

Rick Thomas – Cal Poly, Graphic Design

Lauren Saba	San Jose SU in Graphic Design
Adriana Lemus	UC Berkeley in Studio Practice (Painting)
Brooke Marseilles	CSU Long Beach in Graphic Design
Nicholas Dison	CSU Long Beach in Studio Art (Ceramics)
Arielle Lackritz	Cal Poly SLO in Graphic Communications
Lauren Hickok	Rocky Mountain College of Art & Design in Graphic Design
Christopher Taylor	Cal Poly SLO in Graphic Design

Julie English graduated from UC Berkeley May 2013 majoring in Studio Practice and American Studies and winning the top Award in Studio Art

Leslie Stone (AA Art Studio 2011 and Graphics Certificate 2011) earned an MFA in Studio Art from Claremont Graduate University May 2013

If applicable, you may attach additional documents or information, such as assessment forms, awards, letters, samples, lists of students working in the field, etc.

ANNUAL PROGRAM PLANNING WORKSHEET (APPW)

Program: Fine Arts

Planning Year: 2014-15

Last Year CPPR Completed: 2013

Unit: Art History

Cluster: Humanities

Next Scheduled CPPR: 2018

NARRATIVE: APPW

Use the following narrative outline and be brief and concise:

I. Program-Level Outcomes: List the outcomes established for your program.

1. Recognize and describe major developments and representative works of art and architecture in western art from prehistory through contemporary periods.
2. Write about art historical movements, individual artists, and art exhibitions employing relevant terminology and vocabulary.
3. Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.
4. Recognize and describe the formal and conceptual aspects of works of art, including the elements and principles of design and specific iconography.
5. Recognize and describe the artistic traditions and representative works of art

and architecture in non-western art including India, Asia, Pre-Columbian America, and Africa.

6. Describe and analyze the mission and functions of art museums, as well as the professional roles involved in working in museums.
7. Apply professional practices in the installation of art exhibitions.
8. Assess career opportunities in arts management.

II. Program Contributions to Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes:

The following are ways our program helps the district to achieve its institutional goals.

Institutional Goal 1: San Luis Obispo County Community College District will enhance its programs and services to promote student success in completing transfer requirements, degrees, certificates, and courses.

Institutional Objective 1.1 Increase the percentage of transfer directed students who are transfer-prepared by 2% annually.

Institutional Objective 1.2 Increase the percentage of degree or certificate directed students who complete degrees or certificates by 2% annually.

Our new transfer degree in art history, active fall 2013, is one way we expect to increase the number of students who will earn degrees and be transfer-prepared. Instructors are promoting all of our degrees in class, at our annual Fine Arts Review Day and through posters placed around the department.

For the AA Art History and Professional Practices, we have promoted the Art Gallery class and will promote the fall 2014 Museums Studies class through outreach to the instructors who teach art history and studio courses, through the art club, and at gallery events. Having these courses succeed each year and ensuring continued exhibitions and stabilize the staffing and financial support of the gallery will also encourage more students to be aware of and complete this degree.

The study of art history helps students successfully meet several Institutional Learning Outcomes.

ILO 1. Personal, Academic, and Professional Development

Art Historians pursue careers as curators, archivists and educators at museums, galleries, and universities, and in areas such as media, advertising, publishing, fashion, and design. Art History can also serve as a launching point into art therapy, business, government, and nonprofit organizations.

ILO 2. Critical Thinking and Communication

Art History students develop skills for critical and analytical thinking, perceptive reading and observation, and interpretive analysis.

ILO 4. Social, Historical, and Global Knowledge and Engagement

Art History is the study of visual art from pre-history to the present. It places emphasis on the visual language, historical context, cultural values, techniques, materials, and technological changes in the history of art and architecture.

ILO 5. Artistic and Cultural Knowledge and Engagement

The study of art history immerses students in cultural and aesthetic issues.

III. Analysis of Measurements/Data:

Art History courses have seen a decrease in fill rate this last year. This mirrors a general decline in lecture course enrollments across the campus. The district's student population is down and course offerings are steady or increasing across campuses.

Art History offerings have remained relatively consistent with three exceptions:

- The addition of two DE Art Appreciation courses for summer 2014
- Three attempts to offer Art Appreciation in the Humanities forum at a course capacity of 110. Enrollment for the forum sections never rose above 41 students. For the next year, it does not seem prudent to book the forum with Art Appreciation sections.
- The reduction in fall semester of Art 205 Survey of Art History: Modernism Through Contemporary from two sections to one section when our part-time instructor ceased teaching a DE section.

Success and retention rates have not changed in any significant way since last year.

IV. Program Outcomes Assessment and Improvements:

Art History has seen wonderful changes this year.

In spring 2013, after the completion of the CPPR, art history lead faculty Leslie Sutcliffe, former curriculum rep Marian Galczenski and chair Margaret Korisheli revised the AA Art History and Professional Practices degree and created an AA-T Art History.

The data projector and screen were replaced in the classroom. This has caused a formatting problem for some instructors' PowerPoint presentations, but with continued training from the AV specialists most instructors have adapted well. The new projector is of a superior quality with better color and a higher resolution.

Due to the lack of a full-time lead for two years, assessment in this area is lagging. Although all courses continue to be assessed on a regular schedule, the program has not been assessed since spring 2012. Funding requests are in the unit plan.

V. Program Development/Forecasting for the Next Academic Year:

The most exciting improvement in Art History is the hiring of a full-time lead in fall 2014. The new hire will ensure the health of the program and help Fine Arts complete the unfinished objectives outlined in the 2013-14 Art History CPPR.

2013-14 CPPR Program Objectives:

- 1. Increase the percentage of students completing the AA Art History and Professional Practices degree by two students each year.**

Ongoing. It is too soon to know if we met our target.

- 2. Revise the AA Art History and Professional Practices degree in response to the new AA-T Art History degree.**

Completed spring 2013

- 3. Evaluate the scope of Art 202: Museum Studies.**

Revised and in the schedule for fall 2014

- 4. Assess, analyze, and revise the Program Student Learning Outcomes for the Art History and Professional Practices degree.**

The student learning outcomes were revised, but have not yet been assessed and analyzed.

- 5. Stabilize staffing for courses and the gallery:**

The addition of a full-time hire will stabilize staffing for art history courses. The gallery is still on shaky ground.

Course or Program Assessment Summary

http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Fine Arts**

Program: **AHPP**

Date: **Fall 2013**

v. 3 2012

Courses in program, or course: Art 202, 203, 204, 205, 206, 295, 220, 221, 249, 256, 259, 268, 270, 280

Faculty involved with the assessment and analysis: **Margaret Korisheli and Leslie Sutcliffe**

Course-to-program outcome mapping document** is completed **Yes X** No_____

1	<p>Student Learning Outcome Statements</p> <p>X Program</p>	<ol style="list-style-type: none"> 1. Recognize and describe major developments and representative works of art and architecture in western art from prehistory through contemporary periods. 2. Write about art historical movements, individual artists, and art exhibitions employing relevant terminology and vocabulary. 3. Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation. 4. Recognize and describe the formal and conceptual aspects of works of art, including the elements and principles of design and specific iconography. 5. Recognize and describe the artistic traditions and representative works of art and architecture in non-western art including India, Asia, Pre-Columbian America, and Africa. 6. Describe and analyze the mission and functions of art museums, as well as the professional roles involved in working in museums. 7. Apply professional practices in the installation of art exhibitions. 8. Assess career opportunities in arts management.
2	Assessment Methods Plan	Student Learning Outcomes, the required and elective courses within the degree, and all of the Art History courses have

	(identify assessment instruments, scoring rubrics, SLO mapping diagrams)	<p>been revised since the Spring 2012 CPAS. (Please see the CPPR for a more detailed rationale for the changes.)</p> <p>Students in the program have not yet been assessed since Spring 2012. An assessment is planned for Spring 2014.</p>
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	
4	Assessment Results Summary (summarize Data)	
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	
6	Recommended Changes & Plans for Implementation of Improvements	The Art History program needs a full-time faculty member to over the program. (Please see the CPPR for a more detailed description on the plans and needs.)
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	Part-time faculty meet for a “breakout” session after the division meeting each Opening Day. In addition, they are meeting for informal gatherings once a month to talk about pedagogical issues.