

PROGRAM REVIEW UPDATE 2016-2017

Program:

Division:

Date:

Writer(s):

SLO/SAO Point-Person:

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

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIZ>)

The previous full time art professor and department coordinator passed away leaving a year where adjunct professors skillfully stepped up to the plate and ran our art department. As of Fall 2016, we

have a new full time art instructor (Dave Wagner).

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

Because there was no full time art faculty there is no 2015-16 PRU. The 2014-15 PRU called for a new full time art professor to accommodate an intended retirement, which has happened.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

The LPC annual art show demonstrates work impacted by our art department.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

A lack of studio space is a major obstacle for our students. We have too little space for too many students. In addition, we have too many courses sharing the same studio space. It is impossible for students to work on long-term projects based on observation if the room needs to be reconfigured completely after every class.

Because space is so cramped, we are not able to provide as many courses, and the courses we offer are over full. There is no room to offer Intermediate drawing in the Fall semester. Any student taking beginning drawing in the Spring has to wait a full year to continue academic progress in drawing.

Our art department needs a newer and bigger space. In addition to our cramped studio area, the art gallery is also extremely minimal and it is impossible to provide much more than a very small exhibition. Las Positas needs a larger gallery space.

We have a major need for new studio materials. Many easels are in a state of disrepair. Our collection of plaster casts needs upgrading: we need more casts, better casts, and larger casts.

Serving our students is a big priority at LPC, and I'm finding that there are lots of odds and ends that are needed to improve and maintain the art studio. I don't really have a budget to take care of smaller items that are needed. It would be beneficial to our program and students to have some funds available for studio items.

E. What are your most important plans (either new or continuing) for next year?

There is plenty of room for our department to grow, but we cannot do it in the space provided. Our department needs more room for 2-D courses, such as drawing and painting. In addition, we would like to instigate a 3-D studio to accommodate ceramics and sculpture, which we are currently unavailable. Las Positas College is underserving our students and community by providing a bare minimum of courses in the arts instead of making our program a broad resource which will attract more students. Currently Ohlone, Chabot, and Diablo have ceramics facilities. Most colleges have ceramics. Even local high schools have ceramics. We are missing an opportunity by not offering this kind of program.

Our art history department also needs to grow. Classes are full and because of their popularity as general education transfer courses, there is demand for more availability.

The art history faculty are facing a variety of issues. Lighting and technical problems disallowing for a solid slide viewing experience are occurring because classes are held in random classrooms not designed for a course which emphasizes the viewing of slides.

The art department should be offering enough courses for an AA-T in Art History. Because there is demand for more art history courses, we should be offering more options in art history. And with that, there should be an opportunity for an Art History AA-T. Art history is a gateway to the art world, and provides people with an opportunity to have a career in the arts outside of studio practice.

F. Instructional Programs: 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.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

H. Instructional programs: Did your program meet its program-set standard for successful course completion? ___yes ___

(This data can be found here: <http://goo.gl/Ssfik2>)

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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I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/jU2yIz>

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

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

**Part Three: Assessment Results
(Instructional Programs Only)**

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: ARTS 2A 2015							
Course SLO: Illustrate and apply the dynamics of drawing skill (line quality).							
Describe the quantitative or qualitative results:							
	Assessment Scores By Level						
Course - ARTS2A - INTRODUCTION TO DRAWING	NS	0	1	2	3	4	Total
Default Achv Area for Catalog Course ARTS2A - Assignment / Point in Time Illustrate and apply the dynamics of drawing skill (line quality). Rubric PDF							
Fall 2015	0	0	0	10	48	5	63
Subtotals for Term(s):	0	0	0	10	48	5	63
Grand Totals - All Term(s):	0	0	0	10	48	5	63
Discuss any actions taken so far (and results, if known):							
Discuss your action plan for the future: Work with students in a concise way to improve outcome. The SLO's in place need to be updated and aren't particularly helpful. Establish new SLO's so that we can assess moving forward. Work with part time faculty regarding SLO assessment.							

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) 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: Need to develop and expand program SLO's for the AA-T and AA so department can begin assessment.

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate: AA-T Studio Arts													
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate												
	ARHS 5	ARTS 23	ARTS 24	ARTS 2A	ARHS 4	Electives ARTS 3A,2B, 7A,12A, 13A, 26	ARTS 3B	ARTS 12B	ARTS 13B				
1. Paint directly in addition to applying glazing and scumbling techniques.						x		x	x				
2. Illustrate and apply the dynamics of composition.		x	x	x		x	x	x	x				
3. Implement and apply principles of color theory.		x				x		x	x				
4. Demonstrate the dynamics of drawing skill.				x		x	x	x	x				
5. Critique, analyze, and evaluate own work as well as the work of others.		x	x	x		x	x	x	x				
6. Review the history of art.	x			x	x	x	x	x	x				

1. Did you make any changes to your existing mapping? (circle one)

Yes No This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?