Educational Program Viability Review (EVPR)

Arts Management

Chaffey ⬛ College

School of Business and Applied Technology

Spring 2023

Table of Contents

Committee Members

The following Chaffey personnel served on the Educational Program Viability Review (EVPR) Committee to objectively assess the future of the Arts Management Program:

Curriculum Committee Chair (or designee): Angela Burk Herrick
Curriculum Committee Faculty: Tracy Kocher
Academic Senate President (or designee): Neil Watkins
Academic Senate Senator: Bruce Osburn
Chief Instructional Officer (CIO): Laura Hope
Dean: Yolanda C. Friday
CTE Liaison and/or Articulation Officer: Jonathan Polidano
Transfer/Career Center Administrator: Diana Sanchez

Executive Summary

In the Spring of 2022, after several semesters of low enrolled courses within Arts Management, the district's Chief Instructional Officer, Laura Hope, initiated the EVPR process on the basis of two quantitative concerns: Enrollment decline over the past five years, and courses are offered too infrequently for students to complete the program within a reasonable time frame, and one qualitative concern: the program fails to clearly connect to a viable employment pathway for students seeing community college certification.

During the first meeting, Dr. Tracy Kocher, Computer Science faculty and member of the Curriculum Committee was nominated to serve as co-chair of the EVPR committee along with Dr. Yolanda Friday, dean of the School of Business and Applied Technology. The dean presented a variety of data to the committee members to begin to assess the quality and relevance of the program, including the original program proposal, enrollment reports and the most recent Labor Market/Workforce Demand reports for occupations related to Arts Management.
There was a robust discussion from the members on the existence of community need for the program, existing marketing, program enrollments, and fiduciary concerns. In addition, the committee discussed if the program facilitates transfer or supports employment in the field of study with an attainable living wage as a result of program completion along with alignment with the district's Educational Master Plan. The committee thought that the program in its current form is not the best vehicle and investigation of the program as a potential offering through the newly developed Entrepreneurship Center should be conducted. The committee agreed to invite Sheneui Weber to the next meeting to discuss the possibility of shifting the program to the not for credit or non- credit arm of the district and explore the idea of a "creative gig space" for housing the program. In addition, the committee requested that the co-chair, Professor Tracy Kocher contact Professor John Machado, the program lead, to ascertain if there was any additional data or anecdotal evidence that could assist the committee in deciding on the next steps.

Professor Machado was contacted by Professor Kocher on 1/20/2023, and he did not provide any additional information, but instead responded by email to the dean: "The information referenced was presented in 2017 to the Board of Trustees, the administration, and in the

curriculum review process to originally approve this certificate. Based on other actions taken by the college, I'm not inclined to believe anything I could present at this point would have an impact on the administration's decision."

During the second EVPR meeting, the committee was disappointed to learn of this response, as this additional contact to Professor Machado was intended to take more evidence in preparation for making recommendations. After initial discussion of the lack of additional findings and the committee commenting that it is not a great fit in non-credit or not for credit, Associate Superintendent Sheneui Weber was invited to speak on the potential of the program being hosted through the Entrepreneurship Center. The subject was tabled for future discussion.

The committee voted unanimously to move the program to discontinuance which the recommendation to have the curriculum office deactivate the program and the dean to send the final report to the Office of Instruction.

Chaffey ⌂ College
Educational Program Viability Review Proposal

Proposed Program:	Arts Management		
Presented By:	Laura Hope	Date:	5/19/2022

Refer to AP 4021 for guidelines in completion of this request form. Submit completed form to the office of the Chief Instructional Officer.

1. **What are your concerns regarding the viability of this program?**

    a. **Quantitative** (check all that apply; supporting evidence must be attached)

    ☒ Enrollment decline over the past five years.

    ☒ Courses are offered to infrequently availability for students to complete the program within a reasonable time frame.

    ☐ Projected industry demand for the program has decreased.

    ☐ Low success and/or retention rates of students over past five years.

    ☐ Low term-to-term persistence (significantly below the college average or disciplinary norms) for those students in courses in the program over a sustained period of time.

    ☐ The program is not cost-effective relative to disciplinary norms and compared to similar programs at comparable institutions.

    ☐ A decline in program completion rates over the past five years.

    ☐ Low success rates of students on industry, state, and national licensing exams.

    ☐ Low student satisfaction as demonstrated through surveys with statistically significant results.

    ☐ Unavailability of transfer major or changes in transfer requirements at the program level (for transfer programs).

    ☐ Insufficient physical resources (including facilities, equipment and supplies).

    ☐ Changes in labor market demand and/or technology. (Analysis of demand for the program through the use of labor market information may result in curriculum modifications such as adding options for higher demand specialties).

    ☐ Lack of available qualified program personnel.

    ☐ Accrediting agency recommendations.

    ☐ Failure to meet licensure requirements, state mandates, certification standards or accreditation requirements.

☐ Other (Explain):_____

   b. **Qualitative** (check all that apply and attach evidence)

      ☐ Program does not relate to college mission.

      ☐ Program does not relate to Institutional Goals.

      ☐ Program does not contribute to the breadth and balance of the college, school, departmental curriculum.

      ☐ The pedagogical methods, analyses, and techniques currently used by the discipline are not appropriate and/or outdated.

      ☐ Program quality and relevance is not being maintained (evidence may include PSR, student evaluations, transfer institutions, and/or the community feedback; must attach evidence).

      ☐ The program does not meet the standards of outside accrediting agencies, licensing boards, and/or governing bodies (must attach evidence).

      ☒ Other (Explain):___The program fails to clearly connect to a viable employment pathway for students seeking community college certification.

   c. **Based on the qualitative and quantitative evidence indicated above, explain your reasons for proposing this Educational Program Viability Review.**

      The introductory course in Arts Management has been offered six semesters with no more than six students enrolling each term. It is clear that there is neither the demand nor the appeal to students for this to be a viable career pathway. It is probably more well-situated as a baccalaureate or graduate program, rather than a community college program. Based on consistently low enrollments, I believe the program should be reviewed for continuation in the Catalog and the Schedule of Classes as part of the College's programming.

2. **How and when have you discussed your concerns with the relevant stakeholders?**

      The Deans of Visual and Performing Arts, Business and Applied Technology met via ZOOM with the Vice President of Instruction and the program faculty on 11/15/2021 to discuss low program enrollments and the lack of demand for these courses.

3. **What was the outcome of this dialogue/discussion?**

      The outcome discussed was that this program would likely undergo the Program Viability Review process, and that Instruction would be in touch with the faculty member on any necessary next steps in the coming semesters.

4. **Attach evidence of this dialogue/discussion, if available.**

Chaffey ⌂ College

PROGRAM: **Arts Management**

EPVR Committee to be assembled within 30 faculty contract service days of the original recommendation.

Date EPVR Proposal Submitted:	5/19/2022
Committee to be assembled by:	9/26/2022

EPVR COMMITTEE MEMBERS:

The proposal shall be submitted to the Chief Instructional Officer and the Faculty Senate President who will jointly assemble the EPVR committee.

Curriculum Committee Chair (or designee):   Angela Burk-Herrick

Curriculum Committee Faculty: Tracy Kocher

Faculty Senate President (or designee):   Neil Watkins

Faculty Senate Senator:
(ideally from the area or as designated by the Academic
Senate President or Curriculum Chair, respectively)   Bruce Osburn

Chief Instructional Officer (CIO):   Laura Hope

**Dean of the school most closely aligned
with the program proposal:**   Yolanda Friday

CTE Liaison and/or Articulation Officer:
(whichever is most relevant to the proposed program)   Jonathan Polidano

Transfer/Career Center Administrator: Diana Sanchez

COMMITTEE CO-CHAIRS:

The dean (or dean designee with the CIO approval) and one faculty member shall be selected by the committee members as the co-chairs of the EPVR Committee.

Dean (or designee):   Yolanda Friday

Faculty Member: Tracy Kocher

EVPR Schedule

The EPVR meetings were scheduled to commence in the Fall of 2022 and conclude in Spring 2023, but had to be rescheduled in the fall due to multiple time conflicts with several members. At the first meeting, which occurred on January 9, 2023 existing data available was reviewed and a plan for additional data collection and analyses was set, along with a request to invite Sheneui Weber, Associate Superintendent, to speak on the possibility of the program being included in plans for the new Entrepreneurship Center. The second meeting occurred on March 9, 2023, and the committee agreed to conclude the process by recommending the discontinuance of the program.

Meeting Minutes

Meeting Summary
Arts Management
Educational Program Viability Review (EVPR)
1/20/2023

Committee Members Present:
Curriculum Committee Chair (or designee): Angela Burk Herrick
Curriculum Committee Faculty: Tracy Kocher
Faculty Senate President (or designee): Neil Watkins
Faculty Senate Senator: Bruce Osburn
Chief Instructional Officer (CIO): Laura Hope
Dean: Yolanda C. Friday
CTE Liaison and/or Articulation Officer: Jonathan Polidano
Transfer/Career Center Administrator: Diana Sanchez

The Arts Management EVPR committee held its initial meeting on January 20, 2023 with the members listed above to discuss the Arts Management program, the qualitative and quantitative evidence that exists, and to discuss if the program facilitates transfer or supports employment in the field of study with an attainable living wage as a result of program completion. The committee also discussed alignment with the district's Educational Master Plan.

There was a robust discussion from the members on the existence of community need for the program, existing marketing, program enrollments, and fiduciary concerns. The Dean of the area presented on the viability process, and she shared with the committee the existing evidence on the program curriculum, its development and approval process, enrollment figures from the time of program unveiling, and the Center of Excellence data used to approve the program.

The prevailing thoughts and concerns of the committee were: the scope of the program was perhaps too narrow and may not be appropriate for an undergraduate or community college program, there is difficulty showing how program completion facilitates transfer, the program has never had a successful semester due to very low enrollments pre- and during the COVID pandemic, difficulty in showing connection to people earning a living wage in this region, and lastly, if the credit side of the district was the most appropriate for this program. The committee thought that the program in its current form is perhaps not the best vehicle and investigation of the program as a potential offering through the newly developed Entrepreneurship Center should be conducted.

The committee agreed to invite Sheneui Weber to the next meeting to discuss the possibility of shifting the program to the not for credit or non- credit arm of the district and explore the idea of a "creative gig space" for housing the program. In addition, the committee requested that the co- chair, Professor Tracy Kocher contact Professor John Machado, the program lead, to ascertain if there was any additional data or anecdotal evidence that could assist the committee in deciding on the next steps. Professor Machado was contacted by Professor Kocher on 1/20/2023, and did not provide any additional information, but instead responded by email, "The information referenced was presented in 2017 to the Board of Trustees, the administration, and in the curriculum review process to originally approve this certificate. Based on other actions taken by the college, I'm not inclined to believe anything I could present at this point would have an impact on the administration's decision." The committee was disappointed to learn of this response, as this additional contact to Professor Machado was intended to take more evidence in preparation for making recommendations.

Chaffey College

Meeting Summary
Arts Management
Educational Program Viability Review (EVPR)
3/09/2023

Committee Members Present:
Curriculum Committee Chair (or designee): Angela Burk Herrick
Curriculum Committee Faculty: Tracy Kocher
Faculty Senate President (or designee): Neil Watkins
Faculty Senate Senator: Absent
Chief Instructional Officer (CIO): Laura Hope
Dean: Yolanda C. Friday
CTE Liaison and/or Articulation Officer: Jonathan Polidano
Transfer/Career Center Administrator: Diana Sanchez

Invited Guest:
Associate Superintendent Workforce Development: Sheneui Weber

The Arts Management EVPR committee held its final meeting on March 9, 2023 with the members listed above to discuss the Arts Management program, the qualitative and quantitative evidence that has been gathered since the January meeting, and to discuss the possibility of the program housed at the upcoming Entrepreneurship Center under Sheneui Weber.

The committee reviewed the summary notes for revisions, which were provided to the area dean who updated the summary document.

After initial discussion of the lack of additional findings and the committee commenting that it is not a great fit in non-credit or not for credit, Associate Superintendent Sheneui Weber was invited to speak on the potential of the program being hosted through the Entrepreneurship Center. The subject was tabled for future discussion.

The committee voted unanimously to move the program to discontinuance with the recommendation to have the curriculum office deactivate the program and the dean to send the final report to the Office of Instruction.

Relevant Evidence

The following documents were considered while discussion the viability of the Arts Management program:

- EPCC Meeting- Program Reevaluation Minutes 2018
- Enrollment Data
- Labor Market Reports
- Curriculum Review Revisions
- Program Viability Budgets
- Committee Presentation of EVPR Process

*A copy of each of the sources can be accessed in the appendix

Recommendation

A unanimous decision was reached for the recommendation of discontinuance for the Arts Management program. The recommendation was based on the examination of data, feedback from institutional stakeholders, and
perceived impact on students. Driving factors for the recommendation was the lack of successfully enrolled courses over several consecutive semesters, overall "fit" for an undergraduate, community college degree or certificate program, and projected job availability for graduates.
Lastly, the committee agreed that the program, with some adjustments, may be an opportunity for rebranding within the upcoming Entrepreneurship center the district is planning.

Impact of Decision

The committee determined that the decision to discontinue would be of a very low impact to district students, as no students had completed any courses within the established pathway for the Arts Management program.

EDUCATION PROGRAM PROPOSAL COMMITTEE

PROGRAM RE-EVALUATION

April 10, 2018

PROGRAM TITLE: ARTS BUSINESS MANAGEMENT
PROPOSAL CONTACT: JOHN MACHADO

Voting Committee Members:

Misty Burruel	RAC Tri-Chair / PSR Committee Tri-Chair
Marie Boyd	Curriculum Chair
Arden Alger	Faculty Senate President
Steve Shelton	Curriculum Committee Faculty Member (1)
Tracy Kocher	Curriculum Committee Faculty Member (2)
Vanessa Thomas	Dean - appointed by CIO
Jason Chevalier	Dean - school most closely aligned with program proposal

SUMMARY:

On February 1, 2018, John Machado presented a proposal to create a new Educational Program titled *"Arts Management"*. After consideration, the Committee voted unanimously in favor of recommending that the program development be revisited in the future, with a recommended timeline of April 30, 2018.

On April 10, 2018, Mr. Machado submitted a revised proposal for development the program, which was newly titled *"Arts Business Management"* (attached as exhibit "A"). The revised proposal was distributed to the same Committee via e-mail for reconsideration.

COMMITTEE ACTION:

After review of the revised proposal, the Committee voted to recommend the development of a credit program as follows:

Voting Committee Members: Vote:
Misty Burruel Yes
Marie Boyd Yes
Ardon Alger Yes
Steve Shelton Yes

Tracy Kocher Abstained
Vanessa Thomas Yes
Jason Chevalier Yes

By a vote of 6 "yes", and 1 abstained, the Committee voted to <u>recommend development of a credit program.</u>

Arts Business Management
Locally-Approved Certificate / 6 courses / 16-18 units

Catalog Description
Provides students of the creative industries (those industries that comprise the creative economy, defined as the businesses, organizations, and individuals involved in producing cultural, artistic, and design goods and services) with an introduction to business management, finance and accounting, marketing strategy, and relevant legal issues to assist them in navigating the business side of the creative economy; while also providing business students the opportunity to expand their education into an additional area of the economy. The certificate prepares students for employment in, creation, or management of small business creative industry entities. It is also appropriate for students seeking to enhance their skills as a creative entrepreneur. The Arts Business Management certificate is also stackable with the Small Business Entrepreneur certificate.

Learning Outcomes
Upon the successful completion of this certificate, students shall:
    a.   Understand the social and ethical responsibilities of business and businesspersons.
    b.   Demonstrate a working knowledge of the functional areas of small business entrepreneurship in the creative industries (in both for-profit and not-for-profit sectors).
    c.   Demonstrate the ability to conduct business research, analyze and interpret findings, and convey them both orally and in writing.

Courses

1.   Small Business Ownership and Management (BUSMGT 45) (3)

2.   Financial Accounting for the Non-Accounting Major (ACCTGFS 465) (3)
    OR Financial Accounting (ACCTG 1A) (4)

3.   Marketing Principles (BUSMKT 40) (3)

4.   Business Law I (BUSL 28A) (3)
    OR Law of Marketing & Business Competition (BUSL 435) (3)

5.   Introduction to Arts Management (ARTMGT 10) (3)

    <u>Plus 1 of following</u>

6.   Introduction to Project Funding (ARTMGT 20) (1.5)
    OR Introduction to Collection Management (ARTMGT 30) (1.5)
    OR Coop-Ed Internship (ARTMGT 496) (1-2)

Introduction to Arts Management (ARTMGT 10) (3)

Description:
Provides a broad overview of the management principles and practices essential to careers that comprise the creative economy, defined as the for-profit and not-for-profit businesses, organizations, and individuals involved in producing cultural, artistic, and design goods and services. Arts Management combines the tools of business (such as management, marketing, financial planning, and law) with the tools of audience and community building (such as fundraising, education, cultural policy, and creative placemaking).

Topics:
- Role of Arts Management
- Planning and Organization
- Leadership
- Controls, Operations, and Budgeting
- Economics and Financial Management
- Marketing
- Audience Engagement
- Development
- Human Resources
- Art Law
- Cultural Policy

Plus One of the Following

Introduction to Project Funding (ARTMGT 20) (1.5)

Description:
An overview of the funding process for new projects including entrepreneurship, product and service development, arts education, event programing, performances, etc. with particular focus on researching, writing, and managing a range of funding types. The course covers a range of possible funding solutions relevant to for-profit and not-for-profit projects. Emphasis is given to the development of competitive proposals, accurate budgets, and appropriate project management.

Topics:
- Creating a funding plan
- Fundraising methods
- Funding sources
  - Grants
  - Foundations
  - Government
  - Corporate
  - Donors

- o Crowdfunding
- Raising capital
  - o Investors
  - o Loans
- Earned revenue
- Financial viability and budgets
- Logistics and operational issues
- Legal structures
- Risk management

Introduction to Collection Management (ARTMGT 30) (1.5)

Description:
An introduction to the methods and administrative responsibilities associated with the development, storage, and preservation of collections. Topics covered are relevant to any field that undertakes the management and care of physical objects.

Topics:
- Collection management policies and procedures
- Collection cataloging
- Documentation and reports
- Accessioning, deaccessioning, loans and temporary custody
- Collection management systems (CMS)
- Legal and ethical considerations
- Insurance and risk management
- Packing and transportation
- Storage
- Preventative conservation

Cooperative Education Internship (ARTMGT 496) (1-2)

Supervised work experience in for-profit or not-for-profit businesses or organizations. Designed to apply knowledge, learn new skills, and provide career-related work experience in community situations.

Arts Management Enrollment Data

FALL 2019:
ARTMGT-410 #08289 *18W*
Cancelled as of 7/30/2019 with 8 enrollments at that time

SPRING 2020:
ARTMGT-410 #11278 *18W*
Cancelled as of 1/8/2020 with ZERO enrollments at that time (No enrollment reports in Z: drive for this term)

FALL 2020:
ARTMGT-420 #13287 *FT1*
Cancelled as of 8/14/20 with ZERO enrollments at that time

ARTMGT-430 #15959 *FT2*
Cancelled as of 10/13/20 with ZERO enrollments at that time

ARTMGT-430 #13281 *FT1*
Cancelled as of 8/14/20 with 4 enrollments at that time

SPRING 2021:
ARTMGT-420 #17331 *FT2*
Cancelled as of 12/21/20 with ZERO enrollments at that time

ARTMGT-430 #17332 *FT1*
Cancelled as of 12/21/20 with ZERO enrollments at that time

Arts Management

California

Introduction

The Inland Empire/Desert Center of Excellence for Labor Market Research prepared this report to provide labor market supply and demand data related to arts management. Art management is the process of using business and organizational principles to lead in an artistic setting (Indeed, 2022). Art managers use their understanding of art, supply chains, and project management to negotiate art deals, prepare exhibits, manage artists, and manage museum and art gallery team members. Art managers support museums and art galleries through the application of business administration techniques to manage art pieces, plan and manage events, manage staff, budget, and secure funding (IESA, 2022).

The United States Bureau of Labor Statistics (BLS) has not identified arts management-specific occupations in their Standard Occupational Classification (SOC) system; therefore, traditional occupational demand and earnings data for arts management jobs do not exist. To better understand the need for arts management knowledge, skills, and abilities (KSAs), this report analyzes online job advertisements (ads) for arts management-related jobs.

In addition to analyzing online job ads, this report also provides an overview of arts management programs offered at regional community colleges and other regional postsecondary institutions. Other postsecondary institutions may utilize the arts management classification of instructional programs (CIP) code (50.0704) for their arts management programs.

Summary of Findings

Based on the available data, regional demand for art management workers is limited. While demand is typically defined as the number of occupational job openings, arts management is better described as a skill utilized by various arts-related occupations. However, not all positions within those occupations may require arts management skills, so traditional demand data would likely overstate the demand for arts management workers.

For this reason, and because arts management skills can be applied to numerous occupations, this analysis is primarily based on online job ads. While online job ads are helpful in understanding KSAs, education requirements, and other employer hiring preferences, the number of job ads does not accurately count job openings. For example, employers may list jobs they do not end up filling or use a single ad to hire several people. Therefore, the number of online job ads is not comparable to nor indicative of the number of annual openings for any given occupation. Following is an overview of this report's key findings.

Key Findings:

- Over the past 12 months, no arts management job ads were posted in the Inland Empire/Desert Region. Over this same period, employers across California posted 20 online job ads for arts management workers.

  - Overall, online job ad salary information reveals that employers are willing to pay these positions approximately $62,000 annually, above the $45,386 annual ($21.82 hourly) MIT living wage standard for the region.

  - Approximately 40% of arts management job ads were posted for curators (8 job ads).

  - Within job ads, 75% (15 ads) included a minimum level of education, of which all employers sought candidates with a bachelor's degree.

- Chaffey is the only regional community college that offers an arts business management certificate program that utilizes the business and commerce, general program code (TOP 0501.00).

  - Over the last three academic years (2019-22), Chaffey College has not issued awards in its arts business management program.

  - Over the last three academic years, other postsecondary education institutions in the region have not issued awards related to arts management (CIP 50.0704).

Job Advertisements

A job ad search was conducted to determine the regional demand for arts management workers. A combination of industry and employer filters were applied to this job ad search to ensure the information included in this report is specific to arts management positions. See the appendix for job ad search parameters. Over the last twelve months, there were zero job ads posted for arts management workers in the region. Over this period, there were 20 job ads posted throughout the state for arts management workers.

Exhibit 1 displays the occupations that frequently contained arts management skill requirements in job ads over the last 12 months, the total number of occupational job ads, and the percentage of total job ads related to arts management. This data may provide insight into the types of occupations that may utilize arts management skills. More than 2% of job advertisements for curators sought candidates with arts management skills.

Exhibit 1: Occupations with job ads that frequently include arts management skill requirements, California, October 2021 - September 2022

Occupation	Arts Management Job Ads	% of Total Job Ads	Total Occupational Job Ads
Curators	8	2.5%	323
Managers, All Other	6	<0.1%	121,686
All other occupations	6	<0.1%	117,135
Total	**20**	**<0.1%**	**239,144**

Source: Burning Glass – Labor Insights

Advertised Salary from Online Job Ads

Burning Glass Labor Insight's Market Salary Tool may provide more reliable salary information than the salary data contained in job ads due to the limited job ads for arts management workers. Burning Glass Labor Insight's Market Salary Tool, a machine learning model that provides insight into the likely salary of workers within a specific occupation and a specific set of skills, reveals that the median salary for arts management workers in California is nearly $62,00 annually, above the $45,386 annual ($21.82 hourly) living wage standard.

Job Titles, Employers, Skills, Education, and Work Experience

Exhibit 2 displays the job titles most frequently requested for arts management worker jobs over the last 12 months in California. Job titles may provide insight into the types of positions held by arts management workers. The job title most frequently associated with arts management workers in California Region over the last 12 months was curator/associate curator.

Exhibit 2: Job titles most frequently requested for arts management workers, California, October 2021 – September 2022

Job Titles	Job Ads
Curator/Associate Curator	4
Gallery Director	2
Associate Collections Manager	2
Museum Manager	2
Director of Exhibitions and Collections	2
All other job titles	8
Total	**20**

Source: Burning Glass – Labor Insights

Exhibit 3 displays the employers that posted the most job ads for arts management workers during the last 12 months. Showing employer names provides insight into where students may find employment after completing

a program. Oakland Museum of California posted the most job ads for arts management workers over the last 12 months.

Exhibit 3: Employers posting the most job ads for arts management worker jobs, California, October 2021 – September 2022

Top Employers	Jobs Ads
Oakland Museum of California	3
Lucas Museum of Narrative Art	3
Hashimoto Contemporary	2
All other employers	12
Total	**20**

Source: Burning Glass – Labor Insights

Exhibit 6 lists a sample of specialized and employability skills employers seek when looking for arts management workers. Specialized skills are occupation-specific skills that employers request for industry or job competency. Employability skills are foundational skills that transcend industries and occupations; this category is often referred to as "soft skills." The skills requested in job ads may be utilized to guide curriculum development.

Exhibit 6: Sample of in-demand skills from employer job ads for arts management workers, California, October 2021 – September 2022

Specialized Skills (n=20)	Employability Skills
• Budgeting	• Communication Skills
• Scheduling	• Planning
• Art History	• Organizational Skills
• Public Speaking	• Creativity
• Fundraising	• Teamwork/Collaboration
• Staff Management	• Writing

Source: Burning Glass – Labor Insights

Exhibit 7 displays the minimum advertised education requirements for arts management workers. All employers posting job ads for arts management workers with minimum education requirements sought candidates with a bachelor's degree.

Exhibit 7: Minimum advertised education requirements for arts management workers, California, October 2021 – September 2022

☐ Arts Management Workers (n=15)

Bachelor's degree	100%
Associate degree	0%
High school or vocational training	0%
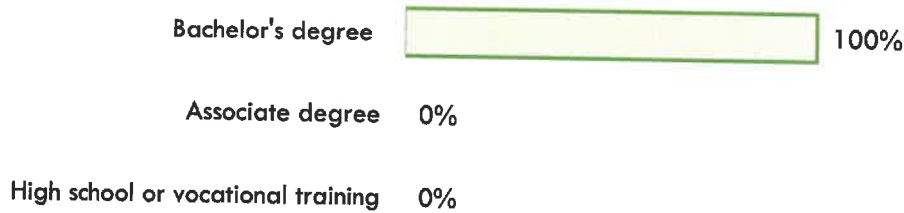
Source: Burning Glass – Labor Insights

Exhibit 8 displays the real-time work experience requirements from employer job ads. Approximately 80% of employer job ads with experience requirements sought candidates with three to five years of experience, indicating that employers value arts management workers with previous work experience.

Exhibit 8: Real-time work experience requirements, California, October 2021 – September 2022

☐ Arts Management Workers (n=15)

0 – 2 years	3 – 5 years	6+ years
0%	80%	20%

Source: Burning Glass – Labor Insights

Training Programs

Chaffey College is the only community college in the region that currently offers a program related to arts management. Chaffey College utilizes the business and commerce, general (TOP 0501.00) program code for its Arts Business Management program. Over the last three academic years (2019-2022), Chaffey College did not issue any awards in its arts business management program. The following is the program description for Chaffey College's arts business management program, and it may be helpful for program development.

Provides students of the creative industries (those industries that comprise the creative economy, defined as the businesses, organizations, and individuals involved in producing cultural, artistic, and design goods and services) with an introduction to business management, finance and accounting, marketing strategy, and relevant legal issues to assist them in navigating the business side of the creative economy, while also providing business students the opportunity to expand their education into an additional area of the economy. The certificate prepares students for employment in, creation, or management of small business creative industry entities. It is also appropriate for students seeking to enhance their skills as a creative entrepreneur or

freelance worker. The Arts Business Management certificate is also stackable with the Small Business Entrepreneur certificate (Chaffey College, 2022).

Other postsecondary institutions may utilize the arts management CIP code (50.0704) for their arts management programs. No other regional postsecondary education institution issued awards using this program code over the previous three academic years. The following is the program description for arts management CIP programs.

A program that prepares individuals to organize and manage art organizations, operations, and facilities. Includes instruction in business and financial management; marketing and fundraising; personnel management and labor relations; event promotion and management; public relations and arts advocacy; arts law; and applications to specific arts activities such as galleries, museums, studios, foundations, and community organizations (IPEDS, 2022).

Contact
Michael Goss
Paul Vaccher
Centers of Excellence, Inland Empire/Desert Region
michael.goss@chaffey.edu
October 2022

References

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Appendix: Methodology

Job ad data is limited to the information provided by employers and the ability of artificial intelligence search engines to identify this information. Additionally, preliminary calculations by Georgetown Center on Education and the Workforce found that "just 30 to 40 percent of openings for candidates with some college or an associate degree, and only 40 to 60 percent of openings for high school diploma holders appear online" (Carnevale et al., 2014). Online job ads often do not reveal employers' hiring intentions; it is unknown if employers plan to hire one or multiple workers from a single online job ad or collecting resumes for future hiring needs.

Appendix: Job Advertisement Search Parameters

Industry Filters:

- Museums, Historical Sites, and Similar Institutions (7121)
    - Contains – Art Galleries (except retail) (712110)
- Other Miscellaneous Store Retailers (4539)
    - Contains – Art Galleries (453920)

Employer Filters: (Title must include)

- Art
- Arts
- City

- Contemporary
- Gallery
- Galleries

- Museum
- Museums

Arts Business Management
Locally-Approved Certificate / 6 courses / 16-18 units

Catalog Description
Provides students of the creative industries (those industries that comprise the creative economy, defined as the businesses, organizations, and individuals involved in producing cultural, artistic, and design goods and services) with an introduction to business management, finance and accounting, marketing strategy, and relevant legal issues to assist them in navigating the business side of the creative economy; while also providing business students the opportunity to expand their education into an additional area of the economy. The certificate prepares students for employment in, creation, or management of small business creative industry entities. It is also appropriate for students seeking to enhance their skills as a creative entrepreneur. The Arts Business Management certificate is also stackable with the Small Business Entrepreneur certificate.

Learning Outcomes
Upon the successful completion of this certificate, students shall:
  a. Understand the social and ethical responsibilities of business and businesspersons.
  b. Demonstrate a working knowledge of the functional areas of small business entrepreneurship in the creative industries (in both for-profit and not-for-profit sectors). ⸃SEP⸃
  c. Demonstrate the ability to conduct business research, analyze and interpret findings, and convey them both orally and in writing. ⸃SEP⸃

Courses

1. Small Business Ownership and Management (BUSMGT 45) (3)⸃SEP⸃

2. Financial Accounting for the Non-Accounting Major (ACCTGFS 465) (3)
    OR Financial Accounting (ACCTG 1A) (4)

3. Marketing Principles (BUSMKT 40) (3)⸃SEP⸃

4. Business Law I (BUSL 28A) (3)
    OR Law of Marketing & Business Competition (BUSL 435) (3)

5. Introduction to Arts Management (ARTMGT 10) (3)⸃SEP⸃

    Plus 1 of following
6. Introduction to Project Funding (ARTMGT 20)⸃SEP⸃(1.5)
    OR Introduction to Collection Management (ARTMGT 30) (1.5)
    OR Coop-Ed Internship (ARTMGT 496) (1-2)

Introduction to Arts Management (ARTMGT 10) (3) SEP

Description:
Provides a broad overview of the management principles and practices essential to careers that comprise the creative economy, defined as the for-profit and not-for-profit businesses, organizations, and individuals involved in producing cultural, artistic, and design goods and services. Arts Management combines the tools of business (such as management, marketing, financial planning, and law) with the tools of audience and community building (such as fundraising, education, cultural policy, and creative placemaking).

Topics:
- Role of Arts Management
- Planning and Organization
- Leadership
- Controls, Operations, and Budgeting
- Economics and Financial Management
- Marketing
- Audience Engagement
- Development
- Human Resources
- Art Law
- Cultural Policy

Plus One of the Following

Introduction to Project Funding (ARTMGT 20) SEP (1.5)

Description:
An overview of the funding process for new projects including entrepreneurship, product and service development, arts education, event programing, performances, etc. with particular focus on researching, writing, and managing a range of funding types. The course covers a range of possible funding solutions relevant to for-profit and not-for-profit projects. Emphasis is given to the development of competitive proposals, accurate budgets, and appropriate project management.

Topics:
- Creating a funding plan
- Fundraising methods
- Funding sources
    - Grants
    - Foundations
    - Government
    - Corporate

- o Donors
- o Crowdfunding
- Raising capital
  - o Investors
  - o Loans
- Earned revenue
- Financial viability and budgets
- Logistics and operational issues
- Legal structures
- Risk management

Introduction to Collection Management (ARTMGT 30) (1.5)

Description:
An introduction to the methods and administrative responsibilities associated with the development, storage, and preservation of collections. Topics covered are relevant to any field that undertakes the management and care of physical objects.

Topics:
- Collection management policies and procedures
- Collection cataloging
- Documentation and reports
- Accessioning, deaccessioning, loans and temporary custody
- Collection management systems (CMS)
- Legal and ethical considerations
- Insurance and risk management
- Packing and transportation
- Storage
- Preventative conservation

Cooperative Education Internship (ARTMGT 496) (1-2)

Supervised work experience in for-profit or not-for-profit businesses or organizations. Designed to apply knowledge, learn new skills, and provide career-related work experience in community situations.

Program Budget

Fiscal Year: 2017
PROGRAM NOT YET
ESTABLISHED

Fiscal Year: 2018
PROGRAM NOT YET
ESTABLISHED

Fiscal Year: 2019
NO PROGRAM BUDGET

Fiscal Year: 2020
NO PROGRAM BUDGET

Fiscal Year: 2021
NO PROGRAM BUDGET

Fiscal Year: 2022
NO PROGRAM BUDGET

Educational Program Viability Review (EVPR- AP 4021): Arts Management

January 20, 2023

Today's Topics

- The Educational Program Viability Review (EPVR) Process
- What prompted the EPVR proposal?
- Next Steps

EPVR Process

Co-Chairs (the dean and one faculty member)

Maintenance of objectivity, neutrality, and integrity; recording of summary notes; and creation of a report that specifies the outcome of the EPVR Committee's research and deliberations.

Data and Committee Timeline

Access to research compiled by IR and the committee shall exist until it completes its recommendation, and report, and either (1) its recommendations are fully implemented, (2) the committee determines that the program is viable and recommends termination of the EPVR process, or (3) the committee has discharged its obligations, as outlined in Section VIII of this procedure.

EPVR Process Cont. Part One

Criteria Used in Conducting the EPVR (qualitative and quantitative)

- All viable programs should facilitate transfer and/or support employment in the field of study with attainment of a regional thriving livable wage as established by the Center of Excellence (COE 35)

- Alignment and relationship to the District's Educational Master Plan

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EPVR Process Cont. Part Two

Evidence of Program Effectiveness and Challenges

- Quality and relevance of the program, which may include input from PSR, student evaluations, outside agencies, transfer institutions, local businesses and/or industry, and the community.

- Evidence of community need (e.g., articulating colleges and universities, employing businesses or industries, program awards and commendations)

- Ability of programs to meet the standards of outside accrediting agencies, licensing boards, and governing bodies

- Analysis and expansion of enrollment

- Budgetary profile of the total costs associated with the program and any unmet needs

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Procedures for EPVR Committee

EPVR Report

- An executive summary
- The Program Viability Review Form
- The membership of the EPVR Committee
- The schedule for the EPVR Period
- Summary notes of each EPVR Committee meeting
- A description of all relevant evidence considered
- Recommendations, including the rationale for the EPVR Committee's recommendation(s)
- Discussion of impacts on students, faculty, and any other stakeholders
- The response to the EPVR Report if applicable

EPVR Recommendations

- The possible results of an Educational Program Viability Review are discussed below.
- **A. Program Continuation:** The EPVR may recommend that the program continue, and that no action is necessary.
- **B. Program Revitalization:** The EPVR Committee may recommend that a program continue with qualifications. These may include, but are not limited to, specific interventions designed to improve the program viability as part of the EPVR plan resulting from a cooperative effort between the District and affected faculty and staff. After the specified revitalization period is completed, the program will be reviewed again on a regular PVR cycle.
- **C. Program Suspension:** The EPVR Committee may recommend that a program be temporarily suspended for one to three years. Any recommendation for program suspension must include the criteria used to arrive at the recommendation. After the recommended suspension period, the program will go through a new viability review.
- **D. Program Discontinuance:** A recommendation to discontinue a program will occur when it is concluded that the program is no longer viable for the College, its students, and the community.

What prompted the EPVR proposal?

Quantitative
- Enrollment decline over the past 5 years
- Courses are offered so infrequently availability for students to complete the program within a reasonable time frame

Qualitative
- Often, program fails to clearly connect to a viable employment pathway for students seeking community college certification

Next Steps

- Develop a schedule for completion of our work.
- What questions do we need to ask?
- Identify relevant data that will address our questions.