Program Review (SP11)

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6. College Wide

Overall - How does this information fit with the College Wide Goals?

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and finally accreditation. Therefore, it is important that each department create a report that is meaningful for their program(s) while demonstrating the program(s’) value to the college and community.

The questions below are designed to help you create, primarily, a narrative review (roughly 5-10 pages); each curriculum guide (AA or Certificate) represents a “program”, and requires a separate review report (this document). Any data included should be interpreted, not simply “plugged in”; this document should refer to supporting documents for larger amounts of raw data. It is expected to take more than Flex day, and be an on-going conversation among the faculty in the program. Please refer to the timeline to help you map out an internal timetable for your program. To further assist you, we are planning a workshop for the March Flex day (see timeline).

It is important to note that while “Program Plans” are really “Department Plans” (yearly), you need to create a separate “Program Review” (3-year cycle) document for each program (curriculum guide) within your department.

Program Review Questions (Use form boxes, they will automatically expand.)

1. - 3. Summarize and interpret the data for each of the first three above (Enrollment Patterns, Achievement Data, Staffing/Resources) as they relate to your program.

The Fine Arts program has recently become part of the Theatre, Dance and Film Department. Courses in the Fine Arts Program are from Art, Photography, Music, Creative Arts, Theatre, Dance, and Film. In 2010 we revised the curriculum Guide for Fine Arts and made it more specific. Previously a student could select 24 units from any of the programs to earn an A.A. degree. We selected several courses from each of the disciplines in which students must earn at least 3 units. This change would prepare students for the Multiple Subjects Teaching Credential and partially fulfill some of the lower-division core for the Liberal Studies Bachelor’s Degree. We also chose courses that are offered online so that a student could earn a degree almost completely online.
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The data collected was from these selected courses although the change did not take effect until Fall 2010. There was no way to track data from earlier than this as the requirements were so open. From Summer 2007 to Spring 2010 WSCH/FTEF rose 28.3% from 580.74 to 745.59. This was due to course reductions in 2009 and increased student enrollment. Art courses saw the most dramatic increase in WSCH/FTEF from 510.48 to 889.32, a 74.2 % increase. Art, Creative Art, Dance, Music and Film courses all have WSCH/FTEF over 700 which is much higher than the college average of 525. Reduction in adjunct instructors and retirement of full time professors has led to this increase. The Film program has just hired a new full-time professor and the Art Department will be hiring a new full-time professor in Spring 2012. Further retirements in the near future though will again raise the WSCH/FTEF ratio.

The student success rate averaged 59.2% in Spring 2010 which is slightly higher than Fall 2007-55.3%. There were 2 A. A. degrees awarded in Fine Arts. One in 2008-09 and one in 2010-11. It is our hope that the revision of the curriculum guide will improve the number of degrees awarded by providing more structured guidance to students seeking an A.A. degree in Fine Arts.

4. SLOs – a) Summarize the collected program data

The related courses for assessment review for the Fine Arts program are: CREATIVE ARTS 41 and ART 81. CREATIVE ARTS 41 underscores the first intended student learning outcome for the program: Ability to synthesize the lower–division level of principles and theories expressed in the Fine Arts through Film, Theater, Dance, Music, Art, and Photography. Art 81 underscores the second intended student learning outcome for the program: A respect for Fine Arts as a means of personal, cultural, or social expression. Unfortunately there was no collected program data from assessments for either of these two courses. The faculty members who taught these two classes did not submit assessment results.

b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?

At this time we have no data to report. We will continue to track these courses and request faculty input regarding the assessments employed for SLO 1 and SLO 2. The Assessment for SLO 1 continues to be the CREATIVE ARTS 41 use of a Critical essay. This assessment tool evaluates a live theatre performance, a live music concert and a live museum exhibition. The written essay is scored using the standard department rubric with 4 success levels (Below average, Average, Above average and Excellent).
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The Assessment for SLO 2 continues to be the ART 81 use of a Critical essay. This assessment tool evaluated the Introduction of Fine Art Photography. The written essay is scored using the standard department rubric with 4 success levels (Below average, Average, Above average and Excellent).

- Summarize how the program has responded to SLO assessment results.

We have requested a continuation of Assessment review in both of these courses so we will have data to support or refute our Criteria. The Expected level of Achievement is 70% of the representative sampling of students with the success level of “Average” or above on the rubric. The students included are a random sampling of 30% of the students for each section who finish the course with a “C” grade or better.

- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

When we have data for the Critical essay Assessment utilized in CREATIVE ARTS 41 to support SLO 1: Ability to synthesize the lower-division level of principles and theories expressed in the Fine Arts through Film, Theater, Dance, Music, Art, and Photography; we will be able to respond to how this assessment result will contribute to the improvement of the Fine Arts Program. Equally, when we have data for the Critical essay Assessment utilized in ART 81 to support SLO 2: A respect for Fine Arts as a means of personal, cultural, or social expression; we will be able to respond to how this assessment result will contribute to the improvement of the Fine Arts Program.

5. Goals -

a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

For quite some time the Fine Arts Program did not fall under any one department’s purview. Now that it is a program under Theatre, Dance and Film, we hope to identify majors and mentor them to complete their degrees. Courses focusing more on aesthetics rather than technique will provide basic education in the performing and visual arts. We hope to target students preparing to be multiple subject elementary/secondary teachers. We want to increase A.A. degrees awarded by 3-5%.

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?
The first step we have taken is the revision of the Curriculum Guide, which became effective Fall 2010. Our next step is to identify the majors and assign faculty mentors. We also need to get the information out to counselors so that they can advise students about the new curriculum guide. We also need to communicate with the instructors in the various departments outside of our department to inform them of the curriculum guide, to identify potential majors, and to collect assessment data.

c) Based on the new data collected (4), what are your plans for change in the future?

We plan to implement an online version of CART 41 Arts and Modern Man. When this is accomplished, all of the courses on the curriculum guide will have online versions, and a student will be able to complete the Fine Arts A.A. degree online.

6. College Wide -

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

The Fine Arts Program fulfills two of the General Education Learning Outcomes: Aesthetics and Creativity, and Critical Thinking. The Fine Arts program prepares students to analyze/synthesize concepts, to think in new ways, and promotes mental and social health through self-expression. Our courses also provide diversity through exposure to diverse cultural experiences from history to the present day.

Scientific data has shown that student who participate in the arts do better in academic subjects. Long Beach City College is committed to providing a comprehensive education to all students, and the Fine Arts Program is one avenue that a student can pursue to develop a broad, philosophical/theoretical education in the performing and visual arts.

Our program has implemented distance learning online courses to help facilitate the college’s goal to increase distance learning.