

PROGRAM REVIEW Fall 2018

Program: Art and Art History

Division: Arts and Humanities

Date: 10/24/2018

Writer(s): David Wagoner

SLO/SAO Point-Person: David Wagoner

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.

Time Frame: This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. 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 an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxT>

Help: Contact Karin Spirm: kspirm@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 10/22.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by 10/22.

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

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 Review 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.

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

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2017).

One big change for this year is an expansion of space in our department, growing from one studio room to two studio spaces. This Spring we will be offering a Ceramics course, on an off-campus location. We have hired a full-time Art History faculty.

Regarding something we need: Our new drawing studio needs access to the prop closet. Or we need a closet for extra props for that room. Much of the drawing course curriculum is based on observational Drawing, requiring objects for visual analysis. Currently, we have to shuttle items to draw from the prop closet in 501 into 502. This is a lame way to start the class, and I believe it makes the room situation feel like an afterthought, rather than an integration into a high level arts program. Because carrying multiple plaster casts and other props requires students to help out, the small train of students shuttling objects is a disturbance to the class which is beginning in 501 at the same time.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
x	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
	Curriculum committee items		Financial/Budgetary	x	LPC Collaborations	SLO/SAO Process
	Enrollment Management	x	Human Resources		Pedagogy	Technology Use
	External Factors		Learning Support		Professional Development	

C. Reflection: What plans from the [2017 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.

<p>With help from our acting dean, Stuart McElderry, we expanded our studio space to include a second room, which was sorely needed to free up time and space to offer more courses.</p> <p>Drawing tables and chairs have been replaced in room 501, due to an equipment request.</p> <p>My request for a full-time Art History Professor made the priority list for hiring, and Soraya Renteria was hired to fill that role.</p> <p>Class sizes and quality of student performance is very good. We have waiting lists for all art courses, indicating demand for courses is high.</p> <p>We continue to take part in community events, such as the Livermore Art Walk, and we are in regular contact with the Bothwell Arts Center.</p> <p>This year we will be offering a Ceramics course in Spring Semester, for the first time in LPC history. This will be done in cooperation with the Pleasanton Unified School District.</p>						
Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
x	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
x	Curriculum committee items		Financial/Budgetary	x	LPC Collaborations	SLO/SAO Process
x	Enrollment Management	x	Human Resources		Pedagogy	Technology Use
	External Factors		Learning Support		Professional Development	

D. 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: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page:
<http://www.laspositascollege.edu/research/outcomes.php>

ARTS: Enrollment is slowly climbing after being down a bit from 2015.
 Student success remains steady at 78-79%.
 Classes remain full, with some overage regarding filling the courses.

ARHS: There are no data for this discipline.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input checked="" type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

E. 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://goo.gl/23jrxt				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students

	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

F. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
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	Enrollment Management		Human Resources		Pedagogy		Technology Use
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G. Obstacles: What obstacles has your program faced in achieving plans and goals?

I believe that we are slowly overcoming our obstacles. Most of our obstacles relate to space and resources. We'd like to offer more variety of classes, but are hamstrung by our lack of appropriate studio space. The new room we have is far from ideal in that it's a small computer lab without the space, lighting, sinks etc which would make for a decent art studio, but we're making it work. We don't currently have facilities for ceramics, but we're working with Foothill High School, in Pleasanton, to provide the course. A sculpture studio is something we hope to have at some point.

A building for the ARTS is proposed in the upcoming wave of new construction on campus. All of these facilities issues will be addressed with the new building. Unfortunately, the building for the ARTS is years away (how many years is yet to be seen). Until then, we will keep pushing forward and doing our best to improvise to make the most outstanding ARTS department possible.

As we prepare to create an educational community gallery program at LPC we have encountered funding challenges. We aim to become a leader in the Tri-Valley arts community. However, to run a professional gallery and attract quality exhibitions, we need to have insurance and gallery sitters. We also need funds to bring in speakers to enhance our gallery program and bring opportunities to many of our LPC community who do not have access to these types of art experiences.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	Technology Use
	External Factors		Learning Support		Professional Development	

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

<p>Short term plans including small improvements in the new art studio in room 502 to make it more functional as a space for drawing. Cleaning, organizing, and improving the prop closet in 501 is also a priority.</p> <p>I have a couple of classes which require hiring a couple of new adjunct professors, so adding to our roster is an exciting opportunity.</p> <p>We plan to expand the ARHS curriculum to include non-Western art history courses, thus providing students with a more thorough art historical framework. We are also working on an Associates for Transfer degree in Art History to be offered starting Fall 2019.</p> <p>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.</p> <p>We plan to 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.</p>						
Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
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I. 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).

Most of the long term plans are oriented around creating new spaces as described in item G.

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	Enrollment Management	X	Human Resources		Pedagogy	Technology Use
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Section Two: Current Topics (Required for All Programs)

- A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:**

http://www.laspositacollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

- A2. Support existing and new programs: We are planning to improve resources for current art studios and expand our resources to create a more well-rounded program.
- A3. Create accessible class schedules and supportive services: By extending our spaces and class offerings, we are allowing for more class availability.
- A6. Focus on workforce readiness: The Bay Area is a major hub for the arts, both Fine and Commercial Arts. Our program is preparing students to further study which can lead to places in the workforce ranging from concept artists, animators, curators, art historians, fine artists, illustrators and graphic designers.
- A7. Provide student opportunities to be informed, ethical, and engaged: To learn about art is to learn about human evolution and diversity. "All art is political art" is a phrase I like, and we discuss how art relates to our culture at large. Discussion of ethics in relation to art and culture is a daily component of all our ARHS courses.
- B1. Expand K-12 outreach: We are working with Foothill High School, which will create accessibility and awareness to high school students in that region. We will also be collaborating with area high school to showcase high school student artwork in our LPC gallery.
- B3. Develop and strengthen private and public sector partnerships: We work with the Bothwell Arts Center, a non-profit arts organization here in Livermore.
- B4. Publicize the strengths of Las Positas College: This happens through our gallery shows, presence at art events like the Livermore Art Walk, and our upcoming web presence.
- C1. Strengthen financial stability: Art classes are popular electives, and allow for students to remain engaged in their educations.
- C3. Provide appropriate staffing levels: We are currently well staffed, with some hiring of adjuncts happening soon.

B. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? yes no

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

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

C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.

Our new drawing studio needs access to the prop closet. Or we need a closet for extra props for that room. Much of the drawing course curriculum is based on observational drawing, requiring objects for visual analysis. Currently, we have to shuttle items to draw from the prop closet in 501 into 502. This is a lame way to start the class, and I believe it makes the room situation feel like an afterthought, rather than an integration into a high level arts program. Because carrying multiple plaster casts and other props requires students to help out, the small train of students shuttling objects is a disturbance to the class which is beginning in 501 at the same time.

Ideally, we could expand and improve room 502 for some lighting, access to the prop closet (or an addition of a closet).

D.

Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

Most of the professional development opportunities cost more than the budget allows. I did look into a painting workshop this year which was within the budget, but my schedule didn't allow for it. I will continue to look for workshop opportunities.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

The College Art Association conference, which happens annually, is the major conference for art professors. I've attended it twice, and it's fantastic. It is a chance to learn about advances in the field of Art and Art History, as well as an opportunity to connect with other art professors from across the country and trade best practices. It costs over a thousand dollars, including travel and boarding expenses. This would be an event that the Art History professor, Soraya

E. ~~Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?~~ ^{Rentaria would benefit from, as well} **What questions or suggestions do you have regarding**

Section 2, A: Feels like rehashing of everything else stated in this document.

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year’s Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: <u>CSLO</u> PSLO SAO
Course, Program Name, or Student Service Area: ARTS3A - FIGURE AND COMPOSITION I
Text of CSLO/PSLO/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.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program’s progress on the plan described in Question (A) above.

Text of CSLO/PSLO/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.
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results:
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?

DO you plan to continue tracking this SLO in the next year? Explain.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year’s program review). (Copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area:
Text of CSLO/PSLO/SAO:
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

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**Section Four: 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 courses ARTS are updated. ARHS 1, 4, 5 have been launched and will be updated by Fall 2019.

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.

All updated.

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.