College of San Mateo

Instructional Program Review

Program Name: **Art History**
Program Contact: **Black, Janet**
Academic Year: **2016-2017**
Status: **Submitted for review**
Updated on: **10/26/2016 02:45 PM**

1. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, CSM Strategic Goals 2013/14 to 2015/16, and other Institutional Program Planning as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

The Art History program offers the survey of the history of art in five courses: Art 101: *Prehistoric to late Medieval; Art 102: Renaissance to Baroque; Art 103: 18th to 20th c.*; Art 104: 20th c.; and Art 105: Asian Art. A sixth course, Art 124: *Old Masters' Aesthetics and Techniques*, combines art history and studio courses to focus on painting from the Renaissance to Baroque periods. Art 101, 102 and 103 are also offered online.

All courses are aligned with the TMC and C-ID. An AA-T in Art with an emphasis in Art History has been established. All Art History courses are GE transferable and fulfill the major and transfer requirements to the CSU/UC system in the arts and humanities. Classes are taught in building 4, room 135. During the academic year, 2015 - 16, the program offered a total of 10 classes, three of which were online.

The department consists of one full-time faculty and one or two adjuncts as needed. In addition to teaching, the faculty member participates on college committees and in professional development activities that enhance teaching quality and promote student success. All activities serve the college mission, and address the 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.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.
Specify how SLO assessment informs curriculum development and changes to curriculum.

Art history faculty evaluates Student Learning Outcomes through exams, essays and 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 and Retention numbers are slightly higher, but very close to those of the previous year, 70%, 82%. The withdrawal rate is 18%, the same as the previous year.

Student success indicators (Please see 3B for a discussion of student success indicators across demographic variables), independently of SLOs, suggest that the addition of non-Western art courses would attract members of the Oceanic, African and

African American and Hispanic communities to the art history program and therefore increase enrollment among non-White students. It would also increase awareness and appreciation of these cultures among students who are not members of those groups. Finally it will increase the number of GE transferable art history courses that will contribute to student success and transfer.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See course-to-program SLO alignment mapping.

Art History Course and Program SLOs are identical. Consequently, the method of evaluating SLOs is the same and the success, retention and withdrawal rates are the same.

Since 2013-14, twenty students have completed the program, i.e. have achieved an AA or certificate in art history.

As noted above creating more inclusive courses on world art would appeal to our diverse student population and would be valuable additions to the art history program and would increase enrollment in the program.

3. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs (and for the GE SLOs, if available) reveal about student attainment of the GE SLOs? See GE SLO Alignment Summary Report or All Courses GE SLO Alignment Data.

Four GE SLOs are supported or reinforced by all of the art history course SLOs. They are: Effective Communication, Critical Thinking, Social Awareness & Diversity, and Ethical Responsibility & Effective Citizenship. The data for the course SLOs indicate that students attain the GE SLOs.

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.

Student success indicators show an over all steady increase in success and retention percentages over the last three academic years. Withdrawal rates have decreased over the same period of time. Success, Retention and Withdrawal numbers are slightly higher, but very close to those of the previous year, 70%, 82% and 18% respectively.

Student success indicators saw a slight decrease in the success rate of Black, Asian and Hispanic students (75%, 73% and 62.5% respectively.) The success of white students remains the same, 71%. Withdrawal rates have increased very slightly. The statistics for non-white students is based on very low enrollment numbers. Some variation in the statistics might be due to my sabbatical Spring 2015.

The number of students enrolled from each of those groups has remained the same and most likely reflect the demographics of the area.

Men and women are attracted in relatively equal numbers (slightly more women than men), but they are equally successful, 71% and 86% respectively. Withdrawal rates are slightly higher for men than women, 20% and 16% respectively.

The drop in the success rate of Asian students might be attributed to the influx of Asian students who lack the English language skills necessary for college level work. Counselors have told me that International students often, against their advice, register for transferable courses rather than ESL courses.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to

[Delivery Mode Course Comparison](#).

> Student success indicators show that success rates are about the same for online and on campus.
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> For Art 101, success rates are 70% and 68% respectively. Retention rates are 80% and 85% respectively.
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> For Art 103, success rates are 66% and 67% respectively. Retention rates are 80% and 81% respectively.
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> Statistics are not available for Art 102.
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> I am very satisfied with the performance of online students, since the online format requires a great deal of discipline.

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.)

> The average Art History LOAD for the last 3 years is 522, down from 541.7 in 2014 - 15, a slight decline due to two factors: I was on sabbatical Spring 2015 and six courses were offered instead of five in the Fall of 2015. Total FTEF went from 1.8 to 2.4. Adjunct faculty (0 FTEF) is normally required only as needed for professional development course release time, and does not otherwise impact the program.

3. Additional Factors

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, geography, philosophy, literature, music, 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 A.A. and AA-T degree with a major and certificate in Art History has been added to the program. It seems that it has had a positive impact on enrollment this semester, Fall 2016.
>
> As noted earlier, Art History attracts a wide range of people from diverse backgrounds and age groups. There is a segment of the student population that is not academically prepared for college transfer-level courses. Consequently, I participate in the following instructional programs to support student success: the Learning Center: Tutoring, Middle College High School.

4. Planning

A. Results of Program Plans and Actions

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

> Online versions of Art 101 (Prehistoric to Medieval Art) and Art 102 (Renaissance & Baroque) and Art 103 (18th to 20th c. art) have been added to the program. Art 105 (Asian Art) is currently taught, Fall 2016.

I have incorporated the practical aspects of making art into the art history curriculum so that students will better understand the challenges that artists face and how media and technique impact the final work of art. The art department has seen an increase in enrollment across all of the courses, perhaps as the result of the cross-disciplinary collaboration between art and art history.

An A.A. and AA-T degree with a major and certificate in Art History has been added to the program. Enrollment is increasing.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the CSM Strategic Goals 2013/14 to 2015/16. For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

As noted above, I would like to add more GE transferable courses to the art history program, specifically courses in non-Western European such as African, Oceanic, and Hispanic (including Pre-Columbian) art, to be taught by experts in those fields.   These courses will meet the needs of our diverse community, provide more transferable courses and contribute to students' Baccalaureate degrees. Like all art history courses they will meet institutional priorities.

Because there is a segment of the student population that needs academic support, especially with reading and writing, my goal is to communicate more closely with student services, the learning support centers, and instructional programs. There is a wealth of services available to support student success, of which I make students aware.

I am very pleased with the collaboration between the Learning Center and art history. Having an art history tutor available in the Learning Center proved to be a remarkable aid to student success last semester. Currently, an SI works with Art 102 students.   Scores in that class reflect student success.

5. Program Maintenance

A. 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 none	Faculty contact Janet Black	Submission month

B. Website Review

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

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Faculty contact(s)	Date of next review/update
Janet Black	

C. SLO Assessment Contacts

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Faculty contact(s)	Date of next review/update
Dr. Janet Black	

6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

Success and retention rates have improved over the last 3 academic years. The key program issues that matter the most is the addition of non-Western European courses to meet the needs of our diverse community. As noted above, enrollment among non-white students (Asian and Hispanic students excepted) is low in art history. Enrollment among Black, Filipino, and Pacific Islanders might improve if the art history program included course related to their cultural backgrounds. A course addressing Hispanic art history would clearly serve the needs of the community well.

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