

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Art History
Faculty Contact: Dr. Janet Black

Academic Year: 2011-2012
Program Review Submission Date: 3/25/13

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

The Art History program offers survey courses of the History of Art in four sections: Prehistoric to late Medieval, Renaissance to Baroque, 18th & 19th c. Art, and Art of the 20th 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 courses are GE transferable and fulfill the requirement in arts and humanities. Classes are taught in building 4, room 135. This academic year the program offered a total of 10 classes.

The department consists of one full-time faculty and no adjuncts. In addition to teaching, the faculty member participates in college committees, professional developed activities that enhance teaching quality, innovation, interdisciplinary promotion of student success, all serving the college mission, especially addressing four institutional priorities: to improve the academic success of all students (including course completion, retention and persistence), to promote academic excellence (and improve transfer rates), to promote relevant, high-quality programs and to enhance institutional dialogue. The program supports the college's mission to prepare students for transfer and to be informed and engaged citizens in an increasingly global community. The program recognizes the diversity of the community we serve by including art and architecture that represents those communities whenever possible.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

Art history faculty evaluates Student Learning Outcomes through exams, essays and student surveys in order to determine if the outcomes were achieved. All of the SLOs in all of the courses have been assessed. The findings reveal that the majority of students have achieved the desired outcomes. Success, Retention and Withdrawal numbers remain the same as the previous year, 74%, 85% and 15% respectively. Withdrawal numbers have dropped 3%. After evaluating the SLOs it has been determined that no change in the curriculum is necessary.

B. Student Success Indicators

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student success indicators across demographic variables. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

WSCH data for 2011-2012 shows a very slight decrease from 2010-2011, but remains essentially the same. Student success indicators saw an increased success rate in Black, Hispanic, Pacific Islanders and White students. Asian student success rate remained the same. 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, with women being slightly more successful.) 57% of my students are not Caucasian. Art history success rate is 74%, while the retention rate is nearly 85%. My goal is to maintain or exceed those rates. An AA degree in art

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with a concentration in Art History was established last year. I am pleased to report that it has attracted a large number of students, many of whom are Pacific Islanders and Hispanic. I heard recently from a student of Filipino descent that from CSM he went to UCSC for a bachelor's degree is currently working at the De Young and is going on for a Master's degree in Art History at USF.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).

N/A (for the semester under discussion. I am currently teaching an online art history course and am very pleased with the results of my students' midterms.)

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the [Student Success and Core Program Indicators](#) (LOAD, Full-time and Part-Time FTEF, etc.).

LOAD = 534.6, Above the Community College Average of 525. Total FTEH is 2.7. Adjunct faculty (0.2 FTEH) is required only as needed for professional development course release time, and do not otherwise impact the program. High demand for Art 101 continues. To satisfy the need, I have added an online version of the course.

D. Course Outline Updates

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
Art 124	J. Black	4/2013
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E. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
None	
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F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's [Gainful Employment Disclosure Data](#), [External Community](#), and other institutional research or labor market data as applicable. Explain how the program

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meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

N/A

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

N/A

III. Student Learning Outcomes Scheduling and Alignment

Art History

A. Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

Art History SLOs are aligned to CSM GE Education SLOs. Program SLOs assessment programs are performed by exam, assignments and surveys.

No projected modifications are planned because the process is working well and students' results indicate success.

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

See above.

None planned because the process is working well and student's success results indicate success.

C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

Course SLOs are the same as Program SLOs. All SLOs support Institutional/GE SLOs. All courses teach effective communication, (orally and in writing – students write, read, discuss and listen to scholarly art historical material), critical thinking (students analyze works of art, art historical literature, art and the concepts related to them), social awareness and diversity (works of art are presented as representative of cultural traditions) as well as ethical responsibility. The program supports the college's mission to prepare students for transfer and to be informed and engaged citizens in an increasingly global community. The program recognizes the diversity of the community we serve by including art and architecture that represents those communities whenever possible.

IV. Additional Factors

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Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

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 earlier, Art History attracts a wide range of people from diverse backgrounds and age groups. Unfortunately, there is a segment of the student population that is not academically prepared for college transfer-level courses.

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 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.

V. Institutional Planning

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

An online version of Art 101 (Prehistoric – Medieval Art) has been added to the Art History program.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note:* CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[*Note:* Specific plans to be implemented in the *next year* should be entered in Section V.C.]

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, Native and Meso-American Art.

Additional online courses will be completed during the next year. Additional courses will meet the needs of our diverse community and provide more courses to transfer and contribute to students'

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Baccalaureate degrees. I would also like to incorporate more web-based activities into my on-campus classes, which will enhance student success.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

Professional development release time to pursue an understanding of the above Non-Western cultures would be necessary for me to teach them. Also, professional enrichment programs in technology, such as STOT would aid in carrying out the programs' vision.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

Collaboration with the Learning Center (specifically having an art history tutor available) has proved to be a remarkable aid to student success this semester, spring 2013. Collaboration with the English and Reading programs would help prepare students for college-level course work. Collaboration with the history department would obviously enhance student learning in art history. Likewise, collaboration with music and literature would enhance student learning.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: It is possible that the sole faculty member of the art history department might retire within the next 6 years.

Another faculty member who specializes or has an interest in non-Western European art will be requested.

Equipment and Technology: As innovations relevant to art history occur, they should be acquired. An immediate need is a microphone to project my voice in a classroom crowded with as many as 50 people.

Instructional Materials: 4T

Classified Staff: Because of the increased use of technology both on campus and online to enhance student learning, I will request an instructional aid or student assistant. Help maintaining my websites would free me to focus on teaching rather than spending valuable time on mechanical and technical issues. I currently have 200 students who are making increased demands on my time.

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Facilities: 4T

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

Art 102 OLH: Renaissance & Baroque Art

Description

I will spend fall 2013 developing an online version of art 102

Action(s)	Completion Date	Measurable Outcome(s)
Add online Art 102 class to be completed and offered Spring 2014		Will increase the number of GE courses available and meet the needs of our diverse community. Like all art history courses it will meet institutional priorities.
4T		4T
4T		4T

Plan 2

Title:

4T

Description

4T

Action(s)	Completion Date	Measurable Outcome(s)
4T		4T
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

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[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Course release time, and an instructional aid or student assistant.

Full-time faculty requests (identify specialty if applicable)	Number of positions
Art historian to teach non-Western Art.	1

Complete [Full-Time Faculty Position Request Form](#) for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost
Adjunct faculty to teach non-Western European Art	1	~\$50.00/hour

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

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Description (for prioritized plans)	Plan # #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost
Instructional aid, part-time	\$20,000.00
Student assistant	\$3,000.00
Both to help maintain websites and provide instructional, and administrative support (entering SLO data, etc.)	

Description (for prioritized plans)	Plan # #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan # #(s)	Cost

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	