



DIGITAL ART AND DESIGN

Summary of Program Review:

A. Major Findings

1. Strengths:

During the last few years

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 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.

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, 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 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



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) 3.3 (academic year)-

Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (<http://www.labormarketinfo.edd.ca.gov>)

^ABay Area counties include: Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).

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.

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.

DART101	76.3%		X	67.1%		X
DART120	83.7%	--	--	70.3%	--	--
DART125	72.5%		X	43.1%		X

This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.



(Courses with last review dates of 6 years or more must be scheduled for immediate review)

Yes/No

Indicate Non-Substantive (NS) or Substantive (S) & Academic Year

(as Obsolete, Outdated, or Irrelevant)

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

Creation of Advisory Committee	throughout	SP23	Revisions to AA, creation of Certificates
Updating CORS	Curriculum	F24	Better achievement of students in the evaluative and (o)-6.6 (f)]TJ C

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

- Complete work from 1718 and 1819 unit plans
- Creative problem solving across the curriculum.
- Develop 3950 so it is laid out like 3705 for better creativity, collaboration and evaluation.

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.

The recent student access to library laptops and Wi-Fi hotspots, paid subscription to Adobe Creative Cloud 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 degree.

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

DART students are diverse in their interests, whether it is graphic design, animation, digital art, 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 student's critical thinking skills. We have seen students advance these crucial skills and act as peer mentors to beginning students.

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 disproportionately impacted by the COVID pandemic, as online 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 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 be very helpful, but printers are also needed, as well as support for student accounts in Adobe Creative Commons.

Anticipated Resource Needs:

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 installation