PROGRAM REVIEW Fall 2020

Program: ARTS/ARHS
Division: A&H
Date: 10/14/20
Writer(s): Dave Wagner
SLO/SAO Point-Person: Dave 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 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section 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, to be filled out only by programs with curriculum.

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

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the "tools for writers" tab. [https://bit.ly/3fY7Ead]

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: Communicate with your dean about completing this document.
4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:
Program Review Home Page: laspositascollege.edu/instructionalprogramreview
Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php
Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

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. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

Plan: Hire an excellent watercolor professor to replace our long-standing watercolor professor. These are big shoes to fill.

Result: After recently completing an evaluation of our new watercolor professor, I'm confident in the choice made.

Unplanned: Our switch to online learning due to COVID-19.

Result: From what I can gather, this was mostly successful. Most professors took on this challenge and made it work for our students. My hope is to access student surveys before the semester is over to get a better idea of how things are working.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process

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

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

As stated above, because I don't have access to students as directly, it's harder for me to understand what is going on in courses outside of my own. This makes it challenging to correct or address issues.

From what I gather, our ARTS and ARHS students are having the same issues as all LPC students – most appear to be doing fine, but there are some who are struggling with our new reality. Sickness, mental health, tech issues, and the overarching struggle to stay focused in an online environment are all problems.

When we get back to campus, I'm having an issue with presenting information. Because I have classes with multiple levels, it becomes detrimental to the class to have separate slide shows – art students would have to sit in the dark while a slide show happens in another section. I would like to get a large scale TV for presenting course material.

We also are looking to improve our gallery program by purchasing some moveable walls for our gallery space to allow for more flexibility in showing work. We're also lacking in any storage for gallery materials or artwork. There is an expectation that we have an active gallery, but no allotment of resources outside of the actual space seem to be committed to the idea.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
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	x	Student Equity
External Factors		Learning Support		Professional Development	x	Technology Use

C. 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 available; if your program does not have a data packet or dashboard data, 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/2IYaFu7

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

For assistance with this question, contact the Director of Institutional Research and Planning.
[https://bit.ly/3fY7Ead]

ARTS:
Fall headcount is down. Fall 2018 it was up a bit at 172, Fall 2019 it was down to 129. This appears significant.
Spring headcount looks to be similar. Spring 2019 was at 173, Spring 2020 it was down to 125. I don't know why this would be, nothing significant in our department changed last year.

In 2019-20 the success rate for the ARTS discipline stayed steady at 76.2%.

ARHS:
Fall 2018 the headcount has risen to 228, and in Fall 2019 it continued to rise to 250.
In Spring of 2019 we had a headcount of 236 which dropped slightly to 215 in Spring 2020.

In 2019-20 the success rate for the ARHS discipline dropped a little to 77.7%.

Mark an X before each area that is addressed in your response.		Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		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

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

Initial short term plans are fairly limited to running our courses the best we can with online learning. There is hope that we will have an opportunity to return to campus ASAP.

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

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement**. [https://bit.ly/3fY7Ead]**

> Over the last couple of years we have added more non-Western ARHS courses to our program.
>
> I have made an effort to include more diversity of artists and artists' subjects in my lectures.

B. SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs
B2: Instructional Programs without PSLOs or with Special Circumstances
B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.

ARTS:
PSLO: Upon completion of the AA-T in Studio Arts, students are able to apply the basic principles of observational drawing and how to develop illusionary spatial constructions.

Reasons for Analysis:

One of the fundamentals of art is creating observational drawing. If we're doing our job well, students should be able to draw what they observe.

ARHS:
PSLO: Upon completion of the AA-T in Art History, students are able to communicate concepts and ideas effectively through written, oral, and digital media.

Reasons for Analysis:

The communication of ideas as they relate to art history is a major function of this field of study.

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
ARTS12A Upon completion of ARTS 12A, the student should be able to develop painting skills.			
Upon completion of ARTS 2A, the student should be able to demonstrate ability to recognize and recreate, on a picture plane, observed values and proportions.	X		
Upon completion of ARTS 3A, the student should be able to create a series of investigative drawings with different expressive strategies for the figure			
Upon completion of ARTS 3A, the student should be able to demonstrate the ability to analyze the human form, and represent that form on a 2-D surface.		X	
Upon completion of ARTS 7A, the student should be able to demonstrate an aesthetic awareness of value and its uses in creating light and space on a 2 dimensional plane.			X

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
ARTS12A Upon completion of ARTS 12A, the student should be able to develop painting skills.			
Upon completion of ARTS 2A, the student should be able to demonstrate ability to recognize and recreate, on a picture plane, observed values and proportions.	X		
Upon completion of ARTS 3A, the student should be able to create a series of investigative drawings with different expressive strategies for the figure			
Upon completion of ARTS 3A, the student should be able to demonstrate the ability to analyze the human form, and represent that form on a 2-D surface.		X	
Upon completion of ARTS 7A, the student should be able to demonstrate an aesthetic awareness of value and its uses in creating light and space on a 2 dimensional plane.			X

B1c. When will analysis and discussion of the assessment data be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

B2b. **In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.**

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B2d. When will analysis and discussion of the assessment data be completed?   (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

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**

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

> **ARTS: All good.**
> **ARHS: Also good for a couple of years.**

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

C. DE Courses/Degrees/Certificates [Distance Education Committee]: 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.