

SECTION I: INTRODUCTION

Program Name

Studio Arts

Academic Term of Comprehensive (Three-Year) Review

Fall 2025

Brief History of the Program

Since the 2022 Program Review, we have lost one full-time faculty (FTF) member. There are now two FTF members. Generally, one oversees the 3D areas, while the other oversees the 2D areas, which includes the programs of Digital Art and Graphic Design, and Photography due to the loss of the FTF in Photography. Studio Arts faculty closely collaborates with our FTF member in Art History. The program also includes approximately 3 - 5 part-time faculty members. We have 1 Administrative Assistant who assists the program with critical day-to-day operations. We have 1 Instructional Assistant for the 3D area and 1 Instructional Assistant who supports the 2D area as well as the DART and PHOT programs.

The pandemic saw a large decline in institutional and program enrollment. The program has rebounded to similar numbers as the beginning of the pandemic. We do not currently anticipate growth of youth as local high school enrollments in Napa County continue to decline. There is potential growth for students from American Canyon as new housing developments complete. Demographically, Napa is aging. There is potential to serve older adult community members who seek arts education and already possess advanced degrees. Overall, we expect to stabilize at the current numbers.

The Art Department offered a general AA degree beginning 1975 - 76 academic year. Art History separated from Art in the 2010 - 12 catalog, both offering AA degrees. 2012 saw the beginning of the AA-T degree in Studio Arts.

Alignment with Institutional Mission

Studio Arts aligns and supports NVC's mission, especially in the area of equity. Traditionally, art courses are student-centered and community-oriented due to the collaborative nature of course structures. We focus on individual studio consultations during class as well as individual and class critiques. There is a balance between individual and community attention that makes a successful class.

We have made recent improvements in Sustainability. The department switched the Painting courses to water-soluble oil paints which removes the need for several chemicals associated with traditional oil paints. This change significantly reduces the amount of flammable materials and toxic waste generated by the department.

Program (ARAH) - Studio Arts : Program Review

Taxonomy of Program

Program	Studio Arts
Degree(s)/Certificate(s)	Studio Arts: AA-T Studio Arts: AA
Courses	ARTS-100 - Survey of Studio Arts ARTS-101 – 2D Foundations ARTS-102 – 3D Foundations ARTS-105 – Color Theory ARTS-110 – Fundamentals of Drawing ARTS-111 – Figure Drawing ARTS-112 – Creative Drawing ARTS-120 – Fundamentals of Painting ARTS-130 – Introduction to Printmaking ARTS-140 – Beginning Ceramics: Hand Building ARTS-141 – Beginning Ceramics: Throwing ARTS-145 – Clay Sculpture ARTS-150 – Sculpture ARTS-199 – Independent Study in Art ARTS-210 – Intermediate Figure Drawing ARTS-220 – Intermediate Painting ARTS-240 – Intermediate Ceramics: Hand-Building ARTS-241 – Intermediate Ceramics: Throwing ARTS-244 – Kiln Design ARTS-248 – Introduction to Glazes ARTS-249 – Ceramic Surfaces: Wood Kiln-Salt Kiln ARTS-260 – Studio Workshop ARTS-261- Ceramics Workshop ARTSNC-954/45– Visual Express for Older Adults ARTSNC-980/48 – Ceramic Arts for Older Adults

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SECTION II: PROGRAM DATA

A.1 HEADCOUNT & ENROLLMENT

Headcount & Enrollment Data

Studio Arts	2022-2023	2023-2024	2024-2025	Change over 3-Year Period
Headcount				
Program	275	298	306	11.3%
Institution	6,161	6,588	7,034	14.2%
Enrollment				
ARTS-100	70	60	55	-21.4%
ARTS-101	41	51	42	2.4%
ARTS-102	36	28	41	13.9%
ARTS-105	0	27	0	N/A
ARTS-110	63	64	59	-6.3%
ARTS-111	18	19	20	11.1%
ARTS-112	0	11	20	N/A
ARTS-120	19	16	31	63.2%
ARTS-130	0	0	0	N/A
ARTS-140	37	54	50	35.1%
ARTS-141	36	43	45	25.0%
ARTS-145	7	6	14	100%
ARTS-150	5	11	5	0%
ARTS-199	0	0	0	N/A
ARTS-210	2	6	3	50.0%
ARTS-220	11	4	25	127%
ARTS-240	6	10	9	50.0%
ARTS-241	10	16	7	30.0%
ARTS-244	0	0	15	N/A
ARTS-248	5	0	0	-100%
ARTS-249	0	0	0	N/A
ARTS-260	1	3	7	600%
ARTS-261	0	16	0	N/A
Program	367	445	448	22.1%
Institution	23,489	25,075	27,646	17.7%
<i>Source: SQL Queries for Fall 2025 Program Review</i>				
<i>Green shading denotes increases > 10%.</i>				
<i>Pink shading denotes decreases > 10%.</i>				

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NonCredit Studio Arts	2022-2023	2023-2024	2024-2025	Change over 3-Year Period
Enrollments				
ARTSNC-954/45	65	68	98	50.8%
ARTSNC-980/48	0	0	0	N/A

Describe the trend in enrollment within the program over the past three years.

Enrollment has increased

Relative Change in Headcount & Enrollment in the Past 3 Years

Summary Comparison	Three-Year Change	
	Headcount	Enrollment
Program	11.3%	22.1%
Institution	14.2%	17.7%

Relative Direction of Program Enrollment Trend

Program trend reflects the trend at the institutional level

Relative Magnitude of Program Enrollment Trend

Change at the program level exceeds the change at the institutional level

Describe the factors that contributed to the recent enrollment trend within the program.

Like the college, students who left during the pandemic returned to complete their degrees. During this time, the program also increased and targeted its outreach efforts with current students, high schools, social media, and the community. We are addressing the decreased enrollment in Arts 100 by changing the modality in which it is offered. We will continue to monitor this change.

Do the trends in headcount and enrollment suggest that changes are necessary to improve enrollment within the program?

No

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A.2 AVERAGE SECTION SIZE

Average Section Size Data

Studio Arts	2022-2023		2023-2024		2024-2025		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
ARTS-100	3	23.3	3	20.0	3	18.3	20.6	-21.5%
ARTS-101	2	20.5	2	25.5	2	21.0	22.3	2.4%
ARTS-102	2	24.0	2	22.5	2	24.5	23.7	2.1%
ARTS-105	0	0	1	27.0	0	0	27.0	N/A
ARTS-110	3	21.0	3	21.3	4	14.8	18.6	-29.5%
ARTS-111	1	20.0	2	25.0	1	23.0	22.7	15.0%
ARTS-112	0	0	2	11.0	1	20.0	15.5	N/A
ARTS-120	2	15.5	2	23.0	2	31.5	23.4	103%
ARTS-140	4	23.5	5	27.8	5	27.4	26.4	16.6%
Program	17	21.6	19	23.4	20	22.4	22.5	3.7%
Institution	1,010	23.3	1,045	24.0	1,055	26.2	24.5	12.4%

Sources: SQL Queries for Fall 2025 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

Enrollments in concurrent sections are attributed to the primary course noted in the Concurrent Courses Reports. Each concurrent section is treated as one section.

Green shading denotes increases > 10%.

Pink shading denotes decreases > 10%.

Studio Arts Noncredit	2022-2023		2023-2024		2024-2025		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
ARTSNC-954/45	3	21.7	3	22.7	5	19.6	21.0	-9.7%

Source: Term to Term Enrollment – FTES – Load Comparison Report (by Non-Credit Course)

Green shading denotes increases > 10%.

Pink shading denotes decreases > 10%.

Describe the trend in average section size within the program over the past three years.

Average section size has increased

Relative Change in Average Section Size in the Past 3 Years

Summary Comparison	Three-Year	
	Average	Change
Program	22.5	3.7%
Institution	24.5	12.4%

Relative Average Section Size Trend

Program average reflects the institutional average

Relative Change in Average Section Size

Change at the institutional level exceeds the change at the program level

Describe the factors that contributed to the recent trend in average section size within the program.

The change in growth at 3.7% reflects the return of students and the previously mentioned outreach. Section sizes for Studio Arts classes are generally limited due to the nature of the courses. The limited size reflects space, equipment, individualized time, and best practices for studio courses. We have been balancing student demand

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with historical data, modalities, day/time of offerings. Uncertainties in the economy and current political climate influences the program's small but careful adjustments to creating a schedule and course offerings that best serve students while stabilizing section sizes and enrollments.

Arts 110's decreased enrollment is being monitored. The department will most likely need to adjust day/time of offerings and promotional materials. Overall, average section size is stable.

Do the trends suggest that changes are necessary to increase average section size?

No

A.3 FILL RATE & PRODUCTIVITY

Fill Rate Data

Studio Arts	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Fill Rate					
Program					
Enrollments	367	445	448	22.1%	1,260
Capacity	423	474	499	18.0%	1,396
Fill Rate	86.8%	93.9%	89.8%	3.0%	90.3%
Institution					
Enrollments	23,489	25,075	27,646	17.7%	76,210
Capacity	31,749	32,279	32,984	3.9%	97,012
Fill Rate	74.0%	77.7%	83.8%	9.8%	78.6%

Source: SQL Queries for Fall 2025 Program Review

Studio Arts	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Fill Rate					
Program					
Enrollments	65	68	98	50.8%	231
Capacity	60	60	125	108%	245
Fill Rate	108%	113%	78.4%	-29.6%	94.3%

Sources: Term to Term Enrollment – FTES – Load Comparison Report (by Non-Credit Course); SQL Queries for Fall 2025 Program Review

Compare program-level fill rate with institution-level fill rate over the past three years.

Program fill rates have consistently exceeded institutional fill rates.

Productivity Data

Studio Arts	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Productivity					
Program					
FTES	63.3	86.4	88.2	39.3%	237.9
FTEF	6.2	7.0	7.4	19.4%	20.6
Productivity	10.2	12.3	11.9	16.7%	11.5
Institution					
FTES	3,017.0	3,163.5	3,393.8	12.5%	9,574.3
FTEF	293.8	288.1	294.5	0.2%	876.4
Productivity	10.3	11.0	11.5	12.2%	10.9

Source: SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)

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Studio Arts Noncredit	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Productivity					
Program					
FTES	1.7	2.3	2.5	47.1%	6.5
FTEF	0.2	0.2	0.4	100%	0.8
Productivity	8.5	11.5	6.3	-13.1%	8.1

Relative Change in Productivity in the Past 3 Years

Summary Comparison	Three-Year Rate		Three-Year Change	
	Fill Rate	Productivity	Fill Rate	Productivity
Program	90.3%	11.5	3.0%	16.7%
Institution	78.6%	10.9	9.8%	12.2%

Compare program-level productivity with institution-level productivity over the past three years.

Program productivity has consistently exceeded institutional productivity.

Describe the factors that contributed to recent trends in fill rate and productivity within the program.

As stated above, since the pandemic the Program has been judiciously working on the schedule and class offerings to best meet student demand while considering historical data, modalities, day/time of offerings. This, combined with our outreach efforts has stabilized most areas of the program as reflected in our 90% fill rate and 16% change in Productivity over the last 3 years.

Do the trends suggest that changes are necessary to increase fill rate or/and productivity?

No

A.4 LABOR MARKET DEMAND

Does labor market demand or recent advisory committee discussion suggest that changes are needed?

No

B.1 RETENTION & SUCCESSFUL COURSE COMPLETION

Retention & Course Completion Data

Summary Comparison	Program	Comparison	Institution
Retention Rate	95.0%	>	91.8%
Successful Course Completion Rate	87.2%	>	73.5%
Difference	7.8%	<	18.3%

Reflect on the summary comparison of retention, successful course completion, and the difference between the two at the program level vs. the institution level. Do the program-level figures suggest that changes are necessary?

No

Describe the proposed actions that the program will take based on the summary course retention and completion data.

The program exceeds institutional retention and successful course completion rates. Studio Arts Successful Course Completion rate exceeds the institution by over 10%. Our faculty and staff make students feel welcome, heard, and seen. Most faculty have completed some form of DEIA training through the Academic Senate or Chancellor's Office. The quality of our teaching is further demonstrated by our numbers. Our classes engage students and meet students where they are at. The program embodies the values of NVC. Faculty foster integrity, accountability, and respect in their classes. We are inclusive and equity-minded. Student work frequently explore issues of social justice and sustainability. Art classes encourage students to express their viewpoints on issues that are important to them. We will continue our current strategies that best serves students.

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Course-Level Retention & Completion Data

Studio Arts	Retention Rate			Successful Course Completion Rate			Difference (Retention Minus Successful Course Completion)	
	Course	Rate	Course vs. Program Rate		Rate	Course vs. Program Rate		
			Higher	Lower		Higher	Lower	
ARTS-100	ARTS-100	94.1%	--	--	79.5%		X	14.6%
ARTS-101	ARTS-101	96.2%	X		92.5%	X		3.7%
ARTS-102	ARTS-102	92.4%		X	85.7%		X	6.7%
ARTS-105	ARTS-105	96.3%	X		88.9%	X		7.4%
ARTS-110	ARTS-110	94.6%	--	--	81.7%		X	12.9%
ARTS-111	ARTS-111	100%	X		96.5%	X		3.5%
ARTS-112	ARTS-112	100%	X		100%	X		0%
ARTS-120	ARTS-120	95.5%	--	--	95.5%	X		0%
ARTS-140	ARTS-140	95.0%	--	--	89.4%	X		5.6%
ARTS-141	ARTS-141	94.3%	--	--	85.2%		X	9.1%
ARTS-145	ARTS-145	92.6%		X	88.9%	X		3.7%
ARTS-150	ARTS-150	95.2%	--	--	95.2%	X		0%
ARTS-210	ARTS-210	81.8%		X	81.8%		X	0%
ARTS-220	ARTS-220	95.0%	--	--	90.0%	X		5.0%
ARTS-240	ARTS-240	96.0%	--	--	84.0%		X	12.0%
ARTS-241	ARTS-241	96.9%	X		84.4%		X	12.5%
ARTS-244	ARTS-244	100%	X		93.3%	X		6.7%
ARTS-248	ARTS-248	*			*			N/A
ARTS-260	ARTS-260	81.8%		X	81.8%		X	0%
ARTS-261	ARTS-261	100%	X		93.8%	X		6.2%
Program		95.0%			87.2%		7.8%	
Institution		91.8%			73.5%		18.3%	

Source: SQL Queries for Fall 2025 Program Review

*Indicates that data are suppressed due to low N (< 10).

-- Indicates a value that is within 1% of the program-level rate.

Bold italics denote a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in ***bold italics***.

Green shading highlights courses with retention and successful course completion rates higher than the corresponding program-level rate and a difference between retention and successful course completion that is smaller than the difference at the program level.

Pink shading highlights courses with retention and successful course completion rates lower than the corresponding program-level rate and a difference between retention and successful course completion that is larger than the difference at the program level.

Reflect on the course-level data provided in the table containing detailed program data. Do the course-level retention rates, successful course completion rates, or the differences between the two suggest that changes are necessary?

No

Describe the proposed actions that the program will take based on the course-level retention and completion data.

We will continue our current strategies as indicated previously.

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B.2. STUDENT EQUITY

Comparison of Retention and Successful Course Completion Rates Among Demographic Groups

Studio Arts	Demographic Group	Program	Comparison	Institution
Retention Rate	Ages 25 to 29	98.6%	>	89.7%
	African American/Black	88.5%	=	89.5%
	Native American	*		86.0%
Successful Course Completion Rate	Ages 19 or Younger	82.7%	>	71.9%
	African American/Black	80.8%	>	65.2%
	Latinx/Hispanic	85.0%	>	70.4%
	Native American	*		64.3%
	First-Generation	84.5%	>	67.9%

Source: SQL Queries for Fall 2025 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**.

*Indicates that are suppressed due to low N (< 10).

Reflect on the comparison of retention and successful course completion rates among demographic groups at the program level vs. the institution level. Identify any areas of concern.

The Studio Arts Program has had a higher rate than the Institution in Successful Course Completion Rates for 6 years. We see this as a success in our student-centered, equity focused, and community-oriented approach in our courses.

While still higher than the Institutional level, First-Generation Successful Course Completion Rates in the program fell from 88.1% to 84.5%. This is something to examine within the department.

Three years ago, Retention Rates for African American/Black was lower than the Institution Level. That gap has closed and we are within 1% of the Institution Level. We are pleased to see that as the Retention Rate grew, so did our Successful Course Completion Rate.

Many of our plans from 3-years ago are still relevant. We will continue to monitor and respond to these numbers in the same manner.

Do the program-level figures on course retention and completion suggest that changes are necessary?

No

Describe proposed actions the program will take around student equity.

We will continue increasing our numbers with possible emphasis on first-generation students. The program is satisfied with the overall trajectory and positive growth.

B.3 DELIVERY MODE

Comparison of Retention and Successful Course Completion Rates by Delivery Mode

Studio Arts			
Retention & Successful Course Completion by Delivery Mode			
	In-Person	Comparison	Hybrid
Retention Rate	92.9%	<	100%
Successful Course Completion Rate	90.0%	<	92.5%

Source: SQL Queries for Fall 2025 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.

Courses Included in Analysis by Delivery Mode

Courses Included in Analysis by Delivery Mode	
Comparison	Course(s) and Academic Year(s)
In-Person vs. Hybrid	<ul style="list-style-type: none"> ○ ARTS-101 in 2023-2024 ○ ARTS-110 in 2024-2025

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Reflect on the comparison of retention and successful course completion rates by course delivery mode. Identify any areas of concern.

The program does not have any concerns regarding course delivery mode. Studio Arts lends itself to successful in-person instruction. We are pleased to see that our efforts to bring quality online instruction (hybrid) has translated to successful retention and completion rates.

Do the differences between retention or/and successful course completion among different delivery modes suggest that changes are necessary?

No

Describe proposed actions the program will take around course delivery mode.

We will continue best practices for in-person and online courses.

C.1 PROGRAM COMPLETION

Program Completion Data

Studio Arts				Three-Year	
	2022-2023	2023-2024	2024-2025	Change	Total
Degrees	6	4	15	150%	25
AA Degrees	1	3	7	600%	11
AA-T Degrees	5	1	8	60.0%	14
Institutional: AA Degrees	84	80	70	-16.7%	234
Institutional: AA-T Degrees	96	107	87	-9.4%	290

Source: SQL Queries for Fall 2025 Program Review

Direction of 3-year trend in AA degree conferral

The program trend deviates from the trend at the institutional level.

Magnitude of 3-year trend in AA degree conferral

The change at the program level exceeds the change at the institutional level.

Direction of 3-year trend in AA-T degree conferral

The program trend deviates from the trend at the institutional level.

Magnitude of 3-year trend in AA-T degree conferral

The change at the program level exceeds the change at the institutional level.

Describe the factors that contributed to recent trends in completion within the program.

Our AA and AA-T degrees have increased while the Institutional Level has decreased. We will continue working with and advising students on their degrees. Our partnership with Counseling, specifically the ARTS Specialist, also helps students earn their degree. We expect enrollment to stabilize now that our cohort of students who entered NVC during the pandemic have graduated.

Regarding Time to Completion in the table below, both the Program and Institutional Time has grown. This reflects the uncertain and difficult times students are facing post-pandemic. Our completion rate shows Studio Arts students take a little over an extra semester to graduate. This accurately reflects that many art students come to the program having already spent 1 - 2 years at NVC in another area of study. It is difficult for students to study art due to parental expectations, societal pressures, and other issues. When they arrive in the program, we do our best to assist them with completing within 2 years of joining us. The program successfully guides our students in reaching their educational goals as evidenced by our retention, successful course completion and degrees conferred data. We feel strongly that it is an equity issue to make sure our students get the best and most in-depth education possible while in our program. The disproportionately impacted students who join us feel welcome, respected, and seen. They build community and grow in confidence while in the Studio Arts program. We are happy to provide this extra time to students who have expressed they previously felt they did not belong on campus or in college.

We have streamlined our program, worked on program mapping, and guided pathways. We will continue this course of action.

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Do the trends suggest that changes are necessary to increase completion (degree/certificate conferral)?

No

Relative Average Time to Completion Data

Studio Arts		Three-Year					
Award Type	Program Proportion of Awards	Trend		Average Time to Completion (in Years)			
		Program	Institution	Program	Institution		
AA Degrees	4.7%	600%	-16.7%	4.2	3.5		
AA-T Degrees	4.8%	60.0%	-9.4%	4.1	3.4		

Does the time to completion within the program reflect the institutional time to completion?

No

Does the program time to completion suggest that changes are necessary to reduce time to completion?

No

C.2 JOB PLACEMENT RATES

C.3 LICENSURE EXAM PASSAGE RATES

SECTION III: CURRICULUM

Courses Table

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee	Reason for Last Review	Has Prerequisite/ Corequisite* Yes/No & Date of Last Review	Last Term with Enrollments	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year Anticipated	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
ARTS	100	3/10/22	Update of the COR to meet current GE standards for this course and to specify that this course is NOT for students majoring in the arts	No	SU/25			X
ARTS	101	3/14/19 (BOT)	This is not a substantive revision. The COR is being cleaned up and clarified to reflect the content rigor of the course as it is currently being taught	No	SP/25			X
ARTS	102	10/30/24 01/21/25	Non-substantive review of course. Move assignments out of evaluation area and an update to textbook/ books.	No	SP/25			X

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ARTS	105	10/23/24 01/21/25	non substantive edit to update course	No	SP/25			X
ARTS	110	03/12/20 (BOT)	None Given	No	SP/25			X
ARTS	111	03/12/20 (BOT)	Periodic non-substantive update. No changes to the course other than textbook and formatting.	Yes – Advisory. Completion of ARTS-110 with a minimum grade of C. 2020	SP/25			X
ARTS	112	12/09/21 (BOT)	Addition of course sequence prerequisite	Yes – Prerequisite. Completion of ARTS-110 with a minimum grade of C. 2021	FA/24			X
ARTS	120	10/23/24 01/21/25	Non-substantive update	Yes. Advisory. Completion of ARTS-101 with a minimum grade of C (2025)	SP/25			X
ARTS	130	11/8/24 1/21/25	Non- substantive review, textbook rationale	Yes – Advisory; Completion of ARTS-110 with a minimum grade of C (2025)	SP/20		X F25	
ARTS	140	10/23/24 02/07/25	Non- substantive review, updating to fit course leaf template and adding a more current textbook	No	SP/25			X
ARTS	141	10/30/24 02/07/25	Same as above	No	SP/25			X
ARTS	145	10/30/24 02/07/25	Same as above	No	SP/25			X
ARTS	150	10/30/24 03/07/25	Non-substantive review.	No	FA/24			X
ARTS	199	10/23/24 01/21/25	Non-substantive review	No	SP/22	X NS F25		
ARTS	210	10/23/24 01/21/25	Non-substantive review	Yes – Advisory - Completion of ARTS-111 with a minimum grade of C (2025)	SP/25			X

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ARTS	220	10/23/24 01/21/25	Non-substantive edit to this course; Assignments were mixed into methods of evaluation and other duplications were deleted or added to the appropriate area; Textbook update	Yes-Advisory. Completion of ARTS-120 with a minimum grade of C (2025)	SP/25			X
ARTS	240	10/30/24 01/21/25	Non-substantive review, adapting to course leaf layout, textbook update	Yes – Prerequisite; Completion of ARTS-140 with a minimum grade of C (2025)	SP/25			X
ARTS	241	11/4/24 01/21/25	Non-substantive edit to this course; Assignments were mixed into methods of evaluation and other duplications were deleted or added to the appropriate area; Textbook update	Yes – Advisory; Completion of ARTS-141 with a minimum grade of C (2025)	SP/25			X
ARTS	244	10/30/24 01/21/25	Non-substantive update	Yes – Advisory. Completion of ARTS-141 with a minimum grade of C (2025)	FA/24	X NS F25		
ARTS	248	11/4/24 01/21/25	Non substantive review update course to fit course leaf and add textbook rational	No	SP/25			X
ARTS	249	11/4/24 01/21/25	Non substantive review adjusting to course leaf structure and textbook update	Yes – Advisory. Completion of ARTS-141 with a minimum grade of C (2025)	SP/23			X
ARTS	260	06/12/14	Addition of Limitation on Enrollment; Audition by Portfolio	No	SP/25			X
ARTS	261	11/4/24 01/21/25	Same as above	Yes – Advisory; Completion of ARTS-240 or ARTS-241	FA/24			X

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				with a minimum grade of C				
ARTSN C	45	2024 / 12/06/2024	Non substantive - update language, text books	No	SP/25			X
ARTSN C	48	2025	Updating course number	No – Course on list to be archived FA/2026	Never offered as ARTSNC-48 offered SP20 as ARTSNC-980			X

Degrees & Certificates Table

Degree or Certificate & Title	Implementation Date	Date of Last Review	Reason for Last Review	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year Anticipated	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
Studio Arts AA-T	8/1/2012	2025	Updating for CalGETC alignment	No	X - electives archived, need to update F26		
Studio Arts AA	8/1/2010	2025	Removed ARTS 246 and ARTS 247 due to archival	Yes	X - Will archive ARTS 130 for F2026		

Describe the alignment between the Program Map(s) and the NVC Catalog.

Program faculty have reviewed all program map(s) pertaining to the program and have confirmed alignment between the map(s) and the information in the current NVC Catalog.

Do the findings from the review of information indicate that changes are necessary to ensure consistency across sources?

No

D. ALIGNMENT BETWEEN COURSE SCHEDULING & CATALOG

Describe the alignment between recent course offerings and program requirements.

Program faculty have reviewed recent course offerings against requirements for all degrees/certificates conferred by the program and have confirmed that students have been given opportunity to complete requirements within the period of time reported

Do the findings from the review of course offerings indicate that changes are necessary to ensure that students can complete program requirements within the period of time reported in the Catalog?

No

Program (ARAH) - Studio Arts : Program Review

SECTION IV: LEARNING OUTCOMES ASSESSMENT

LEARNING OUTCOMES STATEMENTS

Program Learning Outcomes Statements from Current Catalog

Program/ Degree/ Certificate	Learning Outcomes Statement(s) as Presented in Current NVC Catalog
Studio Arts AA-T	<ol style="list-style-type: none"> 1. Critically analyze and assess diverse historical and contemporary works of art, architecture, and design. 2. Create art that engages and builds on historical and contemporary practices, theories, and materials. 3. Translate concepts and visual experience into images or tactile forms. 4. Present finished artwork for peer, professional or academic review. 5. Evaluate and critique artwork and receive criticism from others. 6. Express artistic concepts and intents in written and oral formats. 7. Safely handle and maintain materials, studio facilities, and equipment.
Studio Arts AA Degree	<ol style="list-style-type: none"> 1. Describe, analyze, interpret, and evaluate artwork in cultural context. 2. Evaluate and critique artwork and receive criticism from others. 3. Express artistic intents, concepts, and practices in writing. 4. Create art that skillfully engages and builds on historical and contemporary practices, theories, and materials. 5. Translate concepts and visual experiences into images or tactile forms. 6. Present finished artwork for peer, professional, or academic review.

A. ALIGNMENT OF OUTCOMES STATEMENTS ACROSS A VARIETY OF SOURCES

Program faculty have reviewed all program-level outcomes statements (including those associated with each degree or/and certificate offered) recorded in these .

Current NVC Catalog

Nuventive

Program Map(s)

Were any discrepancies between outcomes statements across the locations identified?

No

B. STATUS OF LEARNING OUTCOMES ASSESSMENT

B.1 Course Level

Number of Courses	Studio Arts		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	Over Last 4 Years	Over Last 6 Years
25	13	20	52.0%	80.0%		

B.2 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
Studio Arts AA-T Degree	Program-Level Outcomes Data is not separated by AA and AA-T degrees within Nuventive.				
Studio Arts AA Degree					
General Program	6	4	5	66.7%	83.3%

Are any changes necessary to ensure regular, ongoing assessment of student learning outcomes?

No

Program (ARAH) - Studio Arts : Program Review

C. FINDINGS FROM LEARNING OUTCOMES ASSESSMENT

Summary of recent assessment findings

Overall, assessment shows the strength of our courses. We focused on critique (written and oral) for the last few years. We will most likely change our focus to assess a different area. We also use digital and hard copy forms to gather assessment data. We will continue to monitor this change to see if that helps faculty submit data.

Are any changes necessary to ensure follow-up on outcomes assessment findings or/and completion of action plans recorded in Nuventive?

Yes

Describe the proposed actions the program will take around learning outcomes assessment.

The department has requested a training with the Assessment Coordinator to help us map CLOs to PLOs more efficiently and clearly.

SECTION V: LAST THREE-YEAR PROGRAM-LEVEL PLAN

Components of the Last Three-Year Program-Level Plan

Status of Program-Level Plan from Last Program Review		
Components of Program-Level Plan from Last Program Review	Description of Implementation to Date	Description of Status
Curriculum Revision to ensure currency and DEI content	Over the 3 years, we have revised courses, as necessary. Each of those revisions looks at DEI content and adjusts the COR, as necessary.	Ongoing and reflected in successful equity rates
Outreach to HS students scheduled across the academic year	We have hosted high school tours as well as re-established connections with high school art teachers in Napa County. We are currently partnering with Napa, American Canyon, and New Tech High Schools. We are beginning to work with Vintage High.	Ongoing.
Promotion and re-introduction of ARTS 105 Color Theory for S24	Arts 105 has robust enrollment. It is offered once every 2 years. SP19 had 22 students. SP24 had 27 students.	Ongoing.
Consider folding ARTS 130 Printmaking into fee-based instruction	The department began integrating printmaking aspects to several courses during the past 3 years. Students expressed interest in the course. However, due to historic low enrollment, we were discouraged from offering the course for 2025 - 2026.	Course will be archived 2026 - 2027 catalog.
Revise PLOs	Department looking into revising and streamlining PLOS	Ongoing
Rethink space usage in 3700 regarding office space/instructional space/storage	The department has improved and organized storage spaces. We followed fire marshal recommendations.	Ongoing

Will any components of the last program plan be carried over into the plan that results from the current review process?

Yes

Program (ARAH) - Studio Arts : Program Review

SECTION VI. PROGRAM PLAN (FOR THE FUTURE)

Program Plan

Program Plan for the Future					
Program	Program-Level Initiative	Initiative/Component #	Alignment with EMP/Other Plans	Anticipated Year of Implementation	Anticipated Outcome of Initiative
Studio Arts	Curriculum Revision to ensure currency and DEI content	1	EMP #2	Ongoing until all courses cycle through Curriculum	Courses will better reflect DEIA components
	Outreach to HS students scheduled across the academic year	2	EMP #1	Ongoing	Increase and stabilize enrollments. We have begun pilot programs at area high schools that we will continue monitoring outcomes.
	Promotion and re-introduction of ARTS 105 Color Theory for S24	3	EMP #1	SP 2026	Stabilize Enrollments. If SP26 enrollments are stable, we will continue promotional efforts in the same vein.
	Revise PLOs	4	n/a	Fall 2028	PLOs will be simpler to map and use for assessment
	Rethink space usage in 3700 regarding office space/instructional space/storage	5	n/a	Fall 2028	Spaces will better reflect staff, faculty, student, class usage

SECTION VII. RESOURCE NEEDS (FOR THE FUTURE)

Resource Needs

Resources Needed to Implement Program Plan		
Initiative/Component #	Resource Type	Resource Description
2	Funding and Time	In the past, Studio Arts has proposed a day-long "Arts Summit" with area high school arts teachers to reconnect post-pandemic, hold workshops, and discuss how to best serve students transitioning from high school to college.

SECTION VIII. OVERVIEW

A.1 Assessment of State of the Program

Stability

A.2 Rationale for the State of the Program Selected

Enrollment data shows stability

B.1 Major Findings: STRENGTHS

Studio Arts Retention and Successful Completion rates and Equity data are strong. Our degrees awarded have been robust. Our faculty and staff are successfully guiding students in attaining their educational goals.

Program (ARAH) - Studio Arts : Program Review

B.2 Major Findings: AREAS FOR IMPROVEMENT

Streamlining PLOs will assist the department with future assessments and clarity of goals in the program and courses. We would like to strengthen our partnerships with the high schools and create a stronger pathway for high school students to the college.

C. Describe the great work the program has been doing the past three years, including effective and innovative practices to improve the student experience, success, learning, and achievement.

Studio Arts' data shows that we help students reach their educational goals. The Studio Arts is uniquely positioned to initiate equity-minded strategies which leads to equitable outcomes. Classes are student-centered, focus on student-teacher and student-student interaction, are collaborative and community oriented. We focus on critical thinking, creative expression and build trust throughout the semester. Our collaboration with Counseling has helped our students complete their studies. We are embracing new approaches to sustainability and environmentally friendly practices.

D. New Objectives/Goals

As the program stabilizes, Studio Arts will continue with the post-pandemic goals that have been serving us well. We will monitor enrollments and demographic shifts to ensure our course offerings and pathways match student needs and demands. Support from the college with our outreach efforts to the high schools would benefit the program and the college. We received support from the Digital Media and Communication Specialist and would like to continue this relationship with the new hire.

E. List of Individuals Who Contributed to the Report/Participated in Process

Draft was shared with all staff, part-time and full-time faculty. Feedback was received and incorporated as appropriate.

ADMINISTRATIVE FEEDBACK

Supervising Administrator

Robert Harris

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

1. Strong enrollments and success rates for students.
2. Curriculum provides opportunities and avenues for students to express themselves via art in a supporting and safe environment provided by informed and responsive faculty.
3. Faculty, both full-time and part-time, who are responsive and willing to review, assess, and revise course curricula and course offerings via scheduling in a manner to provide students with opportunities to succeed and advance on their educational pathway.

Areas of concern if any

Two challenges that manifest as concerns are facility capacity which can limit the number of enrollments for a given course and the significant numbers of courses in the inventory that can create course sequence challenges.

Recommendations for improvement

1. Outreach and collaboration with local high schools to increase visibility of Studio Arts thereby creating pathways and greater opportunities for students to transition to college and the world of art.
2. Continued review of programmatic offerings to provide the greatest number of opportunities for students while minimizing the overall number of courses in the program. This will provide a stronger course sequence and/or rotation in sequential semesters. This process has been initiated and is encouraged to continue.

Additional information regarding resources

District provided resources are slightly below the needs to fully equip program courses and student access to quality materials. The program has been very efficient in working in a sustainable fashion to reuse/recycle some materials used in the classrooms, but an augmentation of District funds would benefit the program to allow for refreshment of equipment/material inventories. SWF funds have been utilized in recent years but that source is tenuous and subject to a variety of factors beyond the control of the program.