

PROGRAM REVIEW Fall 2021

Program: Art

Division: Arts and Humanities

Date: 11/1/2021

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.

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 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

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 with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 All courses provide an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.	x		
2 All courses support and empower students to develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities.		x	
3			
4			
5			
6			

Tab to add more lines as needed

B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

_____N/A

Description	Mission	Master Plan	Presidential Task Force
1 The usual challenges of holding class online – we've done well.	x	x	
2 The biggest challenge I see is the return to campus. I've asked for help in getting our art studio ready to teach in a safe manner.	x	x	

3 In teaching a more inclusive and diverse art history we often face challenges accessing educational resources on non-Western art for teaching and student research.			
4			
5			
6			

Tab to add more lines as needed

C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
Plan to create a safe learning environment in the Art Studio – room 501	x	x	?	?
Growing the Art History program in order to be able to offer a larger diversity of courses, both in-person and online.		x		x

Tab to add more lines as needed

D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

____N/A

Campus system or Committee	How has it benefitted your students?
Art Task Force	With new, and more, art our students can see their field of study in action and see the impact they can create.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

__x__N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	I have gathered student feedback on art history courses through class surveys and informal conversations with students
What did you learn?	I have learned what students find engaging and helpful for learning such as: shorter

	lectures offered on demand, group projects, art projects in art history course, online module organization that gives students flexibility and choice.
How will you use the feedback?	I've used feedback to make changes to our art history courses.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by 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 used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2lYaFu7>
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

ARTS:

Fall 2021 Headcount is back up! Fall 2019 was at 173, Fall 2020 it was down to 125. Fall 2020 is was up to 157.

In Fall of 2019 we had 13 full time students, in Fall of 2020 we had 32 full time students, which is great!

Student success has stayed fairly constant with a 77% success rate in Fall 2019 and 76% in Fall 2020

ARHS:

Headcount is way up for Spring 2021! Spring 2019 the headcount was 236, 2020 was 215, 2021 was 301.

The number of full time students increased last year, as well: Spring 2020 was 45 students, Spring 2021 was 92 Students.

Student success has improved with a 75% success rate in Spring 2020 and 86% in Spring 2021.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program

does not meet this standard, they are simply 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:](#)

- *Did your program meet its program-set standard for successful course completion?*
☒ *yes* ☐ *no*
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

--

SLOs/SAOs:

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

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

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

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly 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.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

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.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). 100_____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ☐ YES ☒ X No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

- (6) List changes that you plan on making to improve student learning and address inequities.

- (7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

- (8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

- (1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

ARTS 2A: Students are able to apply the basic principles of observational drawing and how to develop illusionary spatial constructions.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). 100 %

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

This CSLO is closely tied to the student's final grade.

(4) Describe the pertinent findings. What, if any, equity issues emerged?

No equity issues.

(5) List changes that you plan on making to improve student learning.

With regards to this CSLO, I don't plan on changing anything.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

None.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

None.

(3) Are you planning on revising your 3-year planning template? If so, describe.

 YES x No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

- (1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (6) List changes that you plan on making to improve student learning and address inequities.

- (7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.
_____YES _____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year’s Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

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).***

____YES ____x__No

Course Name & Number

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

____YES _____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful

--

D. Does your program plan to create any new courses or programs this year?

____YES _____No

If yes, please provide details and the rationale

--

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

____YES ____No

2) Does this program represent a training need that is not duplicated in the college's service area?

____YES ____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

____YES ____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

____YES ____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?