Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Studio Arts

Term/Year of Review: Fall 2019

Summary of Program Review:

A. Major Findings

1. Strengths:

The Studio Arts program is a healthy, stable well attended program. We believe in reaching as many students as we can with the creative and cultural enriching practices associated with Studio

3. Projected Program Growth, Stability, or Viability:

The Studio Arts Program is a well-attended program. We have offered fewer sections over the last 6 semesters and roughly maintained an above average fill rate. We believe a well thought out reintroduction of these sections will be successful over the long haul.

B. New Objecti

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

RPIE Analysis:

Similarly, enrollment within the program decreased by 17.9%, while enrollment across the institution decreased by 10.9%.

Enrollment in the following courses changed by more than 10% (±10%) between 2016-2017 and 2018-2019:

Courses with enrollment increases:

- o

RPIE Analysis: Over the past three years, the Studio Arts Program has claimed an average of 20.6 students per section. The average class size of 25.1 students per section across the institution has exceeded the average class size within the program during this period. The average class size in the Studio Arts Program decreased by 0.8% over the past three years. Average class size at the institutional level increased by 1.2% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2016-2017 and 2018-2019:

Course with increase in average class size:

- *ARTS-141 (33.3%)*

Courses with decreases in average class size:

- *ARTS-102 (-41.5%)*
- *ARTS-101 (-23.8%)*
- *ARTS-140 (-20%)*

Program Reflection: 1(i8 Tm[1(i8 Tm[(v6-2.6n)g3)2.4d)g3i8 Tm[-511sg
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ARTS-100	92.1%	--	--	86.3%	--	--
ARTS-101						
ARTS-105				82.1%		X
ARTS-110	91.6%	--	--			
ARTS-111	95.6%	X				
ARTS-112	93.1%	--	--	86.1%	--	--
ARTS-120	88.3%		X	84.4%		X
ARTS-130	100%	X		93.3%	X	
ARTS-199	100%	X		100%	X	
ARTS-210	100%	X		100%	X	
ARTS-220	83.3%		X			
ARTS-260	90.9%		X	81.8%		X
3D						
ARTS-102	95.2%	X		88.1%	X	
ARTS-140	92.8%	--	--	84.9%	--	--
ARTS-141						
ARTS-145	97.0%	X		93.9%	X	

First Generation			84.7%	73.9%

Source: SQL Enrollment Files

denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in .

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level

Average Time to Degree (in Years)+			
Studio Arts: AA-T	*	*	*
Studio Arts-Ceramics: AA	*	*	*
Studio Arts-Painting: AA	*	*	*
Institutional: AA	**4**	**5**	**4**
Institutional: AA-T	**4**	**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 2018-

a. COURSES

Subject	**Course Number**	**Approval Date**	**Has Prerequisite*** Yes/No	**In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)*	**To Be Archived** *(as Obsolete, Outdated, or Irrelevant)*	**No Change**
ARTS	100	8/1/12	NO	NS Spring 2020		

b. DEGREES AND CERTIFICATES[+]

Degree or Certificate & Title	**Implementation Date**	**Has Documentation** Yes/No	**In Need of Revision+** *and/or* **Missing Documentation**	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)*	**No Change**
Studio Arts AAT	2013	yes			x
Studio Arts: Ceramics emphasis AA	2013	yes			x
Studio Arts: Painting and drawing emphasis AA	2013	yes			x

*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 unt1.52 550.32 80.510refh(i)10.6 (.3 r.6 (.3q003 Tw3t)7.9 (1.6.6 (g)2.6 (ra)

		4 Years	6 Years	4 Years	6 Years
Studio Arts AA-T	7	4	5	57%	71%
Studio Arts-Ceramics AA Degree	6	3	3	50%	50%
Studio Arts-Painting and Drawing AA Degree	6	3	3	50%	50%

Program Reflection:

Moving forward we are focused on streamlining the process of correlation between our CLOS and PLOs. Our current model is a bit cumbersome and less than intuitive. Through on-going discussions with Arts faculty, we would like to radically simplify our PLOs in to 2 major categories that almost all CLOs will directly map to. Visual Literacy and Portfolio Development are the 2 major areas we would like our program to focus on. Continued discussion on this topic and relation to ILOs is ongoing. Further, we have observed the need for greater focus on creative problem solving. We have consistently witnessed good skill building in our students. Ultimately however, fortifying the methods by which they utilize, implore and create solutions to problems with these skills will provide our students with success as they move forward. To achieve this, we must support all students in our programs while simultaneously teaching to the highest level.

B. Summary of Learning Outcomes Assessment Findings and Actions

As a result of analysis of CLOs and PLOs we believe the levels of thinking that need to be most addressed in our programs are at the highest level of blooms taxonomy. The Evaluative and Creative levels.

While we push to increase student aptitude in the PORTFOLIO DEVELOPEMENT area we must make sure we are supporting all students in this endeavored despite their skill level. We have started to address this in our introductory courses Arts 101 and 102. Our studio assignments are moving to be more 'Studio Problem" based. Where a student uses newly acquired or recently honed skills to create a solution to an assignment, presented as a "Studio Problem" they must solve.

Further, this level of creative thought and problem solving will be pushed in our student's literal development as we work to improve their VISUAL LITERACY. Whether in written or oral formats we will endeavored students to make creative observations comparisons and evaluations of works of Art and Design. Although this area is rooted in language it is very similar and integral to Portfolio development. The more each student sees, reads and interacts with historic and contemporary works the more "Skills", "visual vocabulary" and context they will have. This will allow them to make these creative insights comparisons and evaluations.

7.Safety: Safely handle and maintain materials, studio facilities, and equipment.

New working draft of PLO structure:

1. **<u>Visual Literacy:</u>**

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

Evaluate and critique artwork and receive criticism from others.

Express artistic intents, concepts, and practices in writing.

2. **

IV. PROGRAM PLAN

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

Viability

Stability

Growth X

*Please select ONE of the above.

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

Modest enrollment changes relate primarily to cutbacks in the number of sections offered; returning fulltime faculty and enrollment management strategies are expected to result in stabilization.

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: _19-20 to 21-22____

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report

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

rooted in the development of each student's critical thinking skills.

Feedback and Follow-up Form

Completed by