

*The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.*

~Academic Senate for California Community Colleges

## INSTRUCTIONS

For information about cycles for *Comprehensive Program Review and Planning*, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage:

[http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php))

### **Resources for Supporting Documentation:**

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

### **Next Steps:**

*Program Review and Planning* reports are due March 25, 2012. This date is aligned with CSM's *Integrated Planning Calendar*. (See: <http://collegeofsanmateo.edu/prie/planning.asp>)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

James Carranza, Academic Senate President, [carranza@smccd.edu](mailto:carranza@smccd.edu)

Susan Estes, Vice President of Instruction, [estes@smccd.edu](mailto:estes@smccd.edu)

Jennifer Hughes, Vice President of Student Services, [hughesj@smccd.edu](mailto:hughesj@smccd.edu)

John Sewart, Dean (PRIE), [sewart@smccd.edu](mailto:sewart@smccd.edu)

**DEPARTMENT OR PROGRAM:** Art History

**DIVISION:** Creative Arts & Social Science

**I. DESCRIPTION OF PROGRAM**

The Art History program consists of 5 classes offered in 10 sections per academic year and in 2010 – 2011 enrolled 404 students. The program offers survey courses of the History of Art in four sections: Prehistoric to late Medieval, Renaissance to Baroque, 18<sup>th</sup> c. to Early Modern, and the Art of the 20<sup>th</sup> c. A fifth course, Old Masters’ Aesthetics and Techniques, combines art history and studio courses to focus on painting from the Renaissance to Baroque periods. All of the art history classes are GE transferable and fulfill the Arts and Humanities requirements at the CSU and UCs.

**II. STUDENT LEARNING OUTCOMES (SLOs)**

- a. Please list the courses, if any, for which SLOs have not been assessed. What assessment is planned for these courses? What assistance or resources would help to complete assessment?

The SLOs for all art history courses have been assessed. A program by which the survey results of assessment can be automatically quantified (rather than me doing it by hand,) would be helpful.

- b. Please list any degrees offered. Have SLOs been identified for each degree? Briefly describe the department’s plan for assessment.

An A.A. degree with a concentration in Art History has been recently approved and is offered. SLOs have been identified and a method of assessment established.

- c. Please list any certificates offered. Have SLOs been identified for each certificate? Briefly describe the department’s plan for assessment.

An A.A. degree with a certificate in Art History has been recently approved and is offered. SLOs have been identified and a method of assessment established.

- d. Based on assessment results, 1) what changes will the department consider or implement to improve student learning; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

After evaluating the SLOs it has been determined that no change in the curriculum is necessary. No additional resources will be required.

- e. Below please update the program’s SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

If this *Program Review and Planning* report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

| GE-SLOs g<br>Program<br>Courses | Effective<br>Communication | Quantitative<br>Skills | Critical<br>Thinking | Social<br>Awareness<br>and Diversity | Ethical<br>Responsibility |
|---------------------------------|----------------------------|------------------------|----------------------|--------------------------------------|---------------------------|
|---------------------------------|----------------------------|------------------------|----------------------|--------------------------------------|---------------------------|

|             |   |   |   |   |   |
|-------------|---|---|---|---|---|
| Art 101/801 | X | X | X | X | X |
| Art 102/802 | X | X | X | X | X |
| Art 103/803 | X | X | X | X | X |
| Art 104/804 | X | X | X | X | X |
| Art 124/824 | X | X | X | X | X |

### III. DATA EVALUATION

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, to-be-arranged hours (TBA), lab components. etc.) require significant adjustments to the Enrollment and WSCH projections?

WSCH data has shown a steady increase in enrollment in art history: 300 students in 2008-09, 348 in 2009-10 and 404 in 2010 -2011. Likewise, FTES and LOAD indicators have shown a steady increase. Projections show an increase in the near future.

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTEF affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

Total FTEH is 1.94. Adjunct faculty (0.2 FTEH) is required only as needed for professional development course release time, and do not otherwise impact the program. Additional adjunct faculty would affect the program by adding non-Western art history courses to the program.

- c. Referring to the Productivity (LOAD) data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

Art History LOAD is at 749, well above the efficiency average of 525. No adjustment is required.

### IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates.

Discuss distance education (online and hybrid modes) success and retention data and, where possible, compare with data for on campus sections.

If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

Art history success rate has increased from 63% in 2008-09 to 75% in 2010-2011. Retention rate has increased from 79% to 86%. The art history department is dedicated to maintaining or exceeding those rates.

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

The art history program attracts a broad demographic range that parallels the diversity of our community. Men and women are attracted in relatively equal number (slightly more female than male, but with a similar success rate.) 62% of my students are not Caucasian. The success rate for non-Caucasian, Caucasian and all ages combined is the same at 75%. Specifically, Asian students have the highest success rate at 85%, while Caucasian students rank second at 79%. The rest hover around 60%, with Pacific Islanders at 25%. I believe the low success rate of the last group reflects the small number of students from that group who take art history.

## V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT analysis). See page 10 for definition of SWOT). Consider both external and internal factors. For example, if applicable, you might consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other college and District programs and services offered; look at similar programs at other area colleges; and investigate auxiliary funding.

|                      | INTERNAL FACTORS  | EXTERNAL FACTORS   |
|----------------------|---|--|
| <b>Strengths</b>     | Art history is an integral part of an art department and a liberal arts program. Its strength is that it serves as an introduction to many other disciplines: history, philosophy, religion, etc. Likewise, art history is essential to broaden students' horizons - to expose them to diverse cultures across time and space. Art history promotes critical thinking and communication skills, thus making it essential to students' education. An AA in Art, with a concentration in Art History has been added to the program. | As noted in IV b., art history attracts from the community a wide range of people from diverse backgrounds and age groups. The rich collection of Bay area museums contributes to their interest.  |
| <b>Weaknesses</b>    | At least part of the general student population is not academically prepared for art history at the GE transferable level.  | Art history is no longer taught at the high school level. Many of the 19 - 24 year old students have never heard of it, and many do not have the necessary English language skills.  |
| <b>Opportunities</b> | The art history program at CSM would be enhanced and further meet the needs of our diverse community by adding of the following non-Western European art history courses: Asian, African, Oceanic and Meso-American.  | The use of art historical visual imagery in video games and movies (as well as other forms of electronic communication) has expanded interest in art history classes. Collaboration with Bay area museums has encouraged enrollment from those institutions. |
| <b>Threats</b>       | The lack of preparation for academic studies in the 19 - 24 year old group of students  | The state (C-ID) has "suggested" a Transfer Model Curriculum (TMC) in which art history is taught in two semesters at the community college level rather than three, as it currently is. This will not allow me to teach course content                      |

|  |  |   |
|--|--|---|
|  |  | <p>with any real depth, or allow students the opportunity to absorb information, let alone deal with the nuances of the material, or practice any real critical thinking and writing skills. As noted above, many of my students struggle with poor language and study skills. It will in effect, reduce art history to art appreciation, a rush through the centuries, leaving behind those students who need more time to absorb the material, and leaving more advanced students unchallenged.</p> |
|--|--|---|

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions, equipment, or other resources have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

No new positions have been requested. Institutional support to purchase new software and videos, to participate in online training classes and to attend art history classes on other campuses has been beneficial. Other contributions towards reaching program action steps and health is the conversion of 4-135 to a "Smart" classroom, the library subscription to ArtSTOR, and WebAccess, which has provided a platform for course websites. A new non-Western position would contribute to the diversity and health of the program.

## VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; College Index, 2008/9-2011/12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; GE-SLOs; SLOs.*)

The program's goal is to continue to offer course content that is diverse and insightful and that will contribute to students' ability to understand their world, to become critical thinkers, to communicate more effectively, and to broaden their understanding of the diverse cultures around the world. I would like to add more GE transferable courses to the art history program, specifically courses in non-Western European courses such as Asian, African, Oceanic, and Meso-American Art. An on-line course will be complete by the end of the semester.

- b. Identify the action steps your program will undertake to meet the goals you have identified.

Additional adjunct faculty and courses they would offer in non-Western European art history would meet the needs of our diverse community and provide more courses for students to transfer and contribute to their Baccalaureate degrees.

- c. Briefly explain, specifically, how the program's goals and their actions steps relate to CSM's *Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; College Index, 2008/9-2011/12; Institutional Priorities, 2008-2011; and 5 & 5 College Strategies.*

The CSM Mission statement indicates: "By offering comprehensive quality programs ... College of San Mateo educates students to participate successfully in a changing world." Art History serves that mission precisely.

- d. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.

The measurable mileposts, which will determine if the action steps have been reached is when non-European courses are introduced and enrollment and success rates increase.

## VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.\* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

\* *Note:* Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

| Full-Time Faculty Positions Requested                    | Expected Outcomes if Granted and Expected Impact if Not Granted  | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|--|--|--|
| An adjunct faculty in non-Western European is desirable. | If granted, I would expect enrollment in non-Western classes to be high. If not granted, enrollment in art history will increase as projected. | The requested adjunct faculty member would be able to achieve the action steps of teaching non-Western European courses.                   |

| Classified Positions Requested | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|--------------------------------|---|--|
| None                           | Input text here.  | Input text here.   |

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

| Resources Requested                     | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|---|---|--|
| <b>Item:</b> none at this time, but the | Input text here.  | Input text here.   |

|   |  |  |
|---|--|--|
| introduction of new software may change this.<br><b>Number:</b> Input text here.<br><b>Vendor:</b> Input text here.<br><b>Unit price:</b> Input text here.<br><b>Total Cost:</b> Input text here.<br><b>Status*:</b> Input text here. |  |  |
|---|--|--|

\*Status = New, Upgrade, Replacement, Maintenance or Repair.

### VIII. Course Outlines

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

| Course Number | Last Updated | Six-year Update Due |
|---------------|--------------|---------------------|
| Art 101       | 10/30/09     | Fall 2015           |
| Art 102       | 10/30/09     | Fall 2015           |
| Art 103       | 10/30/09     | Fall 2015           |
| Art 104       | 8/27/10      | Fall 2016           |
| Art 124       | 9/10/09      | Fall 2015           |
| Art 801       | 2/3/06       | Spring 2012         |
| Art 802       | 2/3/06       | Spring 2012         |
| Art 803       | 9/10/09      | Fall 2015           |
| Art 804       | 9/27/10      | Fall 2016           |
| Art 824       | 3/27/10      | Spring 2016         |

### IX. Advisory and Consultation Team (ACT)

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here: Professor Lyle Gomes

Attach or paste ACT report here.

Based on the steady increase in enrollment and a higher success-rate, students enrolled in the Art History Program are well served. The healthy LOAD figure also shows that the program is working at an efficient level—well above the 525 target. The Art History program continues to be an integral part of the Art Department.

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

## X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department's *Program Review and Planning* report team:

Primary program contact person: Janet Black, Ph.D.  
Phone and email address: x6284 black@smccd.edu  
Full-time faculty: Janet Black, Ph.D.  
Part-time faculty: John Listopad and Judy Hiramoto  
Administrators: Kevin Henson  
Classified staff:  
Students:

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*Primary Program Contact Person's Signature* *Date*

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*Full-time Faculty's Signature* *Date*

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*Part-time Faculty's Signature* *Date*

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*Classified Staff Person's Signature* *Date*

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*Student's Signature* *Date*

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*Dean's Signature* *Date*



**Comprehensive Program Review  
RESOURCES FOR SUPPORTING DOCUMENTATION**

**Section 1**

This section contains a listing of sources for data and key documents referred to in Section 2 along with other resources. Contact information for relevant people is also included.

**Academic Senate**

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: [csmacademicsenate@smccd.edu](mailto:csmacademicsenate@smccd.edu)

James Carranza, Academic Senate President, [carranza@smccd.edu](mailto:carranza@smccd.edu), (650) 574-6568

**College Catalogs and College Class Schedules are archived online:**

<http://collegeofsanmateo.edu/schedule/archive.asp>

**Course Outlines are found at:**

<http://collegeofsanmateo.edu/articulation/outlines.asp>

**Committee on Instruction**

<http://collegeofsanmateo.edu/committeeoninstruction/>

Contact: Teresa, Morris, [morrist@smccd.edu](mailto:morrist@smccd.edu), (650) 574-6617.

**Program Review Resources** (includes forms, data, and completed program reviews for both instructional and student services program review)

Note: PRIE has a new website as of 2/15/2012; Program Review resources will temporarily be housed at "old" site as we make the transition to a new site:

[http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php)

*Core Program and Student Success Indicators* (See links for "Quantitative Data for Instructional Programs")

*Distance Education Program Review Data*

*Glossary of Terms for Program Review*

*Listing of Programs Receiving Program Review Data from PRIE*

*Rotation Schedule for Instructional Program Review, 2008-2014*

[http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php)

**Office of Planning, Research, and Institutional Effectiveness (PRIE)**

(Note: PRIE has a new website as of 2/15/2012; the URL will remain the same.)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, [sewart@smccd.edu](mailto:sewart@smccd.edu), (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, [mcconnell@smccd.edu](mailto:mcconnell@smccd.edu), (650)574-6699

**At PRIE Website**

*College Index, 2008/9-2011/12,*

<http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp>

*Educational Master Plan, 2008,* <http://collegeofsanmateo.edu/prie/planningdocs.asp>

*Educational Master Plan, Data Updates, 2011-12*

<http://collegeofsanmateo.edu/institutionalresearch/>

*Institutional Priorities, 2008-2011*

<http://collegeofsanmateo.edu/prie/planningdocs.asp>

*Five in Five College Strategies,* <http://collegeofsanmateo.edu/prie/planningdocs.asp>

**Student Learning Outcomes (SLOs) website:**

<http://www.collegeofsanmateo.edu/sloac/>

Contact: David Locke, SLO Coordinator, [Locke@smccd.edu](mailto:Locke@smccd.edu), (650)574-6624

Also see PRIE site for SLO assessments' support: <http://collegeofsanmateo.edu/prie/slos.asp>

**Section 2**

**This section contains the references that serve as data sources for the individual sections of the Comprehensive Program Review Form. Explanatory notes are included.**

**DEPARTMENT OR PROGRAM:**

To identify programs on the comprehensive program review cycle, see *Rotation Schedule for Instructional Program Review, 2008-2014* at PRIE website:

[http://collegeofsanmateo.edu/prie/program\\_review/programReview\\_forms.php](http://collegeofsanmateo.edu/prie/program_review/programReview_forms.php)

Also see *Listing of Programs Receiving Program Review Data from PRIE*.

**I. DESCRIPTION OF PROGRAM**

- "Number of Sections" data from *Core Program and Student Success Indicators* (published by PRIE for each program)
- CSM Course Catalog
- Department records

**II. STUDENT LEARNING OUTCOMES**

- SLO records maintained by the department
- CSM SLO Coordinator
- SLO Website: <http://collegeofsanmateo.edu/sloac>
- The definitions for the General Education (GE) SLOs can be found on the CSM SLOAC website.

**III. DATA EVALUATION**

- Enrollment, WSCH, FTEF, and productivity data for each program can be found in *Core Program and Student Success Indicators*. (Published by PRIE.)
- Productivity is also commonly known as "LOAD." See *Glossary of Terms for Program Review* for definitions of key terms.
- Faculty Load: the ratio of the weekly contact hours (WSCH) of enrolled students and a faculty's hours of instruction per week. In other words, WSCH divided by FTE. ?
- The College's general target productivity will be recommended by the Budget Planning Committee.

**IV. STUDENT SUCCESS EVALUATION AND ANALYSIS**

- *Educational Master Plan, 2008*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*
- *Five in Five College Strategies*
- *Institutional Priorities, 2008-2011*
- *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";*
- *Other reports published by PRIE regarding student success*

- Previous Program Review and Planning reports
- other department records

**V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS**

- Educational Master Plan, 2008
- Educational Master Plan, Data Updates, 2011-12
- College Index, 2008/9-2011/12
- Five in Five College Strategies
- Institutional Priorities, 2008-2011
- Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";
- Other reports published by PRIE regarding student success
- Previous Program Review and Planning reports
- Other department records

a. About SWOT Analysis:

SWOT Analysis is a strategic planning tool used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project or initiative. It involves specifying the objective of the venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. SWOT analysis considers both internal and external conditions.

Strengths: attributes of the organization that are helpful to achieving the objective.

Weaknesses: attributes of the organization or that are harmful to achieving the objective.

Opportunities: external conditions that are helpful to achieving the objective.

Threats: external conditions that are harmful to achieving the objective

b. Reflect on data from "Core Program and Student Success Indicators"

**VI. Action Steps and Outcomes**

- Educational Master Plan, 2008
- Educational Master Plan, Data Updates, 2011-12
- College Index, 2008/9-2011/12
- Five in Five College Strategies
- Institutional Priorities, 2008-2011
- GE- or Certificate SLOs
- College Index, 2009-2010
- Course SLOs
- Department records
- Core Program and Student Success Indicators
- Previous Program Review and Planning reports
- Division work plan

**VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

- Educational Master Plan, 2008
- Educational Master Plan, Data Updates, 2011-12
- College Index, 2008/9-2011/12
- Five in Five College Strategies
- Institutional Priorities, 2008-2011
- GE- or Certificate SLOs
- Course SLOs

- *Department records*
- *Core Program and Student Success Indicators*
- *previous Program Review and Planning reports*

**VIII. Course Outlines**

- *Department records*
- *College Catalog*
- *Committee On Instruction*
- *Course Outlines (online)*
- *Office of the Vice President of Instruction*
- *Division Dean*