO 1, 3, 4 are embedded in ARTS curriculum which interweaves cultural context, visual problem solving, and expanded awareness and appreciation of global artistic practices.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The ARTS program has adopted a number of initiatives (outlined below) that serve our students, from paying for students' supplies Fall 2022, to embedding DEI in curriculum, to working with Counselors to ensure students get the information they need to pursue transfer.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

ARTS increased the number of degrees received between 2019-2020 and 2021-2022 by 500%, far exceeding the institutional level.

In support of the Institutional Strategic Plan, and with Guided Pathways in mind, ARTS has consolidated two AAs in Studio Arts to one degree, making students 'options clearer and more streamlined. Additionally, ARTS is working with counseling to provide opportunities for students interested in transfer an opportunity to ask questions and get information. These discussions yielded a pilot for Fall 2022 in which HERF and DAS funds were used to cover the cost normally shouldered by students in the in-person studio classes.

Additionally faculty have participated in the Instructional Development Institute and Cultural Responsive Pedagogy, sponsored by the Academic Senate to improve all students' success in online and in-person courses. Through departmental conversations related to DEI, ARTS 100, a GE courses many NVC students take, was revised to include explicit content related to diversity and structural inequality.

C. New Objectives/Goals:

As the pandemic interrupted previous plans related to outreach, ARTS faculty will continue to reassess post-pandemic needs, such as outreach to local High Schools and the larger community.

Revision of curriculum will continue, along with revisiting the effectiveness of the current Program Learning Outcomes.

Having completed Program Mapping, ARTS faculty will continue to schedule courses with intention to ensure students can earn degrees on a two-year cycle.

Now fully back in the 3700 building, faculty and staff will continue the upkeep and maintenance of aging facilities and expand classroom practices as Wi-Fi becomes more stable.

D. Description of Process Used to Ensure "Inclusive Program Review"

Drafts of this report will be shared with all FT and PT ARTS faculty. Monthly meetings address many of the topics embedded here; for faculty colleagues unable to attend, minutes are provided.

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	**Studio Arts**	
Area of Study	2-D	3-D
Degrees/Certificates	Studio Arts: AA-T Studio Arts: AA	
Courses	ARTS 100	ARTS 102
	ARTS 101	ARTS 140
	ARTS 105	ARTS 141
	ARTS 110	ARTS 145
	ARTS 111	ARTS 150
	ARTS 112	ARTS 240
	ARTS 120	ARTS 241
	ARTS 130	ARTS 244
	ARTS 199	ARTS 246
	ARTS 210	ARTS 247
	ARTS 220	ARTS 248
	ARTS 260	ARTS 249
	ARTSNC-954	ARTS 261
	ARTSNC-980	

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. **Headcount and Enrollment**

	2019-2020	2020-2021	2021-2022	Change over 3-Year Period
Headcount				
Within the Program	465	371	292	-37.2%
Across the Institution	8,181	7,208	6,714	-17.9%
Enrollments				
2-D	**401**	**379**	**276**	**-31.2%**
ARTS-100	141	130	107	-24.1%
ARTS-101	45	46	43	-4.4%
ARTS-110	125	108	59	-52.8%
ARTS-111	14	24	17	21.4%
ARTS-112	16	26	15	-6.3%
ARTS-120	46	39	34	-26.1%
ARTS-199	--	1	--	--
ARTS-220	8	5	1	-87.5%
ARTS-260	6	--	--	-100%
3-D	**198**	**101**	**135**	**-31.8%**
ARTS-102	38	32	26	-31.6%
ARTS-140	52	31	37	-28.8%
ARTS-141	59	--	35	-40.7%
ARTS-145	7	9	12	71.4%
ARTS-150	8	10	4	-50.0%
ARTS-240	--	7	5	--
ARTS-241	--	--	6	--
ARTS-244	12	--	--	-100%
ARTS-247	11	--	--	-100%
ARTS-249	--	--	10	--
ARTS-261	11	12	--	-100%
Within the Program	**599**	**480**	**411**	**-31.4%**
Across the Institution	**33,102**	**30,409**	**25,580**	**-22.7%**
Source: SQL Enrollment Files				

<u>RPIE Analysis</u>: The number of students enrolled (headcount) in the Studio Arts Program decreased by 37.2% over the past three years, while headcount across the institution decreased by 17.9%. Enrollment within the Studio Arts Program decreased by 31.4%, while enrollment across the institution decreased by 22.7%.

Enrollment in the following areas of study and courses changed by more than 10% (±10%) between 2019-2020 and 2021-2022:

Courses with enrollment increases:

- *ARTS-145 (71.4%)*
- *ARTS-111 (21.4%)*

Areas of study and courses with enrollment decreases:

- *ARTS-260 (-100%)*
- *ARTS-244 (-100%)*
- *ARTS-247 (-100%)*
- *ARTS-261 (-100%)*
- *ARTS-220 (-87.5%)*
- *ARTS-110 (-52.8%)*
- *ARTS-150 (-50.0%)*
- *ARTS-141 (-40.7%)*
- *3-D (-31.8%)*
- *ARTS-102 (-31.6%)*
- *2-D (-31.2%)*
- *ARTS-140 (-28.8%)*
- *ARTS-120 (-26.1%)*
- *ARTS-100 (-24.1%)*

For ARTS-240, which was offered in two of the past three years, enrollments decreased by 28.6% between 2020-2021 and 2021-2022.

**Note: While enrollments among concurrent classes are reported separately (at the course level) in Section I.A.1, concurrent courses are reported as one (joint) observation in Section I.A.2.*

Program Reflection:

Between the AY 2019-20 and 2021-22 we see a drop in headcount in both 2D and 3D classes, due in large part to Covid-19 lockdown and its aftermath. That this drop is higher than that of the institution would indicate the added challenges of online instruction in Studio Arts (March 2020 through Spring 2021):

- Studio equipment-in home environment students typically would lack sufficient space, equipment, to develop assignments
- Studio supplies-students may have lacked necessary materials and/or a means of acquiring them
- Regular feedback/evaluation of students' skills-in synch or combination asynch/synch instruction, still lacking the ease of conversation/feedback between instructor and student
- Added constraints of proper devices, stable WiFi, distraction-free learning environment
- Overall anxiety related to family illness, lost wages, unstable employment, childcare

The factors stated above would also account for lower enrollments across many classes. Additionally, ARTS 260 Studio Workshop and ARTS 261 Ceramics Workshop, are capstone courses which require portfolio review for a student to enroll; with contracted enrollments due to Covid, few students would seek this option. Likewise, ARTS 244 Kiln design and 247 Low-Fired Ceramics were not offered in an online format; as enrollments continue to rebound, these courses will be offered.

To re-invigorate enrollments, the program plans to market to local high schools, using flyers as well as a video highlighting aspects of our program, produced pre-pandemic. Retirees are a growing demographic in the county and would be another potential source of students. An "Art Summit" between faculty of the Visual Arts program and our colleagues in the local high schools was proposed last spring and could be another way to spark interest in our ARTS program.

2. Average Class Size

	2019-2020		2020-2021		2021-2022		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
2-D	**18**	**22.2**	**18**	**21.2**	**15**	**18.1**	**20.6**	**-18.5%**
ARTS-100	6	23.2	6	21.8	5	20.6	21.9	-11.2%
ARTS-101	2	22.5	2	23.0	2	21.5	22.3	-4.4%
ARTS-110	5	25.0	5	21.8	4	14.5	20.9	-42.0%
ARTS-111	1	14.0	1	24.0	1	17.0	18.3	21.4%
ARTS-112	1	16.0	1	26.0	1	15.0	19.0	-6.3%
ARTS-120	2	23.0	2	22.0	2	17.5	20.8	-23.9%
ARTS-199	--	--	1	1.0	--	--	1.0	--
ARTS-220	1	14.0	--	--	--	--	14.0	-100%

3-D	**8**	**24.8**	**6**	**17.3**	**6**	**22.3**	**21.8**	**-10.1%**
ARTS-102	2	26.5	2	16.0	2	21.0	21.2	-20.8%
ARTS-140	4	25.0	2	19.5	4	23.0	23.1	-8.0%
ARTS-141	1	34.0	--	--	--	--	34.0	-100%
ARTS-145	--	--	1	18.0	--	--	18.0	--
ARTS-150/261	--	--	1	15.0	--	--	15.0	--
ARTS-247	1	11.0	--	--	--	--	11.0	-100%
Program Average*	**26**	**23.0**	**24**	**20.2**	**21**	**19.3**	**20.9**	**-16.1%**
Institutional Average*	**1,348**	**24.6**	**1,171**	**25.9**	**1,105**	**23.1**	**24.6**	**-6.1%**

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

Concurrent courses are reported as one observation.

Concurrent courses are reported as one observation (can vary by semester).

- ARTS-140, ARTS-141, ARTS-240, ARTS-241, ARTS-249, and ARTS-261 are reported as ARTS-140
- ARTS-102, ARTS-145, and ARTS-150 are reported as ARTS-102
- ARTS-220 and ARTS-260 are reported as ARTS-220
- ARTS-141 and ARTS-244 are reported as ARTS-141
- ARTS-150 and ARTS-261 are reported as ARTS-150
- ARTS-120 and ARTS-220 are reported as ARTS-120
- ARTS-145 and ARTS-261 are reported as ARTS-145

RPIE Analysis: RPIE Analysis: Over the past three years, the Studio Arts Program has claimed an average of 20.9 students per section. The average class size in the program has been lower than the average class size of 24.6 students per section across the institution during this period. Average class size in the program decreased by 16.1% between 2019-2020 and 2021-2022. Average class size at the institutional level decreased by 6.1% over the same period.

Average class size in the following areas of study and courses changed by more than 10% (±10%) between 2019-2020 and 2021-2022:

Course with an increase in average class size:

- *ARTS-111 (21.4%)*

Courses and areas of study with decreases in average class size:

- *ARTS-220 (-100%)*
- *ARTS-141 (-100%)*
- *ARTS-247 (-100%)*
- *ARTS-110 (-42.0%)*
- *ARTS-120 (-23.9%)*
- *ARTS-102 (-20.8%)*
- *2-D (-18.5%)*
- *ARTS-100 (-11.2%)*
- *3-D (-10.1%)*

Program Reflection:

As with enrollments, class size in ARTS has been impacted by the pandemic. As early as Fall 2021, ARTS faculty were committed to bringing courses back in person, offering late-start options, outdoor options, and options with social distancing. While this did not necessarily translate into robust class sizes, it did mean that students who wanted to, could return to a studio setting for instruction. Faculty's willingness and ability to change scheduling, space, delivery of content meant that the Visual Arts department has had a significant presence on the campus for more than a year.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2019-2020	525	725	72.4%
2020-2021	430	651	66.1%
2021-2022	393	739	53.2%
Three-Year Program Total	1,348	2,115	63.7%
Institutional Level	79,507	106,455	74.7%
Productivity*			
	FTES	**FTEF**	**Productivity**
2019-2020	104.9	7.8	13.4
2020-2021	65.9	8.0	8.2
2021-2022	57.1	6.5	8.8
Three-Year Program Total	227.9	22.3	10.2
Source: SQL Enrollment and Course Sections Files			

<u>RPIE Analysis</u>: Fill rates within the Studio Arts Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 63.7% to institution-level rate of 74.7% over the past three years.] Between 2019-2020 and 2020-2021, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2020-2021 and 2021-2022, enrollment decreased while capacity increased, resulting in a decrease in fill rate.

Productivity ranged from 8.2 to 13.4 over the past three years. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 10.2 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include seven Studio Arts section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

ARTS courses have in the past enjoyed fill rates that exceeded institution rate of 74.7%; the downward trend seen here is likely due to the impact of the pandemic. As of now, Fall 2022, ARTS courses are at fill rates above the institution average; for example ARTS 101 is 95.8%, ARTS 102 at 100%, ARTS 110 116%

It is clear from these fill rates that getting courses back on campus a year ago is encouraging students to return to the studio.

Limitations in studio space (caps of 25) means that productivity numbers will not meet the 17.5 level. That said, courses are now filling at their pre-pandemic enrollments.

4. Labor Market Demand

This section does not apply to the Studio Arts Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	**Rate**	**Course Rate vs. Program Rate**		**Rate**	**Course Rate vs. Program Rate**	
		Above	**Below**		**Above**	**Below**
2-D	92.4%	--	--	82.3%	--	--
ARTS-100	90.8%		X	***77.8%***		***X***
ARTS-101	93.0%	--	--	86.8%	X	
ARTS-110	92.6%	--	--	83.3%	X	
ARTS-111	92.6%	--	--	90.7%	X	
ARTS-112	97.8%	X		***95.7%***	***X***	
ARTS-120	92.6%	--	--	76.9%		X
ARTS-199	100%	X		100%	X	
ARTS-220	100%	X		100%	X	
ARTS-260	100%	X		100%	X	
3-D	93.6%	--	--	81.2%	--	--
ARTS-102	***98.9%***	***X***		88.2%	X	
ARTS-140	92.2%	--	--	80.0%		X
ARTS-141	91.3%		X	84.1%	X	
ARTS-145	96.2%	X		84.6%	X	
ARTS-150	95.5%	X		68.2%		X
ARTS-240	100%	X		72.7%		X
ARTS-241	***66.7%***		***X***	66.7%		X
ARTS-244	75.0%		X	50.0%		X
ARTS-247	100%	X		90.9%	X	
ARTS-249	90.0%		X	70.0%		X
ARTS-261	86.4%		X	72.7%		X
Program Level	**92.7%**			**82.0%**		

Institutional Level	90.4%	74.8%

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

<u>RPIE Analysis:</u> Over the past three years, the retention rate for the Studio Arts Program was significantly higher than the rate at the institutional level. The retention rate for ARTS-241 was significantly lower than the program-level rate. The retention rate for ARTS-102 was significantly higher than the program-level rate. The retention rate for the Studio Arts Program falls in the third quartile (Q3) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for Studio Arts falls within the 50%-75% range of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Studio Arts Program was significantly higher than the rate at the institutional level. The successful course completion rate for ARTS-100 was significantly lower than the program-level rate. The successful course completion rate for ARTS-112 was significantly higher than the program-level rate. The successful course completion rate for the Studio Arts Program falls in the third quartile (Q3) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Studio Arts falls within the 50%-75% range of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (10.7%) was significantly lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Studio Arts Program courses claimed a difference (between retention and successful course completion) that exceeded 10%:

- *ARTS-150 (27.3%)*
- *ARTS-240 (27.3%)*
- *ARTS-244 (25.0%)*
- *ARTS-249 (20.0%)*
- *ARTS-120 (15.7%)*
- *ARTS-261 (13.7%)*
- *ARTS-100 (13.0%)*
- *3-D (12.4%)*
- *ARTS-140 (12.2%)*
- *ARTS-145 (11.6%)*
- *ARTS-102 (10.7%)*
- *2-D (10.1%)*

Program Reflection:

Despite the disruption of the pandemic, the ARTS program's commitment to quality online instruction and its nimble return to face-to-face with hybrid options, means that both retention and success rates have remained consistent with comparable figures in the last Program Review.

Discrepancies between retention and success rates will be examined on a case-by-case basis. In general, the strain of the pandemic—even after the lockdown was lifted—has negatively impacted students' ability to sustain energy into the latter weeks of a 16-week semester. For classes with over 20% discrepancy such as ARTS 240, 244, 249 students are asked to engage in higher levels of critical thinking and creative problem solving. These classes don't have a hard prerequisite to make space for community members with experience; the solution here may be to work closely with Counseling to ensure that students take these courses having already successfully completed our gateway courses.

For those classes below 20% there is value in the program mapping done recently. The program map will be on the new website and hardcopies will be distributed to interested students. Anecdotally, students take GE courses for 1.5 years then want to enroll in all their transfer prep ARTS classes in a semester or two. Working directly with our Guided Pathway Counselor liaison and sharing widely with students the preferable path through our sequence of classes, may ensure higher levels of successful completion.

Fall 2021, Visual Arts Coordinator and Hope Scott sponsored a Zoom meeting with students in ARTS, DART, PHOT in an effort to clarify most effective ways to move through a sequence of courses. They were also present to answer any questions regarding graduation petitions and transfer plans.

2. Student Equity

	Retention Rates (Across Three Years)		**Successful Course Completion Rates (Across Three Years)**	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
African American/Black	83.9%	87.5%	74.1%	***66.6%***
Latinx/Hispanic			79.4%	***71.2%***
First Generation			88.1%	***73.9%***
Veteran			89.7%	***72.6%***
19 or less			81.9%	***73.1%***

Source: SQL Enrollment Files
Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

3·

<u>RPIE Analysis</u>: This analysis of student equity focuses on the five demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the five groups listed above.

Within the Studio Arts Program, the retention rate among African American/Black students was lower than the rate at the institutional level. (The difference was not statistically significant.)

Within the Studio Arts Program, the successful course completion rates among African Americans/Blacks, Latinx/Hispanics, First Generation students, Veterans, and students ages 19 or less were significantly higher than the rates at the institutional level.

These patterns are consistent with the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were significantly higher than the institution-level rates for both retention and successful course completion. (See Section I.B.1 above).

Program Reflection:

That ARTS successful completion rates are considerably higher than those of the institution, indicates the relevance and effective instruction that is taking place in our studios and online. Full-time and Part-time faculty and administrative support remain dedicated to ensuring that all students are heard and supported. Before and since the pandemic, the program has engaged in a number of practices that amplify the principles of Guided Pathways.

Among the initiatives:

- Fall 2020 Kits of materials for ARTS 100 were assembled and distributed by the administrative support to students, while much of the campus was closed
- ARTS courses returned to in-person instruction as soon as it was safe to do so
- AA in ARTS has been streamlined from two degrees to one, to clarify students' options for ARTS degree
- ARTS 100, a GE course that many students take their first semester at NVC, was modified to include more explicit content related to diversity/social justice/anti-racism.
- Fall 2022 HERF and DAS funds were used to cover the expenses of supplies for ARTS, DART in-person students
- Scheduling ARTS classes for late-start, 16-weeks has allowed students sufficient time to register for classes
- Adopting Hybrid format, where there is an hour of content weekly, has provided an opportunity to engage for those students less comfortable in face-to-face discussions.
- Spring 2020 an online Student Show was facilitated by admin support, and made public through social media platforms
- A number of FT and PT instructors participated in the Academic Senate's Instruction Design Institute and the online course on Culturally Responsive Pedagogy to ensure online courses that were well-designed and accessible to all students.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
ARTS-101						
Hybrid vs. Online		90.0%	100%		80.0%	91.3%
ARTS-110						
In-Person vs. Hybrid	100%	85.7%		85.7%	78.6%	
ARTS-120						
In-person vs. Online	84.6%		95.0%	84.6%		80.0%
Program Total						
In-Person vs. Hybrid	100%	85.7%		85.7%	78.6%	
In-person vs. Online	84.6%		95.0%	84.6%		80.0%
Hybrid vs. Online		90.0%	100%		80.0%	91.3%
Institutional Total						
In-person vs. Hybrid	86.6%	***80.2%***		69.0%	***62.0%***	
In-person vs. Online	85.1%		***81.5%***	72.2%		***63.2%***
Hybrid vs. Online		***79.1%***	81.0%		***61.5%***	64.0%

Source: SQL Course Sections Files
This table compares student performance in courses offered through multiple delivery modes within the same academic year.
Bold italics denote a significantly lower rate within that delivery mode.
Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

<u>RPIE Analysis</u>: Over the past three years, three courses within the Studio Arts Program have been offered through at least two delivery modes within the same academic year. In 2021-2022, ARTS-101 was offered in hybrid and online formats, ARTS-110 was offered through in-person and hybrid formats, and ARTS-120 was offered through in-person and online formats. This analysis focuses on program-level rates. Details for the course level are reported in the table above.

Within the Studio Arts Program:

- *The retention rate in hybrid sections was lower than the retention rate in in-person sections. (The difference was not statistically significant.) This pattern reflects the findings at the institutional level (although the difference was statistically significant).*
- *The retention rate in in-person sections was lower than the retention rate in online sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the retention rate in online sections was significantly lower than the rate in in-person sections.*
- *The retention rate in hybrid sections was lower than the retention rate in online sections. (The difference was not statistically significant.) This pattern reflects the findings at the institutional level (although the difference was statistically significant).*

Within the Studio Arts Program:

- *The successful course completion rate in hybrid sections was lower than the successful course completion rate in hybrid sections. (The difference was not statistically significant.) This pattern reflects the findings at the institutional level (although the difference was statistically significant).*
- *The successful course completion rate in online sections was lower than the successful course completion rate in in-person sections. (The difference was not statistically significant.) This pattern reflects the findings at the institutional level (although the difference was statistically significant).*
- *The successful course completion rate in hybrid sections was lower than the successful course completion rate in online sections. (The difference was not statistically significant.) This pattern reflects the findings at the institutional level (although the difference was statistically significant).*

Program Reflection:

The pandemic compelled ARTS instruction to move online. Despite so many challenges, faculty figured out how to deliver content synchronously, asynchronously, offering Zoom office hours to help students check in on work assignments but also connect to others.
While online instruction isn't ideal for the building of skills and the rich give-and-take of student/instructor interactions in a studio, ARTS faculty discovered the value of late start scheduling as well as the adopting the hybrid format that enables partial content online, through discussions or small-scale projects. Many instructors have continued to use Canvas as an active tool in learning, as well as a convenient space for storing documents, assignments, and grades.

C. Student Achievement

1. Program Completion

	2019-2020	2020-2021	2021-2022
Degrees			
Studio Arts: AA	1	3	6
Studio Arts: AA-T	7	7	9
Institutional: AA Degrees	**47**	**76**	**87**
Institutional: AA-T Degrees	**151**	**159**	**151**
Average Time to Degree (in Years) +			
Studio Arts: AA	*	*	*
Studio Arts: AA-T	*	*	*
Institutional: AA Degrees	**4**	**4**	**4**
Institutional: AA-T Degrees	**3**	**3**	**4**

Source: SQL Award Files
*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.
+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2019-2020 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2010-2011 or later. Among 2020-2021 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2011-2012 or later.

2.

RPIE Analysis: The number of AA degrees conferred by the Studio Arts Program increased by 500% between 2019-2020 and 2021-2022. Over the same period, the number of AA degrees conferred by the institution increased by 85.1%. The Studio Arts Program accounted for 2.1% of the AA degrees conferred in 2019-2020 and 6.9% of those conferred in 2021-2022. For all three years, the average time to degree is not reported due to small cohort sizes.

The number of AA-T degrees conferred by the Studio Arts Program increased by 28.6% between 2019-2020 and 2021-2022. Over the same period, the number of AA-T degrees conferred by the institution remained stable. The Studio Arts Program accounted for 4.6% of the AA-T degrees conferred in 2019-2020 and 6.0% of those conferred in 2021-2022. For all three years, the average time to degree is not reported due to small cohort sizes.

Program Reflection:

It is clear that despite many challenges over the last few years, students have successfully earned AA and AA-T degrees in ARTS. While the transfer degrees are typically more popular among students, and this is born out here in the data, recent changes to the local AA in ARTS should provide a good, clear alternative to the AA-T. For a more effective building of drawing and conceptual skills, ARTS 112 now has a prerequisite of ARTS 110.

Close collaboration between ARTS faculty and counseling have clarified some patterns in students' enrollments and yielded some good strategies for early conversations with students regarding their transfer plans. Partnerships between discipline experts and academic counseling uphold the goals of Guided Pathways.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Studio Arts Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM

A. Courses

Subject	**Course Number**	**Date of Last Review** *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	**Has Prerequisite*** Yes/No **& Data of Last Review**	**In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)* ***& Academic Year***	**To Be Archived** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
ARTS	100	8/12/2022	No	NS/Will review by 12/10/28		X
ARTS	101	8//12/2019	No	NS/Will review by 12/10/25		X
ARTS	102	8/11/2013	No	NS/Will review by 12/10/23		
ARTS	105	8/10/2012	No	NS/Will review by 12/10/23		
ARTS	110	6/8/2020	No	NS/Will review by 12/10/26		

ARTS	111	6/8/2020	No	NS/Will review by 12/10/26		X
ARTS	112	8/12/2022	Yes/2022	NS/Will review by 12/10/28		X
ARTS	120	8/11/2014	No	NS/Will review by 12/10/23		
ARTS	130	8/14/2020	No	NS/Will review by 12/10/26		X
ARTS	140	8/1/2011	No	NS/Will review by 12/10/23		
ARTS	141	12/12/2012	No	NS/Will review by 12/10/23		
ARTS	145	12/12/2012	No	NS/Will review by 12/10/23		
ARTS	150	12/12/2012	No	NS/Will review by 12/10/23		
ARTS	199	8/10/2011	Yes/2011	NS/Will review by 12/10/23		
ARTS	210	08/01/2013	No	NS/Will review by 12/10/23		
ARTS	220	8/11/2014	No	NS/Will review by 12/10/23		
ARTS	240	12/12/2012	Yes/2012	NS/Will review by 12/10/23		
ARTS	241	12/12/2012	No	NS/Will review by 12/10/23		
ARTS	244	12/12/2012	No	NS/Will review by 12/10/23		
ARTS	246	12/12/2012	No	NS/Will review by 12/10/23		
ARTS	247	12/12/2012	No	NS/Will review by 12/10/23		
ARTS	248	12/12/2012	No	NS/Will review by 12/10/23		
ARTS	249	8/15/2011	No	NS/Will review by 12/10/23		

ARTS	260	1/13/2017	No	NS/Will review by 12/10/23		
ARTS	261	12/12/2012	No	NS/Will review by 12/10/23		

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	**Implementation Date**	**Has Documentation** Yes/No	**In Need of Revision+** *and/or* *Missing Documentation* **& Academic Year**	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
AA Studio Arts	Pending approval at state	Yes	N/A	N/A	
AA-T Studio Arts	2013	Yes			
AA Studio Arts-Ceramics Emphasis	2013	Yes		To be archived upon approval of new consolidated AA	
AA Studio Arts-Painting and Drawing Emphasis	2013	Yes		To be archived upon approval of new consolidated AA	

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

A number of courses need review and revision, mostly non-substantive changes. Given that it hasn't been offered in several semesters, ARTS 130 Printmaking might need to be archived or folded into fee-based instruction.

The revisions of the local AA in ARTS have just been approved and will make students' path through the degree clearer and more streamlined than the dual degrees with different emphases.

ARTS 105 Color Theory is typically offered in Spring semesters, but has not been recently, due to the inaccuracy of color in an online-environment and diminished enrollments during and post-pandemic. With enrollments beginning to rebound, ARTS 105, one of the most rigorous courses for our students, will be promoted and taught Spring 2024

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
25	20	24	80%	96%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
AA-T Studio Arts	7	1	5	16.7%	83%
AA Studio-Ceramics Emph	6	1	5	16.7%	83%
AA Studio-Draw/Paint Emph	6	1	5	14%	71%

Program Reflection:

There has been a dip in comprehensive assessment of learning outcomes, specifically the PLOs.

As a way of streamlining and facilitating the gathering and collecting of outcomes data, administrative support has developed a SharePoint page for Visual Arts, where PT and FT faculty can easily find what outcomes will be assessed in a given semester. Ideally, action plans based on that assessment will eventually be on the same cloud-based site for easy access during Department meetings.

B. Summary of Learning Outcomes Assessment Findings and Actions

CLO assessment data presents an overall strong picture of student achievement across ARTS/ARTH/DART program clusters. There are no significant areas of concern, but discussing how to take effective pedagogical, support and curricular practices from areas of higher achievement and apply them to areas of lower achievement. In general, the department feels that the deep one-on-one interaction with students fostered by the studio environment provides an ideal environment to foster student success in our classes.
SLOs and assessment methods are often implicit within studio assignments. Peer critique was effective in guiding students towards positive outcomes related to this PLO. Peer critique allowed students to demonstrate their own understanding in critique of other students 'projects.

Begin focusing on including explicit content, objectives, and outcomes related to diversity and anti-racism as appropriate. In particular, the department agreed that ARTS 100 is a key course for this action given its role as a gateway, survey course for our disciplines. ARTS 100 is a non-majors', GE course that is among the top ten courses that new students at NVC take in their first year.

ARTS 100 was modified accordingly in 2021-2022.

Program Reflection:

Per the advice of the Outcomes Assessment Coordinator, ARTS faculty may discuss the possibility of consolidating/reducing the number of Program Level Outcomes to ensure regular assessment.

By providing access to assessment documents to all ARTS faculty via Sharepoint, it may be easier to measure and collect learning outcomes data.

Efforts to streamline PLOs will be taken up again and possibly implemented. These could include the following:

(Based on previous Program Review)

1. Visual Literacy

Describe, analyze, interpret and evaluate artwork in culture context.

Evaluate and critique artwork and receive criticism from others.

Express artistic intents, conceptions, and practices in writing.

2. Portfolio Development

Create art that skillfully engages and builds on historical and contemporary practices, theories, and materials.

Translate concepts and visual experiences into images or tactile forms.

Present finished artwork for peer, professional, or academic review.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

	Viability
X	Stability
	Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Section IA2, 3—ARTS committed to returning to in-person instruction early to better serve students. Enrollments F22 already rebounding

Section B2—Systematizing DEI practices in curriculum, in distribution of materials, DEI Professional Development

Section C1-Steady increase in ARTS AA awards despite the pandemic and contraction of course offerings

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: STUDIO ARTS

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Curriculum Revision to ensure currency and DEI content	IIA	Begin Fall 2022	Curriculum Revised by Spring 2024
Outreach to HS students scheduled across the academic year	A1, IA	Reach out to HS Spring 2023; formulate plan for 2023-2024 outreach	Plan implemented Fall 2023
Promotion and re-introduction of ARTS 105 Color Theory for S24	IIA	Begin promotion Spring 2023	Offer Spring 2024
Consider folding ARTS 130 Printmaking into fee-based instruction	IIA	Begin discussion 2022-2023	Archive? Revise Fall 2023
Revise PLOs	IIIB	Discuss and revise Spring 2023	Revised for Fall 2023
Rethink space usage in 3700 regarding office space/instructional space/storage	C	Begin assessment Spring 2023	Plan Fall 2023

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

- Up-to-date Mac computers in offices and instructional spaces
- Stable, consistent Wi-Fi in the 3700 building
- Removal of outdated, unused materials/equipment
- Proper storage for props, studio materials, etc.

V. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (in fall 2019) included the following initiatives:

- Complete work from 17-18 and 18-19 unit plans
- Creative problem solving across the curriculum.
- Continue focus of live figure study across program.
- Increase focus on live figure study across the curriculum.
- 2-4 live model sessions per all drawing and painting sections. Approx. 8 per semester so 16 per academic year.
- Approx. 52 model sessions to cover figure drawing in fall and spring combined. Total 68 sections.

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

With interruption of enrollment in ARTS 111 the department is in the process of re-calibrating when to offer the class and how often.

ARTS continues the conversation regarding the use of live models in our in-person classes, especially now that enrollments are rebounding.

B. Recent Improvements

Enrollment-While pandemic negatively impacted enrollments 2020, this semester (F 2022) enrollments are returning to pre-pandemic numbers

Degrees Conferred-ARTS degrees conferred jumped 500%

Equity-minded practices-ARTS 100 rewritten to include DEI content

Professional Development-faculty participated in Instructional Design Institute, Cultural Response Pedagogy

Instructional Spaces—improvements in lighting, tackable surfaces for critique in 3700 building studio space, monitor in 3700 lobby publicizes upcoming events, schedule for next semester

C. Effective Practices

Scheduling-Faculty completed Program Mapping to clarify the order and sequencing of course offerings. ARTS courses now offered late-start and as Hybrid to ensure enrollments and support learning for all students.

Student Supplies—Pilot for student supplies-Fall 2022 HEERF and DAS funds were used to cover the cost normally shouldered by students in the in-person 2D studio classes.

Administrative Support—currently located downstairs where more accessible to students

Collaboration with Counseling- Zoom meeting for students to answer questions and clarify pathways

STUDIO ARTS FALL 2022

Completed by Supervising Administrator:

Robert Van Der Velde

Date:

11/15/22

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

Studio Arts benefits from experienced faculty who have embraced Guided Pathways and initiatives to address needs of a broad diversity of students. The program regularly assesses outcomes, modifies curriculum, and has developed program maps for students.

Areas of concern, if any:

The COVID pandemic hit Studio Arts especially hard, as online instruction is particularly problematic for the reasons identified above. Enrollments are returning now that studio instruction has returned in person, but the program remains small and lacks resources.

Recommendations for improvement:

The program should continue to review outcomes including the possibility of streamlining the number of PLOs to facilitate assessment. Work to broaden artists and art in the curriculum should continue.

Anticipated Resource Needs:

Resource Type	**Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)**
Personnel: Faculty	Studio arts faculty member is on leave and if not returning must be replaced.
Personnel: Classified	Instructional support is needed.
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	Consistent internet access via wifi is necessary to support use of cloud based storage and support online instruction.
Facilities	

Operating Budget	Increased budget is needed to support use of live models and purchasing of art supplies.
Professional Development/ Training	
Library & Learning Materials	