2026-27 Comprehensive Program Review

Program: Art and Art History

Division: Arts and Humanities

Writers:

SLO/SAO Point-Person:

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- *ARTS and ARHS departments continue to offer a variety of courses which remain popular with consistent waiting lists.*
- *ARTS department has students transferring to prestigious art programs throughout the state.*
- *The ARTS department has consistently taken part in the Livermore Art Walk, both showing/selling student work and providing a figure model for students and community members to draw.*
- Despite the CSU/UC's standards which don't allow for studio arts classes to count towards GE credits, our classes remain full.
- We have a newly remodeled gallery and have been able put on exhibitions in a more professional space.

2. Please describe your most important **challenges** in year 25-26

- We have no budget for our gallery program which limits the number and types of exhibits we can put on.
- The ARTS program could be offering more courses, as suggested by our waiting lists. We are stymied by our lack of space, which should be relieved with the new STEAM building providing a second classroom.

- ARHS is limited in the number of courses it can offer, we have more wait-listed students than we have space for in our classes.
- Our ARHS classes have now been divided into two sections, making it more challenging for students to find all ARHS courses available.
- I would like to point out that the color copier in the Library has been very helpful to our students who sometimes need to print out an image or reference material. I don't know if any other such resources available to students on campus.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- The current plan is to continue doing what we are doing, which supports student achievement and equity. Art is highly equitable – with the basic supplies everyone has the chance to succeed, according to their willingness to work.
- In ARHS, we plan to offer a redesigned ARHS 6 in order to provide a more rounded art history education to our students.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- We set out to see if CSLO's (varying from course to course) are in support of the PSLO's related to observational drawing and painting. We also looked at how the Principles of Design are supported.
- In ARHS, we set out to see if the CSLOs assessed supported PSLOs regarding art history research and analysis.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- Student are doing well with observational drawing and painting. They are also doing very well implementing the Principles of Design.

- Overall, ARHS students are succeeding in meeting the assessed SLOs.

3. Explain potential plans to improve student outcomes and close equity gaps.

- I plan to remain on the path I've been treading. I do not see any equity gaps.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- Taking a look at our success rates, we are above the standard. In my experience, some students aren't expecting ARTS courses to be rigorous and some lack of success is due to that misaligned expectation.
- When looking at racial and other data, our students are doing as well as expected.
- The ARHS success rates are a bit higher at 81% compared to 79% for the overall college.
- Student success rates are higher in fall semester than in spring semester.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- I see no patterns of inequity.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- Now that's a good question. In-person courses are at/around 75% success rates for the last three years. Asynchronous courses were at 75% last year, down from the at/around 80% the previous couple of years.
- Looks like online courses are basically in line with our in-person courses.
- ARHS students in online asynchronous courses have a slightly better success rate than in-person students.

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are 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

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes__x__ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Write responses here*
- *Add or remove bullets as needed*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- When taking a look at "Encouraging and Celebrating Lifelong Learning" we can see that students in the 40 and above age demographics had a 91% success rate. The success rate for lifelong learners has trended in the high 80's and 90's over the last few years.
- We can also look at "Fostering a climate of discovery, creativity, personal development, and physical and mental health." Outside of physical health, this value statement describes our department perfectly. Students discover that they can achieve in visual art, despite their backgrounds or experience, if the diligent in their studies. We talk about creativity a lot, and even discuss strategies for capitalizing on ideas, concepts, and how to make an idea a physical reality. The expression of ideas in visual art and the progress of student artists is personal development. Recently I had a lifelong learner tell me that she had to take time off of work because of an issue with anxiety, but working on her paintings is what kept her grounded and moving forward. Many students are using art to process their feelings, trauma, or otherwise deal with life.
- Our ARHS program focuses on making sure our students gain understanding and respect for history from around the globe, preparing them to be global citizens.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
X	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
X	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)

X	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
X	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
X	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
X	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
X	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- *Online professors have been implementing quality RSI for years.*

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- *Write responses here*
- *Add or remove bullets as needed*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT 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.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu