

# Instructional Program Review Template

## What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

## Program Name

Indicate the type of program here:  AA;  AS;  AA-T;  AS-T;  Certificate

Program Name: AA-T Studio Arts

Academic Year: 2023-2024

Name of Faculty Submitter(s): Lewis Goldstein

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## I. Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

A. What is the program mission and how does it support the institutional mission?

The mission of the Studio Arts Program is to support the Barstow College mission by providing students with courses towards an AA degree in Studio Arts and to foster artistic creativity, an appreciation of fine arts and how the arts contribute to student success in all fields. It lays the foundations for continued study of studio arts and a career as a fine artist. It promotes critical thinking, a broad level of cultural understanding, how the arts, past and present, influence our present culture, and strong visual communication skills to inspire students to become artists, educators, global citizens and responsible members of a free society.

B. What is the program vision and how does it support the institutional vision?

The Studio Arts Program seeks to foster artistic awareness and creativity by offering a variety of course offerings in the studio arts and art history on campus and online. Classes are presented to support equity and an understanding of how artists are fundamental to all aspects of contemporary culture.

C. Please provide a short program description:

This program offers academic and career preparation that provides students with the skills and knowledge needed to transfer to a four-year college and/or to establish a career as a studio artist. In addition to preparing students to enter studio arts professions or acquire jobs that require a bachelor's degree or higher, the program offers course of study that enhance the creativity of

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students no matter which career is chosen. The program includes courses on drawing, painting, two and three-dimensional design, ceramics, sculpture, and art history. Classes are taught on-campus and online.

D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?

Studio Arts Classes, and the Studio Arts Program welcomes creative and cultural input from all students and all students are encouraged to bring their cultural, economic, gender, racial, spiritual identities to their creative experiences. The Arts are essentially innovative by nature and learning and culture are intertwined. Classes are designed for individual and group creativity and community is fostered through the equitable sharing and responsibility of the Art Studios. Excellence is required for learning and safety.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

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## II. Program Effectiveness

*The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.*

*For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.*

*Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.*

### Course Data and Analysis

#### A. Course Success Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Online instruction served 751 students at a 78% success rate. Traditional mode had an 85% success rate for 47 students and hybrid classes served 21 students with a 90% success rate. Online presentations reach a much larger demographic while traditional classes and hybrid classes have very limited enrollment capability.

Since the overwhelming majority of classes are taught online, scheduling has little significance as regards time of day. The success rates of traditional and hybrid classes varies little as regards time of day.

The success rate for FT faculty was 81.4% and the success rate for PT faculty was 72%

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## B. Retention Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

The retention rate favors Online Instruction at 91.5%, with traditional at 87% and hybrid 90.5%

Online scheduling had a 91.6% retention rate. For traditional classes, the daytime classes had a 94% retention rate . All Studio Arts Classes had retention rates at or above 90%.

## C. Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

There were 19 sections online, 4 traditional sections and 2 hybrid section.

Time of day differences were inconsequential as online classes made up the majority with only six sections of other modalities.

Full time and part time sections were 13 and 12.

## D. Enrollment Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

The enrollment counts are 755 online by mode and by scheduling. 68 students enrolled in traditional or hybrid classes. 584 students enrolled with Full time teachers and 239 students with Part time teachers.

## E. Class Size Average by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Class size average was 39.74% for online, 11.75% for traditional and 10.5% for hybrid. Time of day was equal for hybrid and traditional. Online classes can be taught at any time of day.

The average class size for Full time teachers was 44.92 and for Part time teachers 19.92.

## F. Efficiency: WSCH, FTES, FTEF

Full time efficiency was 17 and Part time 9.

## Student Equity Course Data

- A. What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

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- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Multiple options for knowledge acquisition  | <input type="checkbox"/> Presentation of resources from campus departments        | <input checked="" type="checkbox"/> Creates space for students to ask for help                                |
| <input checked="" type="checkbox"/> OER materials   | <input checked="" type="checkbox"/> ADA compliant materials                       | <input type="checkbox"/> Utilizes learning pact   |
| <input checked="" type="checkbox"/> Use of Early Alert  | <input type="checkbox"/> Use of graphic organizers                                | <input type="checkbox"/> Includes resources in syllabus   |
| <input checked="" type="checkbox"/> Audio files as video alternatives   | <input type="checkbox"/> Promotes peer community building and support             | <input checked="" type="checkbox"/> Provide reminders to students throughout course about resources available |
| <input checked="" type="checkbox"/> Provides students an opportunity for feedback on instruction                                  | <input checked="" type="checkbox"/> Seeks multiple perspectives                   | <input type="checkbox"/> Collaborative note-taking  |
| <input checked="" type="checkbox"/> Ensures all student races and backgrounds are represented in the classroom and the curriculum | <input checked="" type="checkbox"/> Correlates learning with real-life experience | <input type="checkbox"/> Other:<br>Click or tap here to enter text.   |
|   | <input checked="" type="checkbox"/> Probing and clarifying techniques             |   |

B. Specifically discuss any equity gaps that have surfaced in the data.  
No specific equity gaps have surfaced particular to this program.

C. What innovative plans or projects will help to close these gaps?  
As the college implements innovative plans or projects to close college level equity gaps, these should apply to this as well as other programs. Equity in the arts classes is fostered by the community spirit and shared creativity of all the students who work in the studio arts.

## Curriculum

A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)?  
If no, please name the course and when it is scheduled for peer review.

Yes  No

B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).

Yes  No

All the 2-year scheduled courses have been offered.

C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?

No

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- D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).  
None

### Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

*Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.*

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
A. Employ technical skills, creativity, critical thinking and conceptual problem-solving in completing independent projects in the Visual Arts, Design and Studio Arts	The data indicates that this PLO has been achieved from 87 to 80% of the time over the last three years.	Create a fund to pay for art supplies for economically challenged students
B. Demonstrate expert and safe use of a variety of equipment, materials, software and tools when performing, writing about and/or creating works of art.	The safety record for students in these classes has been excellent and students have successfully learned the safe and effective means of doing studio artwork.	Create a fund to pay for art supplies for economically challenged students
C. Participate in a variety of visual arts, demonstrate accomplishment of skills, techniques and processes involved in their, creation through a portfolio of work.	The program includes classes in the foundation arts such as two and three dimensional design, painting, drawing, ceramics, sculpture and survey art history classes. Students display their work through personal portfolios for transfer as well as in the Student Art Shows presented each semester.	Create a fund to pay for art supplies for economically challenged students
D. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
E. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

- A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?  
Presentation of Studio Art Classes as well as the required Art History classes have been redesigned to be zero-cost textbook classes. This has led to increased enrollment and success rates.

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- B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.

The success rates for studio arts classes indicate that the variety of classes, the presentation methods for these classes and the quality of the instruction, indicates a strong and developing program.

- C. Please reflect on the PLO data above and identify areas for student-centered growth or improvement.

- Are there specific courses/SLOs that the program would like to focus on for growth and improvement?

We are contemplating and researching adding classes such as intermediate drawing and digital arts.

- What actions can help grow or improve these areas moving forward?

Increased curriculum development by adjunct professors

- D. Please reflect on assessment data trends based on ethnicity, race, and gender.

- What actions can the program take to support equitable outcomes?

Studio Arts classes, by their participatory, interactive and supportive nature, support equitable outcomes. However, that being said, the Art History classes required for all community colleges for GE requirements are basically biased towards white men. Little emphasis or resources are applied towards a study of women, s or black and Hispanic art history

- Are there specific student groups the program would like to focus their efforts on?

Increased art history input for women and people of color.

## Program Data and Analysis

### A. Demographics

Info not found as regards declared degree

### B. Award Count

5

### C. Student Equity Program Data

- Specifically discuss any equity gaps that have surfaced in the data.

Insufficient time for viable data

- What innovative plans or projects will help to close these gaps?

Insufficient time for viable data

### D. Student or Program Satisfaction Survey Results

Unavailable

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**E. CTE-specific data**

- CTE Advisory Boards
- Labor Market data
- Program Viability

Click or tap here to enter text.

**F. Comparative data (compared to BCC and/or compared to other programs)**

NA

**G. Institution-Set Standards and the Big Picture**

*This section provides an opportunity to tie in all the data about the program to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.*

1. How is your program doing overall based on observation of program data?

This program has only been available for a short time and the number of degrees awarded has jumped 5 fold in the last year.

2. Provide an analysis of the “big picture” by reflecting on how your program data compares to the Institution-set Standards below.

COURSE Completion Rates 80%: above average. The rest below are not applicable.

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	<b>74%</b>	<b>76%</b>	
Certificates	<b>81</b>	<b>97</b>	
Degrees	<b>437</b>	<b>524</b>	
Transfers	<b>213</b>	<b>287</b>	
*Licensure Exam Pass Rates	<b>70%</b>	<b>79%</b>	
*Employment Rates	<b>60%</b>	<b>73%</b>	

*\*Applicable to CTE*

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## Guided Pathways and Response

- A. Name of the Guided Pathway that your program is a part of  
Arts, Communication and Humanities
- B. List the other programs (clusters) that are part of your Guided Pathway  
Humanities, Art History, Communications Studies, Theater Arts, Philosophy, Photography and English
- C. Provide a summary of how your program collaborates with other programs (clusters) in your Pathway.  
*Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.*  
We all participate in Guided Pathways meetings, as well as best practice and Academic Departmental meetings. Theater Arts and Fine Arts connect at the Student Art Show, this semester the show will be on November 15-Dec 3 in the PAC Lobby.

## Faculty/ Program Staff Data and Analysis

- A. **Faculty Load (FTEF)**  
257
- B. **FT/PT/OL Faculty Ratio**  
33/45/21
- C. **Faculty Professional Development**
  1. Please list any professional development that faculty members have participated in (Standard 3.2)  
Online Canvas classes, Equity Community engagement. Adjunct professors are professional artists and graphic designers and engage in continuous professional development. Full time faculty engages in pastel painting and music expansion.
  2. Please list any professional development that faculty members would benefit from (Standard 3.2)  
Equity focused book club
  3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)  
Currently yes
- D. **Overall Observation of Data on Faculty**  
*This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.*  
Provide an analysis of the “big picture.”  
This is a new program and is doing well. The success and retention rates for courses are above average. Most classes are presented online, expanding the degree opportunities for a larger and more diverse student population. Program classes are offered within a two year framework,



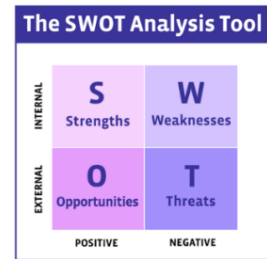
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enabling efficient completion to a Studio Arts AA-T degree. Current instructors are sufficient to cover the classes offered.

## SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	<b>STRENGTHS</b> Excellent Instructors, Efficient and successful LMS, OER classes, excellent Administrative Support	<b>WEAKNESSES</b> Lack of storage space for student work.
External	<b>OPPORTUNITIES</b> Expansion of Online Classes and presentation of the Studio Arts AA-T as a completely remote option	<b>THREATS</b> Climate Crises, AI issues and the potential for cheating in writing and creative projects

### III. Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years. Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

- Formulate **two to three Program Goals** to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).
- indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)
- Indicate how each Goal is **aligned** with the College's [Strategic Priorities](#).
- Indicate how each goal is **aligned** with the [Pillars of Guided Pathways](#).
- List at least one **objective** for reaching each goal.
- Develop an **outcome** statement for each objective.
- Explain how you will **measure** the outcome.

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- List any **resources** that will be needed to achieve the goal.

## GOAL #1

Reinstatement of the Student Art Show each semester after the pandemic hiatus.

A. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

B. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

C. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

D. Please list objective(s) for achieving this goal.

1. Give students the opportunity to exhibit their semester's artwork
2. Create a sense of completion and professionalism for students
3. Promote continued interest in the Studio Arts Program

E. Please list outcome statements for each objective.

1. Students submit artwork during the semester.
2. Students attend the opening of the exhibit wherein their workm is professionally displayed
3. Other attendees to the exhibit become interested in and inspired by the crestivity and enroll in art classes.

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F. Briefly explain how you will measure the outcome.

Measured by the participation and attendance at the show. Measured by interviewing attendees and via subsequent enrollment data.

G. Please list resources (if any) that will be needed to achieve the goal.

Ongoing Data

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## GOAL #2

To develop new courses that apply to the Studio Arts AA-T

B. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

C. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

Choose an item.

D. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

H. Please list objective(s) for achieving this goal.

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1. Increase course offerings for the program
2. Create opportunity for increased excellence

I. Please list outcome statements for each objective.

1. New courses would be developed and sent through the curriculum process
2. Students will have the opportunity to choose more advanced level instruction and/or new course offerings

J. Briefly explain how you will measure the outcome.

Successful course creation and increased enrollment

K. Please list resources (if any) that will be needed to achieve the goal.

Guidance in course development and financial support for adjuncts developing classes.

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## GOAL #3

Create a fund to pay for art supplies for economically challenged students.

C. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

D. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Choose an item.

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 3: Build Community

Choose an item.

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E. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

L. Please list objective(s) for achieving this goal.

I am working with the Dean of Instruction to develop a specific budget to achieve this goal

M. Please list outcome statements for each objective.

That all students, regardless of economic status, will be able to obtain the necessary art supplies to successfully complete this program

N. Briefly explain how you will measure the outcome.

The establishment of said budget.

O. Please list resources (if any) that will be needed to achieve the goal.

Money to be budgeted from existing or new budget category

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## Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

NA

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### IV. Resource Requests:

*What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.*

*Resources may be requested from the following categories:*

- *Personnel/Staffing*
- *Technology Resource*
- *Facilities Resource*
- *Professional Development*
- *Other*

*For all resource requests programs should utilize the Budget Allocation Proposal form and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required ? Yes or No	In No, indicate funding source
1.	<p>Reinstatement of the Student Art Show each semester after the pandemic hiatus.</p> <p>Give students the opportunity to exhibit their semester's artwork</p> <p>Create a sense of completion and professionalism for students</p> <p>Promote continued interest in the Studio Arts Program</p>	<p>Use of PAC Lobby, exhibition panels and stands, Promotion, Entertainment and Refreshments, Graphic Arts</p>	To Be determined	No	Art Budget and Administration and PIO support
2.	<p>To develop new courses that apply to the Studio Arts AA-T</p> <p>Increase course offerings for the program</p> <p>Create</p>	<p>Adjunct Professor curriculum development, Curriculum</p>	Based on hourly work required.	Not at this time	Funding source not required presently

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	opportunity for increade excellence	Committee processes			
3. Create a fund for students to obtain art supplies when economically challenged	Create economic equity	Money budgeted for students to buy art supplies	@\$1000.00	?	Click or tap here to enter text.
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