

Noncredit Visual & Performing Arts

Summary of Program Review:

A. Major Findings

1. Strengths:

1. **Overall Growth:** The program has experienced significant growth over the past three years, with a 323% increase in enrollment, surpassing the overall noncredit course growth rate.
2. **Specific Course Success:** MUSINC-750 saw a notable enrollment surge of 106%, indicating a strong interest or successful outreach efforts.
3. **Resilience During Pandemic:** Despite the challenges posed by the Covid-19 pandemic, the program maintained robust numbers, especially in performing arts classes, which were particularly impacted by the pandemic restrictions.

2. Areas for Improvement:

1. **Enrollment Decline in Specific Course:** MUSINC-740 experienced a 40.0% decrease in enrollment, suggesting a need to understand factors contributing to this decline and adjust meet student needs.
2. **Course Cap Challenges:** Some courses faced challenges with course caps or concurrent offerings with credit courses, affecting non-credit enrollment capacity.
3. **Incomplete Records:** The cyberattack in 2022 affected record-keeping, leading to incomplete rosters and potential data discrepancies, which could impact program analysis and planning.

3. Projected Program Growth, Stability, or Viability:

This program projects growth.

- Over the past three-years, enrollment across the program increased by 323%.
- Faculty are beginning the process of course review and expanding offerings.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Noncredit Visual and Performing Arts Program at Napa Valley College aligns well with the college's mission statement, which is to "transform lives" by providing excellent educational and professional opportunities that are student-centered, equity-focused, and community-oriented.

1. **Student-Centered:** The program's growth and the specific courses offered reflect a student-centered approach. It responds to student interests and engagement, as seen in the significant increase in enrollment and the success of courses like MUSINC-750, which experienced a notable surge in student participation.
2. **Equity-Focused:** The program's inclusivity and efforts to understand and address factors contributing to enrollment declines in certain courses demonstrate an equity-focused approach. By identifying and responding to barriers that may affect student access and success, the program contributes to creating equitable educational opportunities.

3. **Community-Oriented:** The program's outreach efforts, successful engagement strategies, and resilience during challenges such as the Covid-19 pandemic highlight its community-oriented nature. It not only serves students but also contributes to the cultural and artistic vibrancy of the community by offering opportunities for artistic expression and growth.

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

Overall, the Noncredit Visual and Performing Arts Program's recent contributions to Napa Valley College's mission have been substantial, demonstrating a student-centered, equity-focused, and community-oriented approach that aligns well with the college's overarching goals of providing excellent educational and professional opportunities that transform lives.

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

1. **Enrollment Growth Strategies:** The program's focus on increasing enrollment, especially through successful outreach efforts and responding to student interests, aligns with institutional goals related to student enrollment and retention. This includes initiatives to attract and engage a diverse student body.
2. **Equity and Inclusion Initiatives:** The program's efforts to understand and address factors contributing to enrollment declines in specific courses demonstrate a commitment to equity and inclusivity. These initiatives align with institutional goals aimed at promoting diversity, equity, and inclusion across campus.
3. **Community Engagement and Partnerships:** The program's resilience during challenges like the Covid-19 pandemic and its contribution to the cultural and artistic vibrancy of the community reflect a strong commitment to community engagement. Collaborative efforts with community organizations and outreach activities further promote institutional goals related to community partnerships and outreach.
4. **Data-Driven Decision Making:** The program's data-driven approach to monitoring enrollment trends and making adjustments based on insights gained from enrollment data aligns with institutional goals related to evidence-based decision making and continuous improvement. This includes leveraging data to enhance program effectiveness and relevance.
5. **Support for Student Success:** The program's student-centered approach, including initiatives to meet student needs and preferences, supports institutional goals related to student success and academic achievement. This includes providing excellent educational opportunities that empower students to achieve their goals.

C. New Objectives/Goals:

1. **Increase Equity and Inclusion:** Develop targeted outreach and support programs to enhance access and success for underrepresented student groups within the arts program.
2. **Expand Program Offerings:** Introduce new courses or workshops that cater to emerging trends and interests in the visual and performing arts, ensuring a dynamic and relevant curriculum.
3. **Promote Student Success:** Develop initiatives such as mentorship programs, career development workshops, and portfolio-building opportunities to support students' artistic growth and professional aspirations.
4. **Sustain Resilience:** Develop contingency plans and resilience strategies to navigate unforeseen challenges such as future pandemics, cyberattacks, or other disruptions that may impact program operations.

D. Description of Process Used to Ensure “Inclusive Program Review”

This program review was forwarded to faculty in corresponding disciplines for review and feedback.

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	Noncredit
Courses	ARTSNC 954
	ARTSNC 980
	MUSINC-740
	MUSINC-750
	MUSINC-770
	THEANC-750

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Enrollment

	2020-2021	2021-2022	2022-2023	Change over 3-Year Period
Enrollment				
ARTSNC-954	--	39	65	N/A
ARTSNC-980	--	--	--	N/A
MUSINC-740	10	18	6	-40.0%
MUSINC-750	16	30	33	106%
MUSINC-770	--	20	6	N/A
THEANC-750	--	--	--	N/A
Within the Program	26	107	110	323%
Noncredit across the Institution	941	1,158	1,662	76.6%
<i>Source: SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Non-Credit Course)</i>				

RPIE Analysis: Over the past three years, enrollment in the Noncredit Visual and Performing Arts Program increased by 323%, while enrollment across all noncredit courses increased by 76.6%.

Enrollment in the following courses changed by more than 10% ($\pm 10\%$) between 2020-2021 and 2022-2023:

Course with an enrollment increase:

- MUSINC-750 (106%)

Course with an enrollment decrease:

- MUSINC-740 (-40.0%)

Program Reflection:

The enrollment data for the Noncredit Visual and Performing Arts Program over the past three years presents a notable trend of growth. From 2020 to 2023, the enrollment in this program surged by an impressive 323%, showcasing a significant interest and engagement in this program. This substantial increase surpasses the overall growth rate of noncredit courses, which stood at 76.6% during the same period.

One specific course within the program, MUSINC-750, experienced a remarkable enrollment surge of 106% between 2020-2021 and 2022-2023. This surge highlights a specific area of interest or perhaps a successful outreach effort that resonated well with the target audience.

Conversely, there was a notable decrease in enrollment for another course, MUSINC-740, which experienced a decline of 40.0% during the same timeframe. Understanding the factors contributing to this decrease can provide valuable insights into areas that may require attention or adjustments to better meet student needs and preferences. It is essential to note that these years were affected by Covid-19 pandemic which created a strong hardship on performing arts classes. Singing and playing wind instruments were simultaneously dangerous activities and difficult or impossible to offer online. The relatively robust numbers in these courses during this difficult time should be noted as remarkable.

MUSINC- 750 is offered concurrently with MUSI 160, NVC Chorale. Though it does technically have a “course cap,” the nature of the course (a music ensemble) lends itself to there being effectively no course

cap. MUSINC-770 is another non-credit course offered concurrently with a performing ensemble. (MUSI 181 Jazz Ensemble).

In contrast, MUSINC – 740 is offered concurrently with several other Class Voice credit classes. During the academic year 2022-23, there had been a further combination of the entry level classes with the upper-level classes. This meant that the “for credit” courses being offered concurrently with this non-credit class filled the course more fully and there was only room for a handful of non-credit students in each semester. Music has already pivoted to offering more class meetings to accommodate the increased interest in Class Voice.

Finally, it should be noted that the cyberattack during the summer of 2022 seems to have affected some of the records. For example, when looking back at numbers for Spring of 2023 for the concurrent classes, MUSI 181 and MUSINC 770, the roster seems to be incomplete.

Overall, this enrollment analysis underscores the dynamic nature of program offerings and the importance of monitoring and responding to shifts in student interest and enrollment trends. By leveraging this data-driven approach, we can continue to enhance the effectiveness and relevance of our educational programs, ensuring they align closely with the evolving needs and aspirations of our students.

2. Average Class Size

	2020-2021		2021-2022		2022-2023		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
ARTSNC-954	--	--	2	19.5	3	21.7	20.8	N/A
MUSINC-740	2	5.0	2	9.0	2	3.0	5.7	-40.0%
MUSINC-750	2	8.0	2	15.0	2	16.5	13.2	106%
MUSINC-770	--	--	2	10.0	2	3.0	6.5	N/A
Program Average*	4	6.5	8	13.4	9	12.2	11.6	87.7%
Institutional Average (All Noncredit Classes)*	52	18.1	47	24.6	93	17.9	19.6	-1.1%

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

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, Noncredit Visual and Performing Arts Program has claimed an average of 11.6 students per section. The average class size in the program is lower than the average class size of 19.6 students per section across noncredit courses during this period. Average class size in the program increased by 87.7% between 2020-2021 and 2022-2023. Average class size at the institutional level decreased by 1.1% over the same period.

Average class size in the following courses changed by more than 10% ($\pm 10\%$) between 2020-2021 and 2022-2023:

Course with an enrollment increase:

- MUSINC-75- (106%)

Course with an enrollment decrease:

- MUSINC-740 (-40.0%)

Program Reflection:

The data regarding class sizes in the Noncredit Visual and Performing Arts Program over the past three years provides insights into the dynamics of student participation and instructional delivery. On average, each section in the program accommodated 11.6 students, showcasing a preference for smaller class sizes within this specialized program. This average class size is notably lower than the institutional average of 19.6 students per section across all noncredit courses during the same period.

An intriguing trend emerges when examining the changes in average class size within the program. Between 2020-2021 and 2022-2023, the average class size in the program increased significantly by 87.7%. This surge in class size may indicate growing demand or adjustments in course offerings to accommodate larger groups of students.

In contrast, at the institutional level, there was a slight decrease of 1.1% in average class size over the same period. This comparison highlights the unique dynamics within the program and its distinct approach to class size management compared to the broader noncredit course offerings.

Examining specific courses within the program reveals further insights into class size fluctuations. The course MUSINC-750 experienced a substantial enrollment increase of 106%, potentially leading to larger class sizes as more students enrolled in this course. Conversely, MUSINC-740 witnessed a notable enrollment decrease of 40.0%, which may have contributed to a decrease in class size for this course.

These trends in class size underscore the importance of flexibility and adaptability in instructional delivery within the program. As enrollment and student preferences evolve, monitoring and responding to changes in class size can help optimize the learning experience and ensure that resources are effectively utilized to meet student needs and maintain instructional quality.

3. Fill Rate and Productivity

Fill Rate			
	Enrollments	Capacity	Fill Rate
2020-2021	26	110	23.6%
2021-2022	107	205	52.2%
2022-2023	110	240	45.8%
Three-Year Program Total	243	555	43.8%
Productivity			
	FTES	FTEF	Productivity
2020-2021	0.47	0.00	N/A
2021-2022	1.42	0.14	10.1
2022-2023	4.06	0.20	20.3
Three-Year Program Total	5.95	0.34	17.5
<i>Sources: SQL Queries for Spring 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Non-Credit Course)</i>			

RPIE Analysis: Between 2020-2021 and 2022-2023, the fill rate within the Noncredit Visual and Performing Arts Program ranged from 23.6% to 52.2%. (The fill rate has not been calculated at the institutional level.) The rate across the three years was 43.8%. Between 2020-2021 and 2021-2022, both enrollment and capacity increased, resulting in an increase in fill rate (due to a higher rate of increase in enrollment). Between 2021-2022 and 2022-2023, enrollment was relatively stable while capacity increased, resulting in a decrease in fill rate.

Productivity within the Noncredit Visual and Performing Arts Program ranged from 10.1 to 20.3 over the past two years. (Productivity has not been calculated at the institutional level.) The two-year program productivity of 17.5 is reflects 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:

The analysis of fill rates and productivity within the Noncredit Visual and Performing Arts Program sheds light on the program's operational efficiency and capacity utilization over the past three years.

Firstly, the fill rate within the program exhibited variability, ranging from 23.6% to 52.2% between 2020-2021 and 2022-2023. The overall fill rate across these three years averaged at 43.8%. This variability indicates fluctuations in the utilization of available capacity within the program.

A notable observation is the impact of enrollment and capacity changes on fill rates. Between 2020-2021 and 2021-2022, both enrollment and capacity increased, resulting in a higher fill rate. This increase was primarily driven by a higher rate of enrollment growth compared to capacity expansion. However, between 2021-2022 and 2022-2023, although enrollment remained relatively stable, capacity increased, leading to a decrease in fill rate. This shift highlights the importance of aligning enrollment growth with capacity planning to optimize fill rates effectively.

Additionally, productivity within the program fluctuated between 10.1 and 20.3 over the past two years, with a two-year program productivity of 17.5. This productivity level aligns with the target of 17.5, indicating that one Full-Time Equivalent Faculty (FTEF) effectively accounted for 17.5 Full-Time Equivalent Students (FTES) across the academic year. This target reflects a standard of 525 weekly student contact hours for one full-time student across the academic year.

The analysis of fill rates and productivity underscores the importance of strategic enrollment management and resource allocation within the program. By maintaining a balance between enrollment growth, capacity planning, and productivity targets, the program can optimize its operational efficiency, deliver quality education, and effectively utilize resources to meet student needs and program objectives.

4. Labor Market Demand

This section does not apply to the Noncredit Visual and Performing Arts Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

This section does not apply to the Noncredit Visual and Performing Arts Program, as grades are not assigned for noncredit classes.

2. Student Equity

This section does not apply to the Noncredit Visual and Performing Arts Program, as grades are not assigned for noncredit classes.

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

This section does not apply to the Noncredit Visual and Performing Arts Program, as grades are not assigned for noncredit classes.

C. Student Achievement

1. Program Completion

This section does not apply to the Noncredit Visual and Performing Arts Program, as the program does not confer degrees or certificates. See Taxonomy of Program (above).

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

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

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	Has Prerequisite/ Corequisite* <i>Yes/No</i> & Date of Last Review	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S)</i> & Academic Year Anticipated	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year Anticipated	No Change
ARTSNC	954	12/10/2015	No	NS, 24-25		
ARTSNC	980	4/4/2016	No	NS, 24-25		
MUSINC	740	3/6/2020	No			X
MUSINC	750	12/10/2015	No	NS, 24-25		
MUSINC	770	7/10/2018	No	NS, 24-25		
THEANC	750	2/19/2021	No			X

*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

Program Reflection:

Several courses within the program have not undergone review by the Curriculum Committee for a significant period. Specifically, courses with last review dates of 6 years or more are flagged for immediate review to ensure alignment with current educational standards and practices. The department plans to review ARTSNC 954 and 980 for Non-Substantive revisions and discuss possible offerings of ARTSNC 980.

B. Degrees and Certificates⁺

This section does not apply to the Noncredit Visual and Performing Arts Program, as the program does not offer degrees or certificates. See Taxonomy of Programs (above).

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
4 (*)	2	3	50%	75%

**There are 6 courses (ARTSN-954, ARTSNC-980, MUSN-740, MUSN-750, MUSN-770, and THEANC-750) listed under the taxonomy for this Program, but only 4 courses (ARTSN-954, MUSN-740, MUSN-750, and MUSN-770) are listed in Nuventive. In addition, ARTSN-954 is not listed on the report; which typically means it had never been evaluated and/or there is no SLO/CLO data available.*

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
N/A					

**There are no PLOs associated with this program, as this program does not exist in Nuventive and all courses are listed under other programs.*

Program Reflection:

Some courses are in need of immediate assessment

B. Summary of Learning Outcomes Assessment Findings and Actions

Some of these courses have not been offered and/or may need to be archived

Program Reflection:

See above

IV. PROGRAM HIGHLIGHTS

A. Recent Accomplishments/Achievements

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B. Recent Improvements

THEA Arts is now offering Readers Theater for Older Adults and is seeing a positive enrollment trend. The program is looking to expand offerings by writing new curriculum to go to the curriculum committee in the Fall.

C. Effective Practices

To be fully viable, the department suggests increasing ARTSNC hourly rate for instructors from \$38 to a more competitive and comparable market rate such as \$60 hour. This will help recruit and retain instructors.
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V. PROGRAM PLAN

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

- Viability
- 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:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

- A. 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.

Description of Current Program Resources Relative to Plan:

Three-Year Plan

Noncredit Visual & Performing Arts	Planning Years:	2024-2025 through 2026-2027		
Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
Offer specialized workshops and masterclasses in emerging artistic techniques.	2026	Diversified learning opportunities, improved student skillsets, and increased program enrollment.	Funding for guest instructors, promotion and marketing of workshops, facilities for hands-on learning.	Other
Enhance technology infrastructure to support online learning and digital art creation.	2025	Improved accessibility for students, expanded program reach, and readiness for future disruptions.	Upgrading software and hardware, training for faculty on digital tools, IT support for technical issues.	Technology
Revise curriculum to incorporate more diverse perspectives and cultural content.	2026-2027	Enriched student learning experiences, increased cultural awareness, and improved inclusivity within the program.	Faculty development workshops on diversity and inclusion, curriculum redesign efforts, collaboration with community experts for cultural content.	Other
Conduct regular surveys and focus groups to gather student feedback and improve program offerings.	2025-2026	Enhanced program responsiveness to student needs, improved student satisfaction, and continuous program improvement.	Survey software/tools, staff time for data collection and analysis, coordination of focus group sessions.	Other

Completed by Supervising Administrator:

Robert Harris, Dean - ARAH

Date:

04/19/2024

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

- Ability to offer variable/variety of courses in tandem with credit courses to provide access to performing and visual arts productions and activities.
- Equitable access to community members interested in participating in the visual.
- Offering renewed opportunities following the pandemic.
- Resiliency and nimbleness of faculty/staff to create innovative offerings for the community to provide high quality productions and activities for the arts community.

Areas of concern, if any:

Increasing opportunities through an equity-focused lens.

Recommendations for improvement:

- Improve outreach to arts community to market offerings.
- Expand course/program offerings to further complement credit offerings.

Additional information regarding resources:

None specific.