



**PROGRAM REVIEW AND PLANNING**  
**Approved 9/2/08 Governing Council**

*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

**Department or Program: Art History**  
**Division: Creative Arts/Social Science**

**I. DESCRIPTION OF PROGRAM** (Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records)

During the Fall 2007/Spring 2008 academic year Art History offered 12 sections and enrolled approximately 356 students. The program offers courses in the survey of the history of art: Prehistoric - late Medieval, Renaissance - Baroque, 18th c. to Modern, the 20th c., and a combination art history/studio course (Old Masters' Aesthetics and Techniques) that surveys the contributions of the important artists of the Renaissance to Baroque, and teaches students how to paint using the techniques of the old masters.

**II. STUDENT LEARNING OUTCOMES** (Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website)

- a. Briefly describe the department's assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

I assessed Learning Outcomes in Art 101 and 102. I assessed the SLOs through pre- and post-course testing, as well as regularly scheduled exams. Based on their responses I determined that the students attained the desired outcomes.

- b. Briefly evaluate the department's assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; 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.)

Based on past SLO assessments I do not plan to make any changes in future assessment cycles. No resources will be required to implement any changes.

- c. Below please update the program's SLO Alignment Grid. The column headings identify the 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. The definitions of the GE-SLOs can be found on the CSM SLOAC website: [http://www.smccd.net/accounts/csmsloac/sl\\_sloac.htm](http://www.smccd.net/accounts/csmsloac/sl_sloac.htm) (click on the "Institutional" link under the "Student Learning Outcomes" heading.) 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 → Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Art 101	X	X	X	X	x
Art 102	X	X	X	X	x

### III. DATA EVALUATION *(Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness)*

- 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, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

WSCH data for 2007-08 shows a decline from 2006-07. Projections, which reflect further decline are incorrect, I believe. Data from 2007-08 reflects the negative impact of my participation in the study abroad program (Fall 2005, Spring 2007) has on enrollment in spite of the top-notch faculty who substitute for me. Typically it drops after a study abroad program, and takes a few semesters to recover. It also reflects low enrollment in *Old Masters' Aesthetics and Techniques*, in spite of rave reviews by students. The number of sections has been reduced to help increase the numbers. The decline also parallels a drop in college-wide enrollment. As is expected college-wide, future enrollment will increase due to the economic crisis and changes in admission policies at the UC/CSUs. Art history will follow suit.

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

The program has one full-time faculty member and had 4 adjunct faculty for the fall 2007, and 3 for the spring 2008. The fulltime FTEH is 1.14, while the Adjunct FTEH is 1.2. The total FTEH is 2.34. Currently (Fall 2008-Spring 2009), there are no adjunct faculty.

- c. Referring to the Productivity 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. (Productivity is WSCH divided by FTE. The College's general target productivity will be recommended by the Budget Planning Committee.)

LOAD for art history increased from 2006-07 to 2007-08. At 486 it is not too far below the desired 525. As stated above, the number of courses has been reduced in order to increase the numbers. We no longer offer Asian Art or Art of the 20th c.

**IV. STUDENT SUCCESS EVALUATION AND ANALYSIS** (Data resources: Educational Master Plan; “Success Rates,” “Dimension” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records)

- a. Considering the overall “Success” and “Retention” data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students’ needs relative to current, past, and projected program and college student success rates. 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.)

Student retention for 2007 - 08 is 81%. Success rate is 71%. Both are above that of the college. Lack of preparation for college-level work, especially in English is the most important unmet student need. Art history is GE, UC/CSU transferable and is taught at that level of academic achievement. The formation of a learning community with the English department might ameliorate this urgent unmet need.

- 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 wide demographic range, with the majority of the students in the 19 - 24, or 50+ areas. Interestingly a slight majority of my students are other than white. There are more women than men, which is normal for art history. Success and retention rates are about the same among all groups.

**V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS** (Data Resources: Educational Master Plan; “Dimension: Retention and Success” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records)

- 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). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	<b>INTERNAL FACTORS</b>	<b>EXTERNAL FACTORS</b>
<b>Strengths</b>	Art history is an integral part of an art department and liberal arts program. Its strength is that it serves as an introduction to many other disciplines: history, philosophy, religion, etc. Likewise it is essential to broaden students' horizons - to expose them to cultures across time and space. Art history promotes critical thinking and communication skills, thus making essential to students' education.	As indicated in the dimension section, art history attracts a wide range of people from the community. Course evaluations continue to be amazingly strong.
<b>Weaknesses</b>	The general student population is not academically prepared for art history at the GE transferable level.	Art and art history is no longer taught at the high school level. Most of my younger students have no idea what it is. Students enter CSM without the

		necessary English skills. Based on student evaluations I have realized that students "discover" art history when they are ready to transfer. Consequently, they do not continue taking art history at CSM
<b>Opportunities</b>	The current "smart" classroom and Web Access will make course content more accessible to students. As enrollment in art history course expand, I would like to add courses that meet the needs of under-represented groups. In addition to Asian, African, Oceanic and Mesoamerican courses would help meet the needs of our students. I would also like to offer courses that would encourage our students to become part of the community by encouraging them to visit local museums and galleries. I am currently exploring offering on-line courses, and developing an AA degree in art history.	I am working on developing a relationship with the local museums, and especially their docent councils. Currently docents from the Palace of the Legion of Honor and the Cantor Center of the Arts, Stanford, who have taken <i>Old Masters' Aesthetics and Techniques</i> , continue taking art courses at CSM.
<b>Threats</b>	Maintaining a healthy enrollment, and maintaining a state of the art digital library.	Art History is no longer taught in the high schools. I have worked with marketing to produce a brochure to advertise art history courses. I would like to work with Steve Morehouse to reach more high school students. Collecting images is incredibly time consuming, and a challenge to keep up with.

- 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 (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

The primary innovation that has contributed to the art history program is the conversion of the slide library to a digital library. I began the process quite a few years ago, and have worked on it intensely since 2004. By intensely, I mean every summer, winter, and spring break. As stated above it is endlessly time consuming. The advantage is that text can be added to the images so students can see and hear critical information. The smart classroom is another innovation that will contribute to student success.

**VI. Action Steps and Outcomes** (*Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan*)

- a. Identify the program's action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

My long term goal is to add more GE transferable courses that will meet the needs of our diverse student population. Among the courses to be added are those that will meet the needs of our diverse community.

- b. Briefly explain, specifically, how the program’s action steps relate to the Educational Master Plan.

The above will allow students to apply more art history units to transfer and apply to their Baccalaureate degree.

- c. Identify and explain the program’s outcomes, the measurable “mileposts” which will allow you to determine when the action steps are reached.

The measurable milepost that will indicate when the action steps are reached is when enrollment, success, and retention rates increase.

**VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** *(Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)*

- 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.
None	Input text here.	Input text here.

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	If applicable, <u>briefly</u> indicate how the requested resources will link to
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	<b>Granted</b>	<b>achieving department action steps based on SLO assessment.</b>
<b>Item:</b> Input text here. <b>Number:</b> Input text here. <b>Vendor:</b> Input text here. <b>Unit price:</b> Input text here. <b>Total Cost:</b> Input text here. <b>Status*:</b> Input text here.	Input text here.	Input text here.

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

**VIII. Course Outlines** (Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean)

- 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 100	1/24/07	2013
Art 101	10/20/06	2012
Art 102	10/20/06	2012
Art 103	10/20/06	2012
Art 124	4/23/07	2013

**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.

Mr. Lyle Gomes, Photography.

Dr. Janet Black has conducted a thoughtful program review of the art history program at College of San Mateo and I believe she has accurately identified several reasons that the program has experienced a recent drop in enrollment. She notes the elimination of art history in the local high schools and the lack of academic preparation of incoming students, but in section III, she notes, "a negative impact of my participation in the study abroad program (Fall 2005, Spring 2007)." Although study abroad is an outstanding opportunity for faculty and students, programs with a single full-time faculty member risk a drop in the "momentum" of their program if participation takes place too often. Janet's participation has certainly provided benefits to her program, but the potential negative impact on enrollment can be ignored.

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

Art history courses offered on the study abroad program attract a large number of students who know that they will have the rare opportunity to actually see and experience major works of art and the cultures which led to their creation. Typically, students enroll for all of the art history courses they can, not only to take advantage of the opportunity but also to complete their GE requirements. The number of students who would normally take art history during the following semesters at CSM therefore declines because they have already had them in Europe. Adjunct faculty, while excellent, might not take apply this method.

The most serious threat to the art history program, however, is that a full-time, 15-unit teaching load negatively impacts the significant amount of time necessary to prepare the visual materials needed to accompany the lectures. Art history requires not only the constant revision of lecture notes to reflect current scholarship, but it also requires a constant revision of the visual material. Images need to be scanned from slides and books as well as downloaded from on-line sources, processed to make them usable for an art history class, and then incorporated into PowerPoint presentations. The visual material also needs to be constantly revised to reflect external factors such as the needs of the students and current exhibitions at the local museums. Slide library management has always created additional preparation requirements for Art History compared to other lecture course disciplines – especially at CSM where there is no slide librarian.

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**Upon its completion, please email this Program Review and Planning report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.**

**Date of evaluation:**

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

Primary program contact person:  
Phone and email address:

Full-time faculty:  
Part-time faculty:  
Administrators:  
Classified staff:  
Students:

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*Faculty's signatures*

*Date*

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*Dean's signature*

*Date*