Name of Program	Division	Author(s)
Studio Arts & Art History	ALSS	Bill Paskewitz

INSTRUCTIONS:
1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website.   The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
    - student learning and achievement
    - services for students
    - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission
(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

> The LPC Art Program provides limited avocational and recreational opportunities to students of all ages and levels of ability from younger students exploring their interest and ability to

those who are pursuing life-long learning opportunities.

The LPC Art Program offers a limited range of academic and hands-on transfer level courses – at beginning to more advanced levels. The Program has, in the past, offered classes in the college's QUEST Program for mature adults – offering a variety of well-enrolled and popular classes in locations in Dublin, Pleasanton, and Livermore.

The Program offers single sections of courses in alternate years/semesters. Enrollment Management strategies reflect established successful patterns and trends and new courses but because of budgets, the program is a skeleton of what it was.

In addition to the excellent courses offered throughout the Academic year, full-time Art instructor Bill Paskewitz leads annual study tours of countries ranging from Italy to Greece to Egypt. This gives LPC students and employees and interested members of the community the opportunity to experience art and architecture from both an historical and artistic perspective with expert guidance and commentary by Mr. Paskewitz. The trips are offered during normal college "breaks". Mr. Paskewitz has forged an excellent relationship with EF Tours and his success with these tours has encouraged other departments to explore similar travel study experiences for their students and the community – Foreign Language and History, for example.

The Program resides in a large, interdisciplinary academic division (Dean and Administrative Assistant) – the Art, Letters, and Social Sciences– and clusters with Photography, Visual Communication, and Interior Design. Students enroll in classes across the cluster and find this helpful in supporting their major fields of study and career goals. The program is headed by one full-time instructor; he is supported by an adjunct faculty of three to five members depending on need.

The mission of Las Positas College is:
Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.
(**NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The Art Program advances the newly written Strategic Plan (Key Performance Indicators) in

the following ways:

- Plans an increase in activities related to instruction for emerging student populations
- Works to complete SLOs for all course offerings and an overarching inventory of Program outcomes
- Continues to assess Program level effectiveness
- Continues to pursue collaborations with other campus programs and community organizations
- Continues to pursue external funding from community Art organizations and individuals – especially for scholarships and prizes
- Continues to assess facilities needs to promote curriculum development
- Continues to bring forward essential fiscal resources required to operate the Program
- Continues to evaluate curriculum for elements of currency and diversity
- Promotes global presence and identity through travel study opportunities
- Helps to stimulate campus social activities through receptions connected to all student exhibits
- Brings members of the community to the campus for shows and exhibits
- Promotes student volunteerism in local public schools

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

   (Highlight the appropriate box to type in an X.)

   YES ☐   NO x

   If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

   (Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

2. Will new curriculum (*e.g.,* course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

    YES X   NO ☐

    If yes, please describe briefly what new curriculum is planned.

    > Art History will likely be trying to implement the Transfer Model Curriculum needed for the AA-T degree.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?
(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES ☐   NO x

If yes, please describe briefly what new initiatives are planned.

> Click here to enter text.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

    (Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
23	23	17

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

    (This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

    > Every year for classes with full time instruction.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
1	1	1

4. Analysis of SLO/SAO data for AY 2011-12.
    (Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

    a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

> N/A

b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

> Techniques to support and improve student learning have resulted in increased course persistence and success rates.

c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

> Increased success might support proposals for increased course restoration.

d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

> Continuous improvement.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

> The dialogue has primarily been between the coordinator and the dean since Art and Art History have a single, split full-time faculty member.

b.   Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

> The data reflects, primarily, changes in the program due to budget cuts and changes in the

> student population due to the college's decreased support of personal enrichment as a student and community goal.

c. To what extent, and how, do the student data results support resource requests?

(If relevant, <u>briefly</u> explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

> N/A

2. Enrollment Management **(Instructional programs only)**

a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

> 5 FTEF.

b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

> N/A

c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

> Course offerings may be affected by the push for the AA-T degree.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:
(http://www.laspositascollege.edu/researchandplanning/ProgramReview.php).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
5	2	40

*   If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of	Number	Shared? With whom?	No. of	No. of

Personnel		If shared, state % of time assigned to the program	hrs/wk	mo/yr
full-time classified staff*	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly classified staff**	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

*   full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES x   NO ☐

If No, briefly describe. Provide any data which support these needs.

Click here to enter text.

3. Are there Staff Development needs for the academic year 2014-15?

YES ☐   NO x

If yes, elaborate. Provide any data which support these needs.

Click here to enter text.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES ☐   NO x

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

Click here to enter text.

G. Facilities, Equipment, and Supplies Resources

Are there any <u>new</u> facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES ☐   NO x

If yes, briefly describe. Provide any data which support these needs.
(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

> Click here to enter text.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES x   NO ☐

If yes, please briefly describe amount and general uses.

> CoCurricular funds for the Art Festival from the Bookstore, ASLPC, Livermore Art Association, and private donations.

2. Are there any **new** financial needs for the academic year 2014-15?
   (Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES ☐   NO x

If yes, briefly describe. Provide any data which support these needs.

> Click here to enter text.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

> The requirements for the AA-T degree in Studio Arts and the possibility of having to add an AA-T for Art History create concerns that there aren't enough FTEF resources to support the requirements for offering the degrees while maintaining the program's full offerings. Where will the FTEF to offer these degrees come from because their certainly isn't enough within the program already.

III. SUMMARY

A. **Summarize objectives accomplished since the Program Review Update (2012)**
    (The 2012 Academic Program Review Updates can be found on the Grapevine

    http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php

    (Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

N/A

B **Summarize objectives not accomplished since the program review update (2012) and why not.**
    (Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

We would like to grow, possibly get another full time instructor-this did not happen because the college did not hire. The program's offerings are currently being limited by the availability of the Art Room (501) so addressing the facilities limitations-the college has started to address long term needs with the Facilities Master Plan but the short term need has still not been addressed.

C. **What are the objectives for the academic year 2014-15?**
    (Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

The program's main objective would be to restore the offerings, begin the AA-T process for Art History, and pursue specific hiring to get skilled practitioners in needed areas.

D. **For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.**
    (This brief summary should capture the effects on students and the program if the needs are met or unmet.)

Click here to enter text.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	2	Pursue the restoration of course offerings	ARTS program outcome.		More students completing program courses.	Financial	FTEF.	CEMC/VP of Academic Services
2	2	Hire faculty with specializations in needed Art History areas.	Art History course S.L.O.'s		Student success in Art History courses and S.L.O. achievement	Human	HR Support	ALSS Division Office
3	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter	Click here to enter text.

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

						text.	

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.