Program or Area(s) of Study under Review:

DIGITAL ART AND DESIGN

Summary of Program Review:

A. Major Findings

1. Strengths:

> During the last few years, the Digital Art and Design (DART) program has proven to be responsive to students' needs, flexible and agile in adopting new and best practices regarding hybrid instruction and committed to embedding DEI in all program matters.
> While only offering online classes, we ensured student equity and access to software by working closely with IT and the Library to provide students with laptops capable of running Adobe Creative Cloud. We provided free access to Adobe CC software for all students enrolled in DART courses. We continue to provide these services today, for both online and in-person classes. Every semester, several students inform us they would not be able to continue their education without this support.
> Though overall enrollment at NVC and the local school district continues to contract, students earning the DART AA has increased 550%. We work closely with Counseling to ensure students reach their goals, even if there are fewer students overall. We will continue to explore ways to build and sustain enrollments by targeting populations of High School seniors and providing high schools with marketing materials.
>
> We explored 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. The late-start classes and lifting the restriction on Sections offered has allowed DART to offer more classes and aligns better with Guided Pathways mapping. For example, we were able to offer and fill DART 125 Animation and DART 130 Digital Imaging for the first time since the pandemic began.
>
> Though we do not have a dedicated DART ISA, we have support from the Photography ISA, Kelly Dunn, in the computer labs. The replacement of our set of digital cameras is almost complete. We expect to begin a lease on Apple computers. Our Unit Plan includes updating our 2 sets of incompatible tablets to 1 set of display tablets. We are working with IT to also lease or purchase new printers. These equipment improvements will allow the program to modernize with the industry.
> A monitor was approved and installed in the Visual Arts Center lobby. The monitor allowed for consistent display of student digital work for student art exhibitions. We continue to collaborate with others on campus. DART students regularly exhibit artworks at the NVC library. Students recently redesigned book covers and created Get Out The Vote and Banned Books Posters.
> We are in the process of forming an Advisory Committee of professionals, educators and community members to advise the program further on matters such as course and program content and standards, equipment, job training and recruitment, and industry standards.

2. Areas for Improvement:

DART suffered decreased enrollment due to fewer sections and an overall decrease in student enrollment at NVC. The program's enrollment is generally stable for the fewer sections offered. We hope to begin offering more late-start sections with better promotion to continue filling those classes offered.

During the pandemic, we successfully interviewed and hired more part-time instructors to develop a solid team for the program. This is an ongoing process as we have also lost part-time instructors. Additionally, with the loss of the ISA in ARTS, current absence of a FT instructor in both Photography and ARTS, staffing strains continue to affect the DART Program.

We also see that our online retention and completion rates could improve. Despite much upheaval, our numbers remained similar to pre-pandemic rates. As we emerge from the pandemic, we can once again focus on best-practices. Many of our online courses will now be hybrid with live Zoom meetings. Canvas and Culturally Responsive Pedagogy training have improved our online courses. Instructors are also better prepared and knowledgeable about what works in an online environment for a DART course.

3. Projected Program Growth, Stability, or Viability:

The DART Program is a well-attended program. With the projected growth in the labor market, we expect that the program will remain stable despite the overall shrinking student population at NVC. We believe a well-thought-out reintroduction of both online and in-person sections will be successful over the long haul. The growth in DART AA degrees awarded indicates NVC has students dedicated to succeeding as a digital artist or graphic designer. The Advisory Committee will be a welcome addition to the program.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The DART program at Napa Valley College consists of classes and degrees that prepare students for transfer to a four-year institution and a career. Through creation, experimentation, and visual literacy the DART curriculum also produces creative citizens and critical thinkers.

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

The DART program has adopted a number of initiatives that serve our students, from providing library laptop loans, to paying for students' subscription to Adobe CC, to providing free art supplies to in-person DART students, to working with Counselors to ensure students get the information they need to pursue transfer, to working with the Career Center for job placement and resume/portfolio building.

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

We participated in outreach via a Pizza Pathway Party and High School Tours. With Guided Pathways in mind, DART revised its AA degree. We will continue to look at the degree with the Advisory Committee. DART is also looking to create a Certificate in Graphic Design to aid professionals who already have a four-year degree.

C. New Objectives/Goals:

Strengthening enrollment and promoting the AA in Digital Art and Graphic Design.
Continue to investigate the possibility of the institution auto awarding degrees.
Creation of the Advisory Committee, Graphic Design Certificate and Certificates particular to specific media/disciplines.

Finalizing update of 3950. All the furniture is in place. Awaiting new equipment and IT infrastructure. This will enable more classes and lab hours to be assigned.

Leasing of Apple computers was approved by BOT in March. Continued paid subscription to Adobe CC and library laptops for all students. Purchase of display tablets and styluses to keep up with industry practices and new operating systems.

Updating CORs for DART 125, 130, 140, and 170.

Continued training in best practices for online courses, Canvas, student equity and DEI, supporting disproportionately impacted students

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	Digital Art and Design
Degree(s)/Certificate(s)	Digital Art and Graphic Design: AA
Courses	DART 101
	DART 120
	DART 125
	DART 130
	DART 140
	DART 160
	DART 170

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	156	181	89	-42.9%
Across the Institution	8,285	7,193	6,646	-19.8%
Enrollments				
DART-101	--	38	38	--
DART-120	109	103	40	-63.3%
DART-125	19	33	--	-100%
DART-130	22	27	--	-100%
DART-140	12	23	18	50.0%
DART-160	--	--	11	--
DART-170	19	23	--	-100%
Within the Program	181	247	107	-40.9%
Across the Institution	33,414	30,381	25,203	-24.6%
Source: SQL Queries for Spring 2023 Program Review				
RPIE Analysis: The number of students enrolled (headcount) in the Digital Arts and Design Program decreased by 42.9% over the past three years, while headcount across the institution decreased by 19.8%. Enrollment within the Digital Arts and Design Program decreased by 40.9%, while enrollment across the institution decreased by 24.6%. *Enrollment in the following courses changed by more than 10% (±10%) between 2019-2020 and 2021-2022:* *Course with enrollment increases:* o *DART-140 (50.0%)* *Courses with enrollment decreases:* o *DART-125 (-100%)* o *DART-130 (-100%)* o *DART-170 (-100%)* o *DART-120 (-63.3%)*				

Program Reflection:

The data offers important information regarding this program. For example, we planned on adding 2 sections a year for DART 125 and reintroducing DART 170 and DART 160 on a regular rotation. This did not happen during the pandemic. We have made a concerted effort to better market our programs. For example, we clarified for students the difference between DART 130 Digital Imaging and PHOT 150 Digital Photography. Though we have offered fewer sections, sections offered have been waitlisted, full, or close to full. We will continue to better promote our classes and work on offering classes as outlined by our Guided Pathways Program Map.

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
DART-101	--	--	2	19.0	2	19.0	19.0	--
DART-120	5	21.8	5	20.6	2	20.0	21.0	-8.3%
DART-125	1	19.0	2	16.5	--	--	17.3	-100%
DART-130	1	22.0	2	13.5	--	--	16.3	-100%
DART-140	1	12.0	1	23.0	1	18.0	17.7	50.0%
DART-160	--	--	--	--	1	11.0	11.0	--
DART-170	1	19.0	1	23.0	--	--	21.0	-100%
Program Average*	**9**	**20.1**	**13**	**19.0**	**6**	**17.8**	**19.1**	**-11.4%**
Institutional Average*	**1,332**	**25.1**	**1,202**	**25.3**	**1,111**	**22.7**	**24.4**	**-9.6%**

Source: SQL Queries for Spring 2023 Program Review
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.

RPIE Analysis: Over the past three years, the Digital Art and Design Program has claimed an average of 19.1 students per section. The average class size in the program has been lower than the average class size of 24.4 students per section across the institution during this period. Average class size in the program decreased by 11.4% between 2019-2020 and 2021-2022. Average class size at the institutional level decreased by 9.6% over the same period.

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

Course with an increase in average class size:
- *DART-140 (50.0%)*

Courses with decreases in average class size:
- *DART-125 (-100%)*
- *DART- 130 (-100%)*
- *DART-170 (-100%)*

Program Reflection:

The outreach and marketing efforts mentioned above will help us maintain and even increase our average class size. DART 125, 130, and 170 were not offered 2021 – 22. We are currently offering DART 125 and 130 SP23. Both classes are full or nearly full. We hope the same will be true for DART 170 F24. We have little concern about our average class size as the cap for our classes is 24 or 18 and our average across 3 academic years is 17.8.

3. **Fill Rate and Productivity**

Fill Rate			
	Enrollments	Capacity	Fill Rate
2019-2020	181	203	89.2%
2020-2021	247	319	77.4%

2021-2022	107	142	75.4%
Three-Year Program Total	**535**	**664**	**80.6%**
Productivity			
	FTES	**FTEF**	**Productivity**
2019-2020	30.9	3.1	10.0
2020-2021	37.1	4.5	8.2
2021-2022	14.2	2.1	6.8
Three-Year Program Total	**82.2**	**9.7**	**8.5**

Sources: SQL Queries for Spring 2023 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)

RPIE Analysis: The fill rate within the Digital Art and Design Program ranged from 75.4% to 89.2% over the past three years, and the fill rate across the three-year period was 80.6%. [Fill rate has not been calculated at the institutional level.] Between 2019-2020 and 2020-2021, both enrollment and capacity increased, resulting in a decrease in fill rate (due to a higher rate of increase in capacity). Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment).

Productivity within the Digital Art and Design Program ranged from 6.8 to 10.0 over the past three years, totaling 8.5 across the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 8.5 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.)

Program Reflection:

As we work to better publicize the DART program we hope to maintain and increase our fill rates. Our Guided Pathways Program Map has been shared with Counseling. The downward trend is likely due to the impact of the pandemic.

Due to an approximate course cap of 24 or 18, we will never attain a 17.5 full time equivalent students to one full time equivalent faculty. As of now, Spring 2023, most DART courses are close to full or were waitlisted. It is clear from these fill rates that getting courses back on campus a year ago is encouraging students to return to the studio. Courses are now filling at their pre-pandemic enrollments.

4. **Labor Market Demand**

Economic Development Department Standard Occupational Classification Description Code **27-1024: Graphic Designers**	Numeric Change in Employment (Baseline Year to Projected Year)	Projected Growth (% Change in Positions; 2018 Base Employment vs. 2028 Projected Employment)	Projected Number of Positions (Total Job Openings)
Napa County (2018-2028)	-10	-8.3%	110
Bay Area[A] (2018-2028)	930	8.6%	12,190
California (2018-2028)	4,000	11.3%	37,780

RPIE Analysis: *The figures reported in the table above pertain to the Standard Occupational Classification for the following position:*

- o *Graphic Designers*

The Economic Development Department projects a decrease of 10 positions within Napa County and an increase of 930 positions within the Bay Area for the Digital Art and Design Program by 2028 (compared to 2018). The decrease in the number of positions in Napa County translates to an 8.3% decrease for the industry. The increase in the number of positions in the Bay Area translates to an 8.6% increase. The number of positions across California is expected to increase by 11.3% by 2028.

Program Reflection:

The creation of our Advisory Committee will help guide the program regarding career preparation for students. We continue to work closely with the Career Center to help students create resumes, portfolios, and find jobs. Our new department bulletin board allows for job postings in the building for students to view.

B.   Momentum

1.   Retention and Successful Course Completion Rates

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
DART-101	76.3%		X	67.1%		X
DART-120	83.7%	--	--	70.3%	--	--
DART-125	72.5%		*X*	43.1%		*X*
DART-130	95.3%	*X*		88.4%	*X*	
DART-140	90.6%	X		75.5%	X	
DART-160	100%	X		54.5%		X
DART-170	88.1%	X		76.2%	X	
Program Level	**83.9%**			**69.3%**		
Institutional Level	89.6%			74.0%		

Source: SQL Queries for Spring 2023 Program Review
-- 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.

RPIE Analysis: *Over the past three years, the retention rate for the Digital Art and Design Program was significantly lower than the rate at the institutional level. The retention rate for DART-125 was significantly lower than the program-level rate. The retention rate for DART-130 was significantly higher than the program-level rate. The retention rate for the Digital Art and Design Program falls within the first quartile (Q1) among program-level retention rates. The retention rate for Digital Art and Design is among the lowest 25% of retention rates among NVC programs.*

Over the past three years, the successful course completion rate for the Digital Art and Design Program was significantly lower than the rate at the institutional level. The successful course completion rate for DART-125 was significantly lower than the program-level rate. The successful course completion for DART-130 was significantly higher than the program-level rate. The successful course completion rate for the Digital Art and Design Program falls within the first quartile (Q1) among program-level successful course completion rates. The successful course completion rate for Digital Art and Design is among the lowest 25% 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 (14.6%) mirrored the difference at the institutional level (15.6%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Digital Art and Design courses claimed a difference (between retention and successful course completion) that exceeded 10%:
- *DART-160 (45.5%)*
- *DART-125 (29.4%)*
- *DART-140 (15.1%)*
- *DART-120 (13.4%)*
- *DART-170 (11.9%)*

Program Reflection:

We will continue to monitor Retention and Completion rates. Some courses suffered more from the online environment than others. DART 101 and DART 160 were launched during the pandemic. DART 125 needs strong in-person studio instruction. Both DART 101 and 125 have already been reintroduced as in-person classes for the 2023 – 24 year. DART 160 will most likely be offered as an online course again, with continued Canvas and online pedagogy training, and support for online instructors. We will continue to bring more courses back in-person. For example, though DART 120's retention and success rates are within range, the in-person success rate is significantly higher than the online success rate. DART 120 will return to campus for Fall 2023 giving students an in-person and online choice during the academic year.

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	*69.2%*	86.4%	46.2%	65.6%
Latinx/Hispanic		88.7%	65.9%	70.3%

First Generation		89.2%	69.8%	72.7%
Veteran		91.1%	*	71.9%
19 or Younger		89.8%	70.1%	72.3%

Source: SQL Queries for Spring 2023 Program Review

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.

*Data suppressed due to low N (<10 students in cohort).

RPIE Analysis: 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 Digital Art and Design Program, the retention rate among African American/Black students was significantly lower than the rate at the institutional level.

Within the Digital Art and Design Program, the successful course completion rates among African Americans/Blacks, Latinx/Hispanics, first-generation students, and students ages 19 or younger were lower than the corresponding rates at the institutional level. (The differences were not statistically significant.) (The program-level successful course completion rate among veterans is not reported due to small cohort size.)

The finding regarding retention among African American/Black students is 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 rate was significantly lower than the institution-level rate. The consistency of the lower successful course completion rates among the four demographic groups with rates reported mirrors the findings at the program vs. institutional level, although the difference between the program-level and institution-level rates was statistically significant. (See Section I.B.1 above.)

Program Reflection:

We will continue to look at the program through an equity lens and actively pursue best practices for teaching disproportionately impacted students. That all categories were lower than institutional levels are changes we would like to address. Prior to the pandemic, Hispanic and First-Generation student rates were higher than the institution level. We are hopeful that returning more classes to the in-person format will better serve disproportionately impacted 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

DART-101						
Hybrid vs. Online		94.4%	75.0%		94.4%	*60.0%*
DART-120						
In-person vs. Online	89.5%		87.8%	89.5%		*59.2%*

Source: SQL Queries for Spring 2023 Program Review
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).

RPIE Analysis: Over the past three years, two courses within the Digital Art and Design Program have been offered through at least two delivery modes within the same academic year. In 2021-2022, DART-101 was offered through hybrid and online formats. In 2019-2020, DART-120 was offered through in-person and online formats. This analysis focuses on program-level rates. Given that the two Digital Art and Design classes were offered through different delivery mode pairings (hybrid vs. online; in-person vs. online), the rates for the comparison at the program level mirror the rates in the comparison for the two individual courses.

Within the Digital Art and Design Program:
- *The retention rate in online sections was lower than the retention rate in hybrid sections. (The difference was not statistically significant.)*
- *The retention rate in online sections was lower than the retention rate in in-person sections. (The difference was not statistically significant.)*

Within the Digital Art and Design Program:
- *The successful course completion rate in online sections was significantly lower than the successful course completion rate in hybrid sections.*
- *The successful course completion rate in online sections was significantly lower than the successful course completion rate in in-person sections.*

Program Reflection:

It is clear that in-person instruction directly benefits students. As stated above, we are bringing more courses back in-person. Prior to the pandemic, we planned on hiring more online instructors as well as improve our Canvas and online pedagogy training, and support for online instructors. We will continue towards those goals to close the gap in delivery modes.

C. Student Achievement

1. Program Completion

	2019-2020	2020-2021	2021-2022
Degrees			
Digital Art and Graphic Design AA	2	10	13
Institutional: AA Degrees	**49**	**73**	**82**
Average Time to Degree (in Years)[+]			
Digital Art and Graphic Design AA	*	4.0	3.5
Institutional: AA Degrees	**5.0**	**4.3**	**3.7**
Source: SQL Queries for Spring 2023 Program Review			

RPIE Analysis: The number of AA degrees conferred by the Digital Art and Design Program increased by 550% between 2019-2020 and 2021-2022. Over the same period, the number of AA degrees conferred by the institution increased by 67.3%. The Digital Art and Design Program accounted for 4.1% of the AA degrees conferred in 2019-2020 and 15.9% of those conferred in 2021-2022. For the two years with cohorts larger than 10 students, the average time to degree among Digital Art and Design AA recipients was lower than the average time to degree among all AA recipients.

Program Reflection:

Despite the challenges of the last few years, we are encouraged by the significant increase in DART AAs. We will continue to make our degrees more visible and accessible. Collaboration between DART faculty and counseling have helped program mapping of courses with the goals of Guided Pathways. As a program we would advocate for auto updates to students who are close to qualifying for a degree in our area and potentially for the auto awarding of degrees to students who have passed all the required classes yet not submitted to be awarded the degree.

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

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate	**	Data suppressed due to small cohort size (< 10 students each year, and < 10 students across three years).			
Licensure Exam Pass Rate		Licensure exams are not required for this program.			
Sources: Perkins IV Core 4 Employment data for Program (TOP Code: 0505) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx) ***The Digital Art and Design Program has not defined a program-level standard and stretch goal for job placement.***					

RPIE Analysis: Job placement rates for the Digital Art and Design Program are not reported due to small cohort size. Recent cohorts ranged from 1 to 5 students over the past three years. The Digital Art and Design Program has not established a program-level standard and stretch goal for the job placement rate. As Graphic Art and Design is a program that is reported in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, the program should define a standard and goal for this metric.

Program Reflection:

A program-level standard for job placement will be discussed with the Advisory Committee.

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
DISC						
DART	101	Graphic Design Foundations	No, 8/10/20	No		X
DART	120	Introduction to Digital Art and Graphic Design	No, 8/11/2014	NS, Spring 2023, pending		
DART	125	Animation	No, 01/22/2014	NS, Fall 2023		
DART	130	Digital Imaging	No, 8/10/2009	NS, Fall 2023		
DART	140	Drawing and Typography	No, 8/11/2014	NS, Fall 2023		
DART	160	Introduction to Multimedia	Yes, 8/14/2020	S, Spring 2023, pending		
DART	170	Digital Video Editing	No, Unknown	NS, Spring 2024		

*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
Digital Art and Graphic Design AA	11/29/22	Yes	Possible revision with Advisory Committee Recommendation, Fall 2023		

*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:

We archived DART 150 Layout and Publication a few years ago. To create a comprehensive program that better supports the AA degree and career pathway, this course could be revised and reintroduced in the

curriculum. It has potential to benefit professionals seeking a Certificate in Graphic Design. The Advisory Committee will discuss the course and certificate. We will continue to support CLOs within our classes, linking to PLOs and ultimately ILOs as we revise our courses. We will continue to assess our guided pathways program map. With Advisory Committee recommendations, a few revisions to the degree may be made to better address the needs of students.

III.   LEARNING OUTCOMES ASSESSMENT

A.   Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
6	6	6	100%	100%

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
Digital Art and Graphic Design A.A.	4	4	4	100%	100%

Program Reflection:

As we complete substantive and non-substantive revisions to courses we will be sure CLO to PLO mapping is addressed. Continued discussion on this topic and relation to ILOs is ongoing. 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

 Several of our courses had CLOs rewritten to better correspond with PLOs and ILOs. We will continue this work as we revise more courses. The rewriting and streamlining of the CLOs and PLOs better map student progress. Assessments have shown 75% or higher success rates for each PLO. Finishing this work will help the program overall.

Program Reflection:

We are encouraged by the assessment outcomes. More focused CLOs and PLOs appear to better serve students and program goals. We will continue to rewrite course CLOS to map with PLOs and ILOs.

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:

The DART Program is committed to bringing back in-person courses to better support students. Enrollments for SP23 are already rebounding. More course offerings align with Program Mapping completed for Guided Pathways.

Development of an Advisory Committee will help guide the program's AA, Certificates, and revisions of CLOs and PLOs.

There was a significant increase in DART 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: DIGITAL ART AND DESIGN

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
Creation of Advisory Committee	throughout	SP23	Revisions to AA, creation of Certificates
Updating CORS	Curriculum	F24	Better achievement of students in the evaluative and creative realm of CLOs
Complete reconfiguration and equipment update of 3950	New Objectives/Goals	SP24	Digital Art and graphic design studios that support student learning

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:

First meeting of Advisory Committee scheduled for April 2023. Actively working with IT staff to finalize updating of 3950. Leasing of Apple computers was approved by BOT in March, continued paid subscription to Adobe CC and library laptops for all students. Procuring display tablets and styluses to match new operating systems.

V. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (Spring 2020) included the following initiatives:

- o Complete work from 17-18 and 18-19 unit plans.
- o Creative problem solving across the curriculum.
- o Develop 3950 so it is laid out like 3705 for better creativity, collaboration and evaluation.

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

Successful revisions of CLOs, PLOs and assessments of creative problem solving across the curriculum.
3950 is slated for completion in Spring 2024. The work began before the pandemic and has only resumed in the last year.

B. Recent Improvements

The recent student access to library laptops and Wi-Fi hotspots, paid subscription to Adobe CC, and provided art supplies for in-person students has helped students continue to pursue their educational and career goals.

Close collaboration with Counseling helped more students attain the DART AA degree.

Close collaboration and communication with IT has helped with student support, equipment purchases, and classroom needs.

C. Effective Practices

DART students are diverse in their interests, whether it is graphic design, animation, digital art or video, web design, marketing, advertising, illustration, or numerous other professions. Due to this variety, we create a baseline for common skills that bridge our courses. Students are taught to create, collaborate, evaluate, assess and then create again with scaffolding the knowledge and understanding they have gained each time they embark on the creative process. All of this enhances a student's critical thinking skills. We have seen students advance these crucial skills and act as peer mentors to beginning students.

DIGITAL ART AND DESIGN   SPRING 2023

Completed by Supervising Administrator:

| Robert Van Der Velde, Senior Dean |

Date:

| April 28, 2023 |

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

DART was disproportionally impacted by the COVID pandemic, as hands-on instruction is needed in many DART classes. The return to in-person instruction should begin to turn this around.

Areas of concern, if any:

DART classes have been cancelled due to low enrollment, but further consideration should be given to class minimums so that students can be assured that classes that are offered will run.

Recommendations for improvement:

Careful attention must be paid to keeping technology current. Planned installation of new Apple devices will be very helpful, but printers are also needed, as well as support for student accounts in Adobe Creative Commons.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	Printers are planned for the newly refurbished 3950 but need to be ordered and installed as soon as possible.
Instructional Technology	Current unit plan requests support for student accounts for Adobe software which is critical for Digital Arts students.
Facilities	
Operating Budget	Program requires significant marketing support to address enrollment declines.
Professional Development/ Training	
Library & Learning Materials	