

PROGRAM REVIEW Fall 2019

Program: Art and Art History

Division: Arts and Humanities

Date: 10/17/2019

Writer(s): David Wagner

SLO/SAO Point-Person: David Wagner

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

My program includes Studio Arts (ARTS) and Art History (ARHS) disciplines.

- B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Last year the Success Rates for ARTS is 73%

The Student Headcount for ARTS is constantly rising. Spring of 2015 it was 138, in Spring of 2019 it was 173.

Total course enrollments for ARTS is also rising. Spring of 2015 it was 171, in Spring of 2019 it was 197.

In the ARTS our demographic of students over the age of 50 (13%) is around triple of what is average for the school.

 Last year the Success Rates for AHRS is 69%

The Student Headcount for ARHS is rising. Spring of 2015 it was 174, in Spring of 2019 it was 236.

Total course enrollments for ARHS is also rising. Spring of 2015 it was 176, in Spring of 2019 it was 239.

Students in ARHS courses trend on the younger side, with the age group of 19 or under in Spring of 2019 at 52%, which is much higher than the LPC's average for this demographic (%34).

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

Plan: Cleaning, organizing, and improving the prop closet in 501:

Result: It took some serious work over the summer, but things are better in the storage closet in 501. There is more to do, but overall, it's become a much more functional space. I made arrangements with the M&O department to discard a small mountain of trash, abandoned art, and outdated supplies which were cluttering up the space. I added some bins for supplies and I brought my tools and lumber to make shelves for a supply closet, which now safely houses our plaster cast collection.

Plan: A couple of classes required hiring a couple of new adjunct professors, which is a great opportunity to add to our department.

Result: The result was mixed. In one case the adjunct hired did a great job and I'd love to have him back. In another case, the adjunct received many complaints and I gave him a "needs improvement" score on his evaluation.

Plan: We plan to expand the ARHS curriculum to include non-Western art history courses, thus providing students with a more thorough art historical framework.

Result: The process began shortly after I first started working here at LPC, but we are now offering Art of the Ancient Americas this Fall Semester, which will be followed by Asian Art History in the Spring.

Plan: We are also working on an Associates for Transfer degree in Art History to be offered starting Fall 2019.

Result: As of Fall 2019, we now offer an Associates for Transfer degree in Art History.

Plan: We are also in the middle of improving our presence on the internet, with an update of the ARTS and AHRS department sections of the LPC web site.

Result: The ARTS and ARHS web sites are updated.

Plan: Activate the gallery space in building 4000 by creating a gallery program which will feature LPC and community artists. We also plan encourage the LPC community to utilize gallery as an educational tool.

Result: Last Spring we offered a Gallery and Museum techniques course, which allowed for more robust planning and execution for our gallery this year. We have gallery shows lined up throughout the 2019-2020 school year. Some shows are to be coordinated with various school departments and clubs, such as Puente and Umoja.

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://bit.ly/2LqPxOW>

<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
<input checked="" type="checkbox"/>	Course Offerings		Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations		SLO/SAO Process

x	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

Plan: Short term plans including small improvements in the new art studio in room 502 to make it more functional as a space for drawing.

Result: Although I've gotten better at using 502 as a classroom, it remains insufficient as a studio. It is too small, has poor lighting, and lacks any sinks to allow for cleanup. For future semesters, I've managed to schedule courses so that almost all are offered in 501, which is our regular space. We've made an attempt to make 502 work, but without some serious renovation, it's turning out to be lacking. I can fit a minimum of students in the space, and even then, it's pretty cramped. In the near future, the 500 building will be destroyed to make room for new buildings, so it doesn't make much sense to spend resources to improve it.

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://bit.ly/2LqPxQW>

	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

The limitations of having only one decent studio space limits our ability to offer more classes. The room, 502, which was meant to be an additional space has proven too small and generally inadequate for studio art courses, creating a negative impact on some foundational courses. It's cramped, the lighting isn't great, there are no sinks.

We are developing the gallery program here on campus. Because our actual gallery space is limited, and less than ideal with how it is set up, we need some items to make our gallery space better and more functional. We need plinths for displaying 3-D works and we need movable walls which will allow us to show more work in a more versatile manner.

Insurance for the gallery space is also needed, as it is difficult to get artists and collectors to loan out artwork with no insurance. In addition, we also need gallery sitters to provide information and security for artworks on display. Our lack of resources is holding our gallery program back.

The ability to purchase things, as needed, makes things difficult. Running an art studio and putting up art exhibitions often depend on “odds and ends.” Sometimes we need to get things quickly, to solve a problem. Going through the long protocol to get items funded and approved does not work for the art department. Faculty are generally getting things for our programs with our own money, because we need those items “soon,” or “now.”

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
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	Curriculum Committee Items		Human Resources	<input checked="" type="checkbox"/>	Pedagogy	Student Equity
<input checked="" type="checkbox"/>	External Factors		Learning Support		Professional Development	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

The plan is to schedule classes so that most will not use room 502. The exception being our Gallery and Museum Techniques course, which has smaller numbers and fits in the space.

We are also working to keep the gallery program moving forward, planning for a year’s worth of shows.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
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	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	Technology Use

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Long term plans include updating our web presence to promote our department.

We also plan to offer more studio courses, with hopes of adding sculpture and a ceramics facility.

There is the hope that future plans will allow for an expansion of our department. This depends greatly on the Master Plan and an allocation of resources for the discipline of Art and Art History.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxQW		
	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	Services to Students
x	Course Offerings	x	Financial/Budgetary		LPC Collaborations	SLO/SAO Process
x	Curriculum Committee Items	x	Human Resources		Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	x Technology Use

Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
 yes no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

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B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): ARTS3A - FIGURE AND COMPOSITION I
SLO or SAO: Comprehend artistic anatomy of the human figure. Because figure drawing is taught as a multi-level course, I will be able to see the development in artistic anatomy knowledge as students progress.
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

ARHS 2, ARHS 6, ARTS 26.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects
<ul style="list-style-type: none"> • Ensuring eligible students receive financial aid, if desired • Removing barriers that hinder students from moving toward their goals • Offering additional information and support about educational pathways • Offering academic support that increases English/math completion in the first year • Enhancing career readiness through coursework • Increasing completion of degrees and certificates • Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)

Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)
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*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

Our Art History Department has recently added Asian Art History and Art of the Americas to our offerings. These are new courses, the effect is not yet known.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

Unaware of any specific challenges.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Currently you are asking me to provide you with information on the statistics of my department. You’re asking somebody who isn’t overly familiar with statistics to provide statistical information to folks who are probably very familiar with statistics. It seems to me that this should be reversed. Why aren’t folks who are good with this kind of work providing me (and whomever) with a summary? To my mind, this would be a more efficient use of the resources available at LPC.

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

All are fine.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?