

Program: Art and Art History

Division: A&H

Writer(s): Dave Wagner & Soraya Renteria

SLO/SAO Point-Person:

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- *ARTS and ARHS department continues to offer a variety of courses which remain popular with consistent waiting lists.*
- *ARTS department has students transferring to prestigious art programs throughout the state.*
- *We were awarded a Milanese grant to allow for an excellent artist talk with muralist Aaron De La Cruz, which was well attended.*
- *The ARTS department has consistently taken part in the Livermore Art Walk, both showing/selling student work and providing a figure model for students and community members to draw.*
- *We’ve catalogued, organized, and mostly hung the Las Positas Art Collection*
- *We continue to organize and put on art shows in our gallery, last year we had our first student organized Gay Pride show (lots of students have proposed this, last year we had a group of student get it done).*

2. Please describe your most important **challenges** in year 24-25.

- We have no budget for our gallery program.
- The ARTS program could be offering more courses, as suggested by our waiting lists. We are stymied by our lack of space, which should be relieved with the new STEAM building.
- ARHS is limited in the number of courses it can offer, we have more wait-listed students than we have space for in our classes.
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3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- In ARHS we discussed the following SLO: Demonstrate critical and creative thinking by applying interdisciplinary approaches to the interpretation of artwork. We discussed alternative assignments for better assessing this SLO. We plan to implement these alternate assessments.
- In ARTS we assessed the following SLO for ARTS 12A and 12B: Upon completion of ARTS 12A, the student should be able to compose paintings with the elements and principles of art and design.

We found that students are successful in both courses.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Long term, the ARTS department is leaning towards concept art and entertainment design, as this avenue of art study is popular and leads to careers in industry.
- In ARHS we plan to offer ARHS 6: Gallery and Museum Studies again, which has not been offered since before the pandemic. This is an important course that will help students gain important knowledge of the contemporary art world and jobs within the museum and gallery field.
- We have upcoming gallery exhibitions.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.