

Art History 2023 CPPR Table of Contents

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INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: 2 **Area of Study:** Fine Arts **Program:** Fine Arts (Art History AA-T and AAPP A.A.) **Current Academic Year:** 2022-23

Last Academic Year CPPR Completed: 2017-2018 **Current Date:** March 1, 2023

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

- I. Describe how this program review was conducted, including how all program members were involved in the planning process.

Lead faculty, Dr Michelle Craig, compiled the institutional data and drafted the review to share with part-time art history faculty and colleagues in the Fine Arts Division.

II. GENERAL PROGRAM INFORMATION

A. Program Mission

The art history program strives to foster the study of the arts and humanities and the pursuit of academic excellence. Most students engaging with the program are not majors, but each art history or art appreciation course can help students achieve their educational goals and help them become strong global citizens. Surveyed art objects allow art history students to understand history and culture; history and culture are used to understand art objects. They explore the varied roles of objects, artists, viewers, and patrons in diverse cultural contexts and in a range of chronological periods. Students develop skills in analyzing visual objects and written sources that have the potential to adapt to a wide range of future pursuits. Students improve their abilities to write clearly, speak articulately, and undertake research, preparing them broadly for life, including art-related careers and other personal, civic, and professional endeavors.

- B. Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

Art History operates on its two-year rotation supporting the local and transfer degrees in art history. All AAT courses have transferability.

The COVID-19 pandemic forced all art history courses online (DE). Only Art 200 and Art 204 had previously been offered online. DE Addenda were created for all courses and the entire art history faculty became DE certified. All Art Appreciation and Art History courses went online in mid-Spring 2020 and remained online for 2020-2021 (Art 203, Art 205, Art 207, Art 208, Art 210, Art 211). Some face-to-face offerings began in Fall 2021 and increased in Spring and Fall 2022. For the majority of our offerings, students responded and continue to respond to online instruction. The exceptions were the studio-length Art 202 and Art 295. Students failed to sign up for online instruction in these capstone classes for the local AHPP degree in Spring and Fall 2021.

Stephanie Fikri teaches Art 200, Art 204, and Art 205. She now offers Art 204 as a summer course as well. This is the first Art History survey offered as a summer course. Hazel Antaramian Hofman teaches Art 204 and Art 200. Guy Kinnear and Inga Dorosz teach Art 200. Dororz participated in the JEDI Academy in 2021, completed the OEI Alignment Academy, and Art 200 was certified summer 2022. Dorosz taught Art 200 as a correspondence course at California Men’s Colony during the pandemic. It was taught in person in Summer 2022 and Spring 2023. Kinnear and Dorosz offer regular and early summer session sections. Kinnear brought face-to-face Art 200 sections to the North County Campus for 2021-2022.

Significant staffing changes have occurred since the last CPPR. One part-time faculty – Bonnie Cullen – retired. Professional artists, Inga Dorosz and Guy Kinnear, now teach their specialities in studio courses, which means we benefit less from their expertise in general education art appreciation (Art 200). Three part-time instructors have joined Cuesta faculty to help meet student demand. Hazel Antaramian Hoffman teaches DE sections of Art 200 and Art 204. Dr Ruta Saliklis, former Director of the San Luis Obispo Museum of Art, teaches Art 200. Timothy Stark, Director of the Harold J. Miossi Art Gallery, is teaching Art 295 in Spring 2023. We are thrilled students can once again practical gallery experience via in-person instruction.

One course was created – Art 211 – Survey of African Art History. This course improves upon Art 209 – Survey of African, Oceanic, and Indigenous North American Art History, which was taught in Fall 2017 and Fall 2019. Art 209 followed the mid-20th century model of lumping art from three continents together. It works for generalists who don’t have the depth of knowledge to effectively teach. Students deserve better. It was taught asynchronously online in Fall 2021 and will take Art 209’s place for now as its reputation grows. It will be offered as a ground class in Fall 2023.

C. List all current full-time and part-time faculty in the program.

Full-time faculty

- Dr Michelle Craig (Art 200, Art 202, Art 203, Art 204, Art 207, Art 208, Art 209, Art 210, Art 211, Art 295)

Part-time faculty

- Hazel Antaramian Hoffman (began teaching Spring 2019 – Art 200 and 204)
- Bonnie Cullen (retired Spring 2018 – Art 200)
- Inga Dorosz (Art 200)
- Stephanie Fikri (Art 200, Art 204, Art 204)
- Guy Kinnear (Art 200)
- Dr Ruta Saliklis (began teaching Fall 2022 – Art 200)
- Timothy Stark (began teaching Spring 2023 – Art 295)

III. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

When art history students engage with culturally or temporally remote subject matter on their own terms, they are empowered to make meaningful connections with the presented material and cultivate critical thought. Program faculty facilitate this highly individual process by helping students construct questions that will broaden and deepen their understanding of arts produced by diverse peoples and cultures, both past and present.

Objects – and concepts – are made tangible by bringing works into the classroom or taking students to Harold J. Miossi Art Gallery and/or area exhibitions. Local architecture and exhibitions factor in the development of projects. Pairing class assignments with area environments and local exhibitions permits students to have individual and more tangible engagements with works and reinforces the use of formal analysis. The classroom is not only a space to transfer knowledge but also a space of active learning that enables students to make material significant and meaningful in their lives outside the classroom.

The Harold J. Miossi Art Gallery supports every art appreciation and art history class. Each class receives a foundation in formal analysis. Every exhibition in the Miossi support this instruction. Art 200 (Art Appreciation) particularly engages with the Gallery as students are learning how to identify and analyze visual arts. Art 202 (Museum Studies) visits the Gallery when learning about exhibition history and comparing gallery and museum spaces. Gallery Directors Emma Saperstein (2016-2021) and Timothy Stark (2021-) curated exhibitions that complement our non-Western classes. A 2019 exhibition featured Puerto Rican artists and beautifully supported Art 208 Mexican Art II (Colonial to Contemporary). Art 295 (Art Gallery) works intimately with the Gallery, helping to install exhibitions and host openings. This course also benefits from learning about curatorial process and gallery management via the Gallery and is now taught by the Gallery Director (2023).

Art 202 and Art 295 also engage directly with regional resources. These classes take field trips to the History Center of San Luis Obispo, Art Gallery at Cal Poly, San Luis Obispo Museum of Art, Mission San Luis Obispo, Dallidet Adobe, Dana Adobe, Spooner Ranch House, Natural History

Museum at Morro Bay, and Hearst Castle, among others. As such, Cuesta art history students connect with local institutions and recognize how the materials they study can be practically applied.

Students who succeed in individual art history courses as well as those who complete ADT or AHPP degrees gain critical thinking and writing skills, increased vocabulary, as well as geographical and cultural understanding. Pedagogy used in Art History classes allows multiple types of learners to thrive. Projects, quizzes, and exams use multiple sections and formats to maximize the potential for success.

B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts.

Art 200 – Art Appreciation – teaches art globally rather and provides student with the skills to analyze art from anywhere in the world. This inclusive approach to the study of art instills that art is not limited to one culture or time period.

Art history surveys are global. We now have more non-Western surveys than Western surveys. While Art 207 and Art 208 specifically support Cuesta as a Hispanic-serving Institution, Art 209, Art 210, and Art 211 promote the study of arts produced by cultures historically minoritized by US education.

Institutional Objective 1B: *Increase enrollment opportunities for community members who are 55 years of age and older.*

Art 200 also serves as a gateway to art history courses for retired and semi-retired students. These students generally add much to our discussions and support good study habits in their younger peers. Art 202 and Art 295 both appeal to emeritus students. These capstone ground courses offered in 2019 and 2023 all contained students 55 and older. Art 200 has also seen as rise in senior students. While most ground courses have not yet seen a return to a resident 55+ in their cohorts as of Spring 2023, these students are now active participants in online sections.

Institutional Objective 1D: *Increase career pathways for local high school students*

Many students enroll in Art 200 (Art Appreciation) as enrichment students citing their desire to take the course as a graduation requirement. Completing the course as a GE for multiple degrees will allow students to better enter career pathways and complete their degree or certificate in a timely fashion.

Institutional Objective 2A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets

While 14 total degrees were recorded by the college for the last CPPR, 20 degrees were earned by AH-AAT and AHPP students between 2018 and 2022.

Institutional Objective 3A: *Increase the annual number of students transferring to a CSU or UC*

While the data is not available for art history majors, it appears that our students are not only succeeding in transferring to CSUs, UCs, and comparable institutions, but they are thriving at their chosen universities.

Institutional Objective 7A: *Build a sustainable base of enrollment by effectively responding to the needs of the district as identified in the SLOCCCD Comprehensive Master Plan 2016-2026: Educational Master Plan*

Art History courses FTES numbers are higher than those of the division and college, helping both to strive for annual goals.

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

ILO 1. Personal, Academic, and Professional Development

The study of art history helps students successfully meet several Institutional Learning Outcomes in the following ways:

Art history majors develop a range of skills that allow for personal, and academic growth and skills that are highly valued by employers. Art history students learn to write creatively; analyze text and information; understand structure and style of both language and the visual work; find solutions to intricate problems; and perceive the world from multiple points of view. Those are both personally enriching skills as well as ‘transferable skills’ to the academic and business worlds.

Art historians pursue careers as curators, researchers, art administrators, conservators, archivists, and educators in schools, colleges, universities, museums, and galleries, and in areas such as media, advertising, publishing, fashion, and design. Art historians often advise archeologists on location at dig sites. Art history can also serve as a launching pad into art therapy, business, government, and non-profit organizations. The analytical skills and creative thinking skills learned in art history also gets students ready for analysis positions in investment banking and financial services firms.

The [National Association of Colleges and Employers \(NACE\)](#) lists communication, critical thinking, equity and inclusion, leadership, and professionalism as important skills for career readiness. All of those skills are taught in art history courses. Even non-majors benefit from taking art history courses; for example, any good marketing executive should have a basic understanding of the power of visual language. Art historians are also in high-demand in the technology sector where employees with liberal arts educations are sought out in order to bring balance to their highly technically-trained coworkers.

Below is an unedited selection of what student submitted when asked to comment on their experiences in art appreciation and art history courses:

- Before taking this class, I never realized how much art is actually involved in my life. From advertisements on billboards, to in person displays of protest, I have become much more aware of the art that takes shape in my community. This semester was particularly stressful, with other classes, a full-time job, and working through an illness; however, I found that when I sat down to do the assignments for this class, I was able to relax and find some enjoyment in learning and analyzing different works. Because I found these assignments to be "the calm within the storm" so to speak, I hope that I can turn to art in the future as both a hobby and a way to destress. As life slowly crawls to some sense of normalcy, I hope to be able to visit museums and art shows, in order to expand my knowledge and appreciation for different outlets of artistic expression.
- One of the most valuable things I've learned through this course is to be open to several contrasting opinions and to accept that not everyone is impacted the same way by a piece. Also, I've learned the importance of symbols and how they help convey a certain message. I've really enjoyed seeing what pieces my peers have brought into discussion posts and collection projects!
- This course is not a course you can breeze through, which I initially thought, but I am happy it is not. I felt like I was forced to know the material and really think about the artwork, and I appreciate this, because I feel like I took away so much more from this class than I thought I would.
- I appreciated all your feedback and concern of making sure students pass your class, as well as helping a student have a growth mindset.
- This was a fantastic class! It could definitely be a bit mentally laborious and calls for one's dedication, but that was balanced with the satisfaction and excitement of gaining new knowledge. The material was also incredibly enjoyable, which helps spur motivation.
- I am extremely grateful to have a professor like Dr. Michelle Craig. This isn't a course I thought I would do well in, but I have loved learning about every piece of art and the why behind it. Having a professor that completely understands and loves what they are teaching is essential to students learning the material.
- I appreciated the structure of the class. Everything was well-organized and expectations were clear, which made it easy to complete the work. I knew every week that there would be: a class announcement, roughly a chapter of reading, class lecture, a quiz, a class discussion, and an assignment. When you're juggling other classes, a job, family commitments, etc. it is a major reduction in stress to have such a consistent work load. I also really appreciated your work ethic --- I always knew you would have my work graded by the following day. Thank you for everything! I very much enjoyed this course, and I honestly wasn't sure if I would.

ILO 2. Critical Thinking and Communication

Art history students develop the skills required for critical and analytical thinking, perceptive reading and observation, and interpretive analysis. Art history courses teach students to understand the power of images that surround us every day. In an art history class, students learn the formal language of art and how to interpret images. Its rigorous approach trains students how to recognize what is important and how to think, write, and speak clearly, which in turn allows students to gain intellectual confidence. Students also learn to be critical of what they see and hear daily, increasing their critical thinking skills.

Art history, often writing-heavy, allows students to develop their written communication skills, vital for any career. Most high school students have not been exposed to art history, and a class at Cuesta will be their first exposure on how to interpret and articulate the visual world.

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

All of our art history courses increase student's understanding of social, historical and global knowledge. The discipline of art history is, in effect, the study of *everything* that a culture produces. Art historians study all aspects of the culture that creates an artwork, from its literature and philosophy to its science and politics. Art historians examine not only how all of these cultural aspects are evidenced in the objects that these cultures make but also how these cultural practices are made, in fact are reinforced, through the production of objects and images. Art holds clues to life in the past and present. In looking at symbolism, colors, and materials, students learn about the cultures in a way that is not open to other academic disciplines. When students compare artwork from different perspectives, it gives them a well-rounded way of looking at events, situations, eras, and people.

The curriculum approaches the visual world through global themes that promote interdisciplinary and transcultural exchanges. It is designed to make material accessible to diverse student populations and promote critical inquiry through challenging discussions. In particular, our five non-Western art history courses (ART 207, ART 208, ART 209, ART 210, ART 211) expose students to areas of study that they otherwise may not be familiarized with, including the study of the religion, politics, and culture of people from Asia, Latin America, Oceania, Native North America, and Africa. By looking at what has been done before, especially in non-Western art, students gather knowledge that contributes to new insights about the world and their own place in the global arena. ART 211 also allows students to earn general education credit for diversity.

ILO 5. Artistic and Cultural Knowledge and Engagement

Art history immerses students in both artistic and cultural knowledge. Students of art history are able to identify, create, and/or critique key elements of inspirational art forms. They can demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories. The study of visual culture is inherently interdisciplinary, as students need to understand the politics, history, economics, and more of a given era, and art history is therefore rewarding in terms of the breadth of knowledge students gain. As issues of political power, race, gender and class dominate headlines, the careful analysis of how these same issues have been dealt with over centuries, help students gain not only artistic and cultural knowledge but also empathy. Empathy is the vehicle for engagement. Institutional Learning Outcome 5 is exactly what our Art History Program does.

ILO 6. Technical and Informational Fluency

Art history students complete art-related research papers, learning to recognize when information is needed and understanding how to locate and utilize diverse sources of information, including appropriate web sources, scholarly journals, and books. In learning how to assess the quality and reliability of information, students learn informational fluency. Research bibliographies help students value empirical research and realized that not all research is equal. Several of our art history courses have students complete collaborative projects that include utilizing various software, and some produce art historical

videos, which are then uploaded to video sharing sites such as YouTube. Through the assignment of these group projects, students also learn to navigate the sharing of electronic documents, images, and other modern software and technology. In studying visual culture, students gain knowledge of contemporary time- and technology- based art (video, net, generative art, etc.), which deepens their technical and informational fluency. Art 295 and Art202 students read and write in multiple formats and examine how writing styles change to better engage with different audiences.

IV. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

A. [General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

AH and AA Enrollment



Art History Enrollment

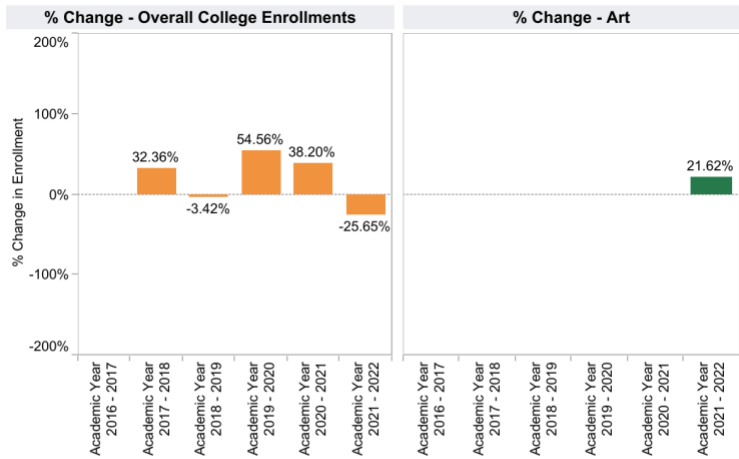
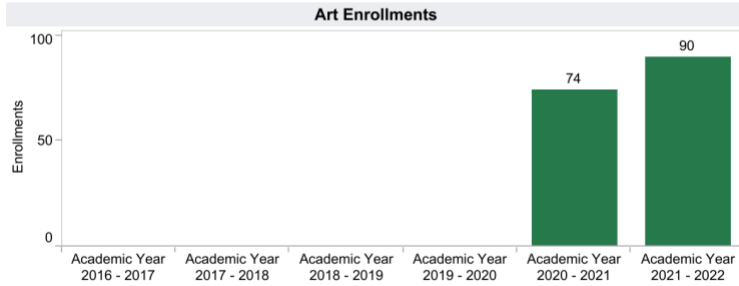
Art history and art appreciation classes enrolled at a rate higher than the college average during the first two years of the pandemic. This indicates the demand for these online courses. While the College enrollment was down 12.5%, art history and art appreciation grew 2.2%. For 2021-2022, art history enrollment was down significantly more than the college. This was not true for all classes. The Western foundations – Art 203 and Art 204 continued to gain in enrollment. Art 204 is particularly poised to add additional sections in the coming years, and we have already begun offering it as a summer course. Art history faculty are connecting with Counseling to better promote non-Western offerings.



Art 203 and Art 204 Enrollment

SLOCCCD Program Review Data - Enrollment

Department: Art Course: ART 200 Dual Enrollment: All Prison: CMC:Prison
 Region: All



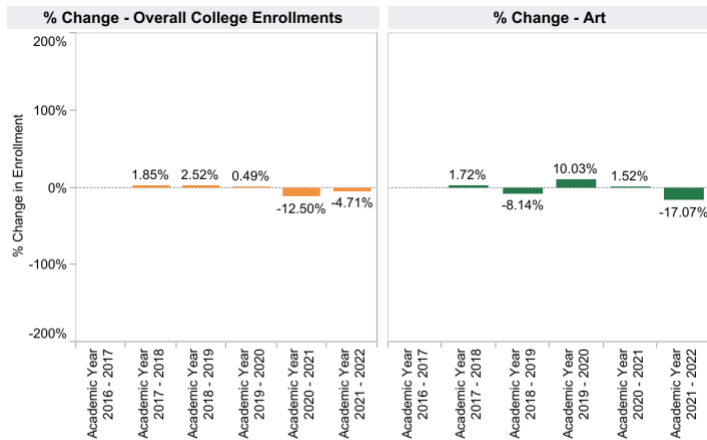
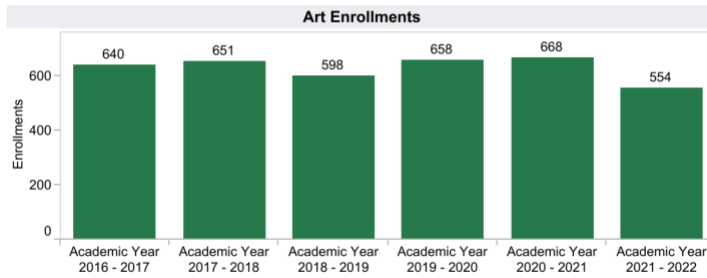
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

CMC Enrollment

Inga Dorosz teaches Art Appreciation (Art 200) at CMC. While the college CMC enrollment dropped precipitously, Professor Dorosz’s courses resonate with CMC students, showing a 21.62% rise from 2020-21 to 2021-22. This growth speaks to Dorosz’s excellence as an instructor and the power of the arts to help viewers grapple with the horrors of pandemics.

SLOCCCD Program Review Data - Enrollment

Department: Art
 Course: ART 200
 Dual Enrollment: All
 Prison: All
 Region: All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Art 200 Enrollment

Art 200 continues to fluctuate enrollment with 2019-22 echoing and rise and fall similar to 2016-19. The decrease in 2021-22 correlates to a reduced number of sections of Art 200 offered. From 2017-18 to 2020-21, 13-14 sections of Art 200 were offered over the academic year. That number plunged to 10 for 2021-22. While the enrollment has decreased, fill rate has strengthened and remains strong. A record 15 sections were offered in 2022-23.

B. [General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

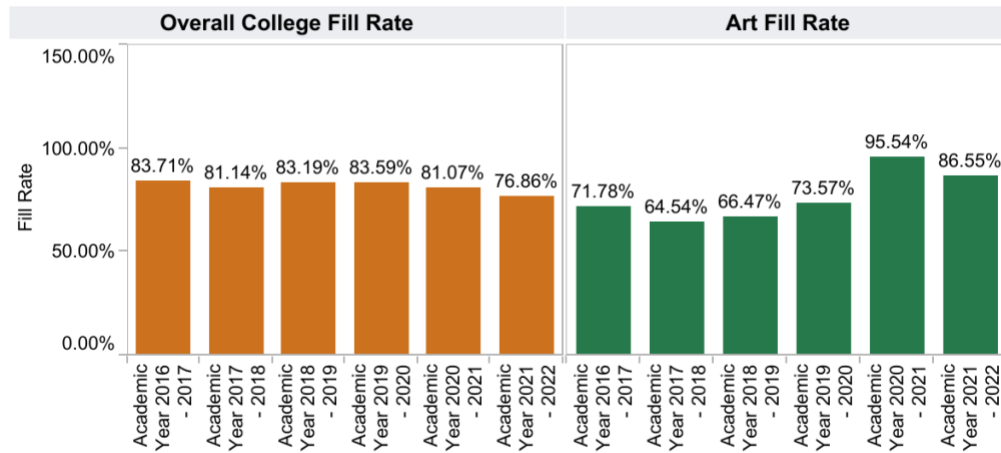
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Art

Course:
Multiple values

Dual Enrollment:
All

Prison
All



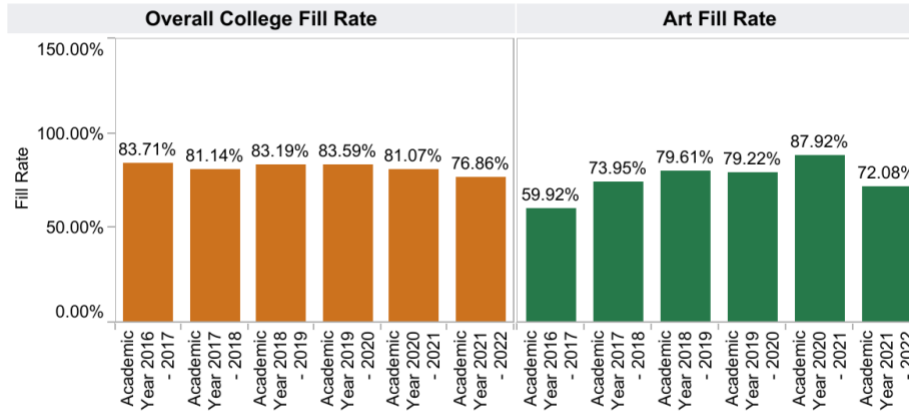
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Art History and Art Appreciation Fill Rate

Our pivot to online education during the pandemic reveals student demand for online art appreciation and art history. 2021-22 reflects a return to in-person instruction, including evening and North County sections, which decrease fill rate but cater to underserved populations. That the fill rate is almost 10% higher than the College average suggests we are meeting multiple student populations where they are.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Art Course: Multiple values Dual Enrollment: All Prison: All

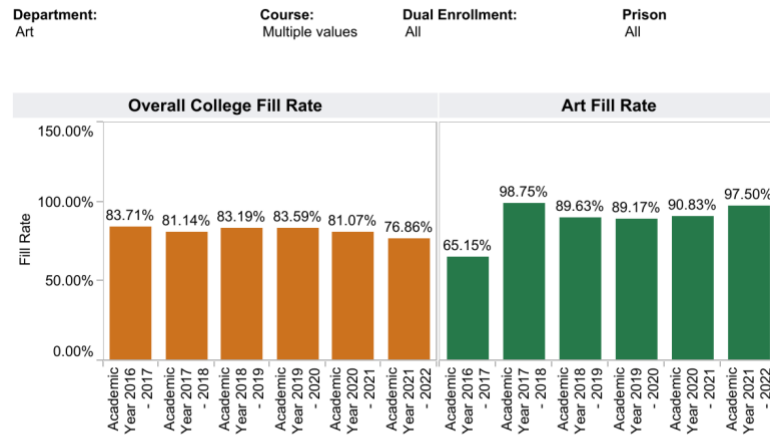


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Art History Fill Rate

Art History courses have significantly higher enrollments than studio courses in the division. This allows the general efficiency to increase. When art history courses are scheduled in the evening and North County to help disadvantaged populations succeed, demand statistics fall. 2020-2021 offered fully online instruction due to the Covid-19 pandemic. Only in this year did student demand for art history courses exceed the college average. While art history will continue to be offered online, failure to offer in-person classes means that we will fail to meet certain student populations where they are. In-person courses were offered in 2021-22 following requests from the administration, and demand returned to be lower than the college average. Moving forward, art history scheduling will strive to serve both in-person and online students to best support all student populations.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

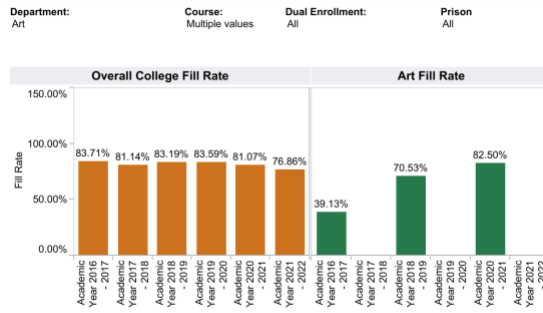


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Art 203 and Art 204 fill

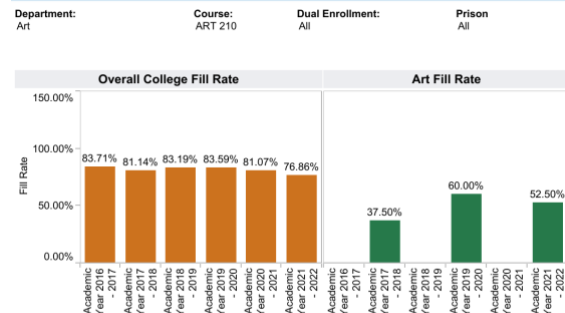
The core Western art history surveys have had exceptional demand for the last five years.

SLOCCCD Program Review Data - Student Demand (Fill Rate)



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

SLOCCCD Program Review Data - Student Demand (Fill Rate)



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

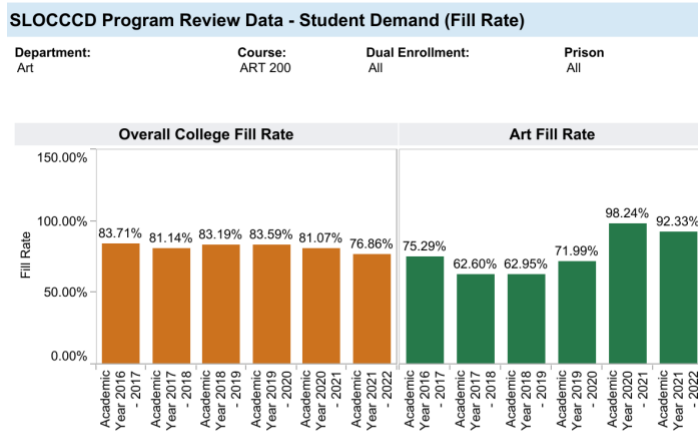
Art 207 and 208 fill rate

Art 210 fill rate

In 2015, based on the transfer model curriculum, we divided our one non-Western course (Art 206 - now deactivated) into new courses: Art 207: Mexican Art I (Precolumbian), Art 208: Mexican Art II (Colonial to Contemporary), Art 209: Art of Africa, Native America, and Oceania, and Art 210: Asian Art. The Chancellor’s Office deactivated course ART 206 and added the new art history courses of ART 207, ART 208, ART 209, and ART 210 in February 2017. Art 209 has recently been revised to Art 211: Survey of African Art History. ART 211 was added in Fall 2020 and taught in Fall 2021. These non-Western courses are critical for creating a culturally and socially diverse curriculum.

With inclusion in the ADTs and outreach, the fill rates for non-western series of courses are growing. This growth is exceptional for Art 207 and Art 208, the surveys of ancient and modern Mexican art history. The data for Art 210 – Survey of Asian art history demonstrates

substantial growth from its first offering in 2018 to its 2nd in 2020. The dip in 2022 reflects less a dip in interest and more of an unease to return to in-person instruction. Older returning and emeritus students were noticeably absent from the 2022 cohort.



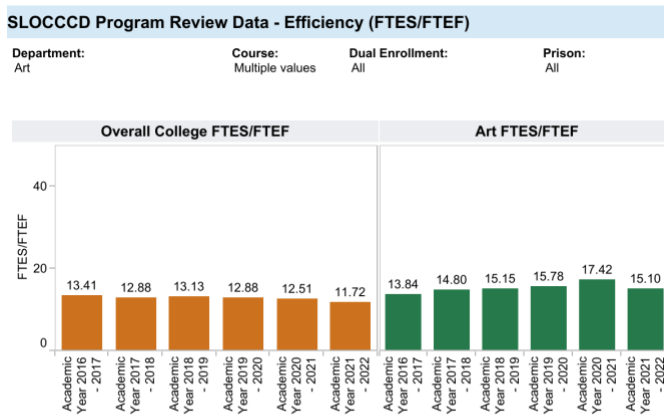
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Art 200 Fill Rate

Demand for the GE Art Appreciation course excels when offered entirely or mostly online, as seen in 2020-21 and 2021-22. The slight dip in demand for 2021-21 reflects the return of in-person sessions, including evening and North County.

C. [General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.



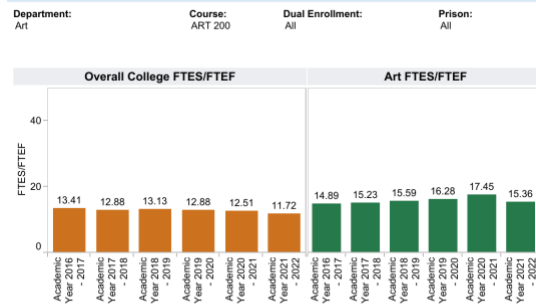
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

AH and AA Efficiency

Art appreciation and art history continue to demonstrate significant efficiency above the College average.

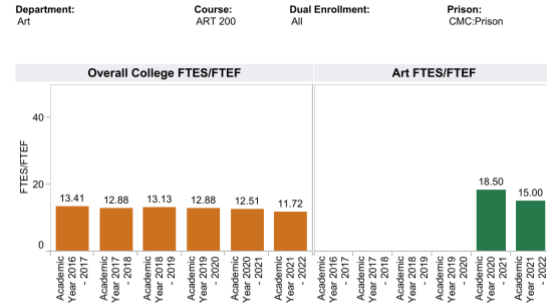
Art History's FTES/FTEF has consistently been higher than the college over the last five years. Not only does Art History help the College's FTES/FTEF but is particularly helps its home division. Without Art History courses, the FTES/FTEF for the division would be at least 2 FTES lower. Art History's FTES/FTEF are significantly higher than studio classes due to the limited class size of studio courses.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)



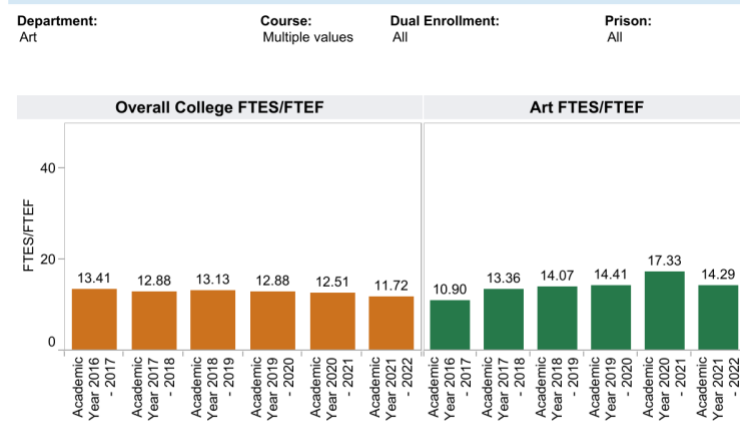
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Art 200 Efficiency

CMC Art 200 Efficiency

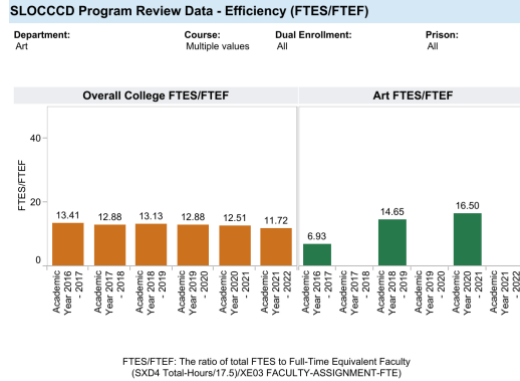
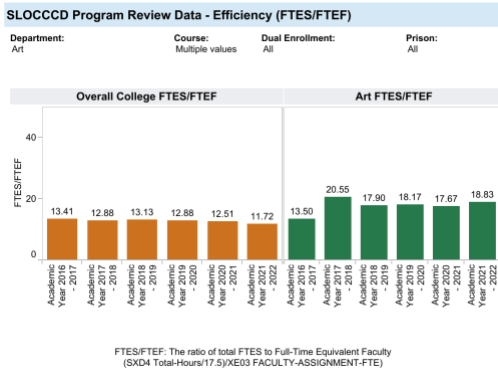
Our GE course, Art Appreciation, shows consistent efficiency, especially during the completely online year of 2020-21. Our CMC sections have also exceeded the College average.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

AH Efficiency



Art 203 and Art 204 Efficiency

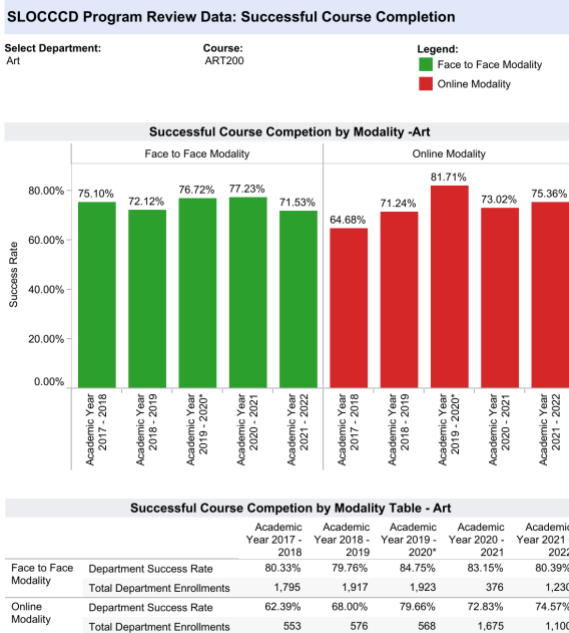
Art 207 and Art 208 Efficiency

Efficiency for our core western art history courses remains significantly above the college mean, but our Mexican art surveys have particularly grown in efficiency.

[Click here to enter text.](#)

D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

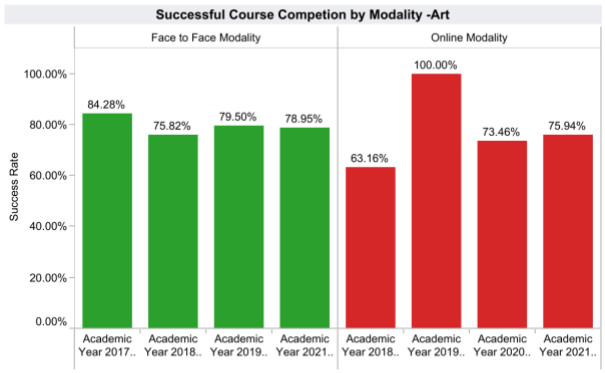


Art Appreciation Course Completion by Modality

Student success in Art 200 is generally rising in the online modality. The dip in ground success rate suggests students may be struggling with a return to the classroom and the difference in its demands.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Art Course: Multiple values Legend: Face to Face Modality (Green), Online Modality (Red)



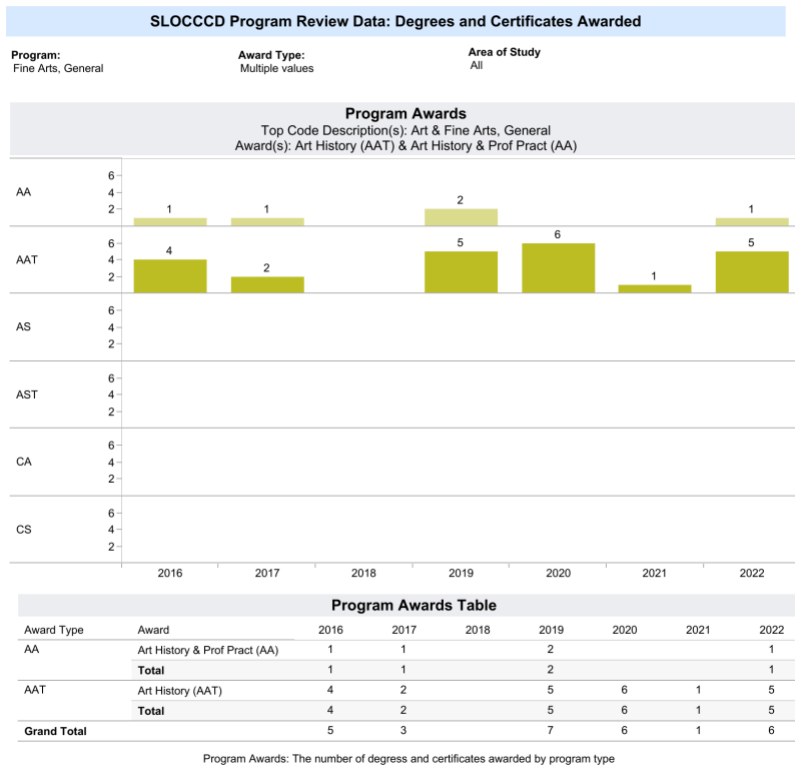
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	80.33%	79.76%	84.75%	83.15%	80.39%
	Total Department Enrollments	1,795	1,917	1,923	376	1,230
Online Modality	Department Success Rate	62.39%	68.00%	79.66%	72.83%	74.57%
	Total Department Enrollments	553	576	568	1,675	1,100

Art History Course Completion by Modality

This chart is flawed. The years do not match. 2017-2018 does not have an online data, and 2020-2021 does not have in-person data. 2018-19, only one art history course was offered - Art 204. 2019-20 is the beginning of the pandemic when everything went online. 2020-21 and 2021-22 show improvement in online success, suggesting faculty and students strengthening their skills.

Click here to enter text.

- E. Degrees and Certificates Awarded (Insert Data Chart)
Insert the data chart and explain observed differences between the program and the college.



The College did not record AH or AHPP graduated in 2018. This is not alarming. No graduates were recorded in 2014 either. In each of the subsequent years, a number of students did graduate with 10 earning a degree between 2015 and 2016 and 12 between 2019 and 2020. While 14 total degrees were recorded by the college for the last CPPR, 20 degrees were earned by AH-AAT and AHPP students between 2018 and 2022.

What’s missing? The individual success stories. Below are the ones we know about:

Rebecca Myers transferred to University of California Santa Barbara.

Summer Padilla transferred to the University of California San Diego and was hired by the Museum of Contemporary Art, San Diego.

Rebecca Rohmer-des Jardins transferred to UT-Austin.

Abigail Luciano transferred to the University of California Santa Cruz.

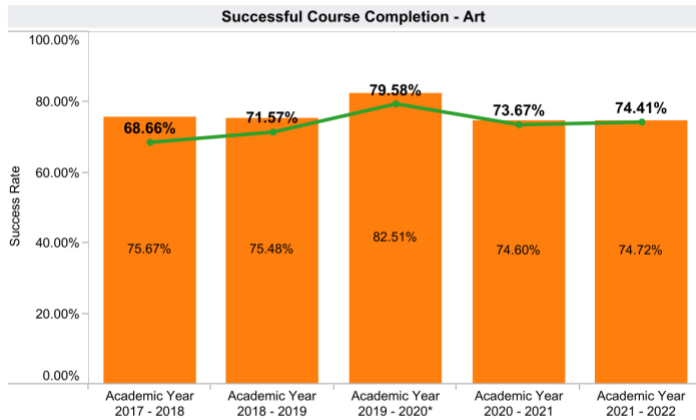
Halden Willard transferred to the University of California Berkeley.

Above is the data chart as requested. The directions should be updated.

- F. [General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)
Insert the data chart and explain observed differences between the program and [Institutional Set Standard](#). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Art TERM All Measure Names Department Success Rate Overall College Success Rate
 COURSE ART200



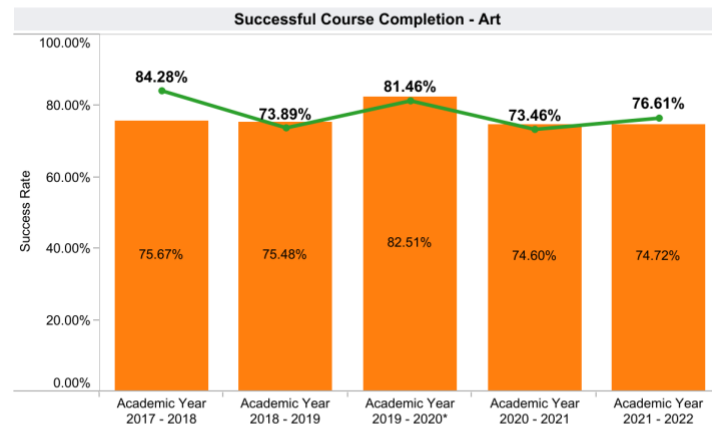
	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	68.66%	71.57%	79.58%	73.67%	74.41%
Total Enrollments	651	598	658	668	554

Art 200 Course Completion

GE students are currently completing Art 200 at the standard.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Art TERM All Measure Names Department Success Rate Overall College Success Rate
 COURSE Multiple values



	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	84.28%	73.89%	81.46%	73.46%	76.61%
Total Enrollments	159	203	202	211	173

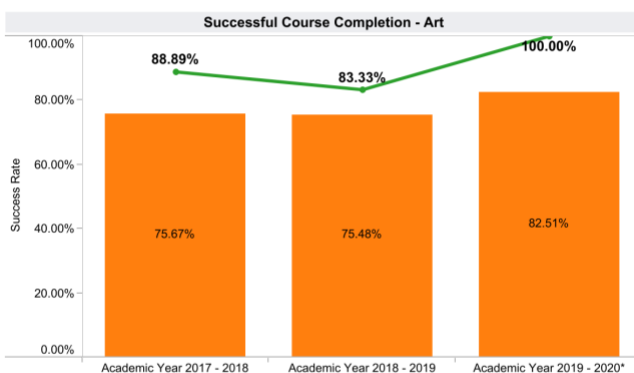
Art History Course Completion

Art History students are currently completing their courses at or near the standard.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Art TERM: All Measure Names: Department Success Rate (green line), Overall College Success Rate (orange bars)

COURSE: Multiple values



	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Department Success..	88.89%	83.33%	100.00%
Total Enrollments	9	12	10

Art 202 and Art 295 Course Completion

Our capstone courses for AHPP demonstrate how course completion excel due to low enrollment caps (15), which better allow faculty to aid students to succeed in courses that are meaningful for them.

What resources might you need to meet and exceed the Institutional Set Standard?

Lower enrollment caps.

Make it easier to hire embedded tutors.

Improve student orientation to better prepare students for success.

- G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity gaps?

Inga Dororz completed the JEDI Academy in Summer of 2021. She led a FLEX workshop Jan 2022 "Connecting with Students through Culturally Responsive Visuals".

Michelle Craig attended: "Workshop: Join the Guided Pathways Conversation – Dr. Rob Johnstone" (2019); "Seeing the Racial Water with Dr. Robin DiAngelo, Cal Poly (2019); "Recruiting and Hiring Faculty of Color" CA Community College Equity Leadership Alliance, (2021); "Embedding Experiential Learning in Online Teaching Environments." California Guided Pathways Project topical webinar, (2021); *From Equity Talk to Equity Walk* Book Club (2021); and the Engaged Allyship Series (2022).

Below are faculty pedagogical responses:

- Examine the language and tone used throughout syllabi, LMS materials, and all handouts to ensure that it is positive and encouraging.
- Incorporate topics that students find relevant into the course material through a survey at the beginning of class and throughout the class.
- Include "demystifying the college experience" throughout the class where faculty share resources that are available and connect students with a person they can follow up with. Instructors make expectations and requirements more transparent. Share with students what support services they needed throughout their education and encourage them to utilize the resources.
- Use anonymous surveys through the class asking how instructors can support their learning and get feedback.
- Images, works of art and areas of focus represent a variety of ethnicities and cultures.
- Students reflect on their learning weekly.
- Students cocreate content in the class. For example, CMC students create discussion topics and assignments that they find relevant.
- Students design and apply their own assessment.
- Student driven group work is incorporated into projects.

Resources needed:

- Improve the library at CMC East.
- Institutional Research could make disaggregated data available to individual degrees.
- Support campus culture where we can return to offering bus trips and other high impact experiences to major museums and other arts institutions.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

V. PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

- a. Review the CurricUNET “Program of Study” outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
Art History (AAT)	Yes	No	Yes 22-23	No
Art History and Professional Practices (AA)	Yes	No	Yes 22-23	No

- b. **For all Currently Active Programs/Certificates**, review the CurricUNET “Program of Study” outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are “no” for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.
Art History (AAT)	Yes	Yes	Yes	
Art History and Professional Practices (AA)	Yes	Yes	Yes	

B. Curriculum Review

Complete the Curriculum Review Worksheet ([download from this folder](#)) and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurricUNET format) are appropriate and complete.

VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- A. Attach or insert the assessment calendar for your program for the next program review cycle.

See Attached

- B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes

- C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

See Attached. Add Art 203 and Art 211 to degree.

- D. Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

See Attached. Add Art 203 and Art 211 to degree.

- E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

No changes have resulted from looking at SLO assessment data, but rather each professor engages with their unique cohorts to best guide their study of art history and corresponding development of critical thinking, writing, and oral skills. They modify pedagogy as needed to support a particular class succeed. eLumen assessments reveal how students fail to submit assignments or take exams, and, therefore, cannot be assessed.

Assessments do remind faculty that students may meet SLOs but still fail the course or perform poorly. Of those who do show up and participate, assessments suggest the actual knowledge gained exceeds the success rate corresponding to grade.

The lowest scoring SLOs are the writing SLOs. These are not provocations to change the SLOs, but they do invite faculty to reduce or otherwise alter the breadth of course content, so more time can be offered to build writing skills necessary to succeed in art history classes.

- F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

7120 will benefit from regular upgrades to the data projector to ensure that students are viewing the best images possible.

VII. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives – see above pages 4-5
- B. Institutional Learning Outcomes - see above pages 5-8
- C. Program outcomes - In reviewing past text-based assessments, and comparing Cuesta courses to those offered at other California Community Colleges, CSU, and UCs, our art history courses and programs are excellent. The courses and programs are in good shape and appropriate for the community college level. That said, our excellence is confirmed by students who have successfully transferred to UCs and other national R1 institutions. Art 211 was added in 2021-22 and the degrees (AAT and AA) updated in 2022-23 to facilitate degree completion and promote decolonial and anti-racist scholarship.

Dr Michelle Craig completed the 5-year Art History Review survey for the Course Identification Numbering System (C-ID) in 2022. The TMC (Transfer Model Curriculum) and C-IDs are in good shape given the varied structures at CSUs and UCs. She would like more C-IDs for non-Western courses and wonders why it looks like there has not been any recent developments in this regard. She updated most of the C-IDs with strong OER option and also added stand-alone OER texts for Art Appreciation and African Art. While art history curriculum is currently sound, pedagogy must meet evolving student needs. Two years of teaching under the weight of the pandemic demonstrated the serious demand for online education. While many hope to encourage in-person instruction, multiple student groups, including returning students, are staying online and may choose to remain there. How can online courses improve to help counteract the hemorrhaging of writing and critical thinking skills? How can students relearn best practices in the classroom?

We strive to teach robust and rigorous programs (AH-ADT and AHP) that prepare students to succeed at four-year institutions or wherever their next educational steps may be.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

No anticipated changes, but here are the current concerns:

The current 2-year rotation allows students to complete both art history degrees. We currently have majors who live outside of the area and will need to take their courses DE. We need to be sure to support Art History and Art majors with a balance of DE and ground courses. Art 295 was offered hybrid in Spring 2023. This may be a preferred model for Art 202 and Art 202 moving forward, as students did not take them DE.

Students are still required to take two of the Western Surveys as their foundational classes, and this practice is supported by the current TMC, but there may come a point where these classes need to move more globally.

While none of the current art history curriculum allows students to earn ethnic studies GE credit, links between art history and ethnic studies should develop as ethnic studies grows at Cuesta. Ideally, Art 207 and art 208 will be elective in the forthcoming Chicano Studies Degree. And Art 207, Art 208, Art 210, and Art 210 will be electives for the Ethnic Studies-ADT. If Art 207, Art 208, Art 210, and Art 211 are incorporated as Ethnic Studies electives in the next five years, will we need to expand their offerings?

B. Support services to promote success, persistence and retention

Support development of library at CMC East.

Build and update library guides to improve student research skills.

C. Facilities needs

Keep 7120 projector and computers up to date.

D. Staffing needs/projections

We are running a part-time pool in Spring 2023. While we currently have enough faculty to cover our courses, we want to make sure that continues to be the case, especially as two of our faculty now teach studio art classes in addition to art appreciation.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

Art History's FTE continues to outpace the division and college. We hope this trend continues.

VIII. END NOTES

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

Dr Michelle Craig was selected as one of the School of the Fine Arts' [notable alumni](#) in honor of the school's 60th anniversary at the University of Connecticut in 202:

Dr Ruta Saliklis and Guy Kinnear are representing Cuesta in the community. They are judges for the 2023 [Beacon Art Show](#).

- IX. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before **May 12, 2023**.**



SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program.

If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Aubrey Kuan Roderick	 <small>Aubrey Kuan Roderick (Mar 7, 2023 16:46 PST)</small>	Mar 7, 2023
Division Chair/Director Name	Signature	Date
Michelle Craig		March 6, 2023
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: [Faculty Prioritization Process Handbook](#)

APPLICABLE SIGNATURES:

Vice President/Dean **Date**

Division Chair/Director/Designee **Date**

Other (when applicable) **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean’s narrative analysis. The signatures do not necessarily signify agreement.

Art History Curriculum, Two-Year Rotation (March 2023)

Fall Year 1 (2022, 2024)	Spring Year 1 (2023, 2025)
<p>Art 200: Art Appreciation (Night and NCC)</p> <p>Art 203: Western Art - Ancient – Middle Ages</p> <p>Art 204: Western Art- Renaissance – 20th c.</p> <p>Art 207: Pre-Columbian Art History (15-week)</p>	<p>Art 200: Art Appreciation (NCC)</p> <p>Art 204: Western Art - Renaissance– 20th c</p> <p>Art 205: Western Art- Modern and Contemporary</p> <p>Art 208: Mexican Art History – Colonial to Contemporary</p> <p>ART 295: Art Gallery (AHPP Capstone)</p>
Fall Year 2 (2023, 2025)	Spring Year 2 (2024, 2026)
<p>Art 200: Art Appreciation (Night and NCC)</p> <p>Art 202: Museum Practices (AHPP Capstone)</p> <p>Art 203: Western Art- Ancient – Middle Ages</p> <p>Art 204: Western Art– Renaissance – 20th c.</p> <p>Art 211: African Art</p>	<p>Art 200: Art Appreciation (NCC)</p> <p>Art 204: Western Art- Renaissance– 20th c</p> <p>Art 205: Western Art- Modern and Contemporary</p> <p>Art 210: Asian Art</p>

Curriculum Review Worksheet (CPPR)

Need more rows? Click and drag the bottom right corner to expand the table

The information history on C

Art History AAT

Tutorial Video Will Be Linked Here

Program (Prefix)	Course Number	Currently Active
Art	203	yes
Art	204	yes
Art	221	yes
Art	207	yes
Art	208	yes
Art	209	no
Art	210	yes
Art	211	yes
Art	205	yes
Art	220	yes
Art	222	yes
Art	223	yes
Art	224	yes
Art	230A	yes
Art	230B	yes
Art	232	yes
Art	240A	yes
Art	241A	yes

Art	244	yes
Art	245	yes
Art	249A	yes
Art	253	yes
Art	266	yes
Art	268	yes
Art	270	yes
Art	271	yes
Art	274A	yes
Art	280	yes
Art	281A	yes
Art	281B	yes
Art	282	yes
Art	283	yes

tion for these columns can be found by searching CurricUNET and/or checking with your division's Curriculum Rep.

The information f

New Course since Last CPPR	Major or Minor Mod since last CPPR?	Deactivated?	Effective Term Date on COR
no	major	no	S20
no	major	no	S19
no	major	no	F19
no	major	no	F16
no	major	no	S19
no	major	no	S19
no	major	no	S19
yes		no	F21
no	major	no	S19
no	major	no	F13
no	major	no	F19
no	major	no	F19
no	major	no	F19
no	major	no	S19
no	major	no	F19
no	major	no	S16
no	major	no	F17
no	major	no	S14

no	major	no	F19
no	major	no	F19
no	major	no	F19
no	major	no	F13
no	major	no	F19
no	major	no	F16
no	major	no	S19
no	major	no	F22
no	major	no	F19
no	major	no	F21
no	major	no	F19
no	major	no	F19
no	major	no	F21
no	major	no	F21

or these columns can be found in the **Basic Course Information** section (the first section of the
 Outline of Record can be found on CurricUNET.

Last Reviewed Date on COR	Catalog and Schedule descriptions are appropriate	Pre/co-req/advisories appropriate	Approved as DE is accurate
10/18/19	yes	yes	yes
5/4/18	yes	yes	yes
5/4/19	yes	yes	yes
12/17/15	yes	yes	yes
4/20/18	yes	yes	yes
4/20/18	yes	yes	yes
4/20/18	yes	yes	yes
10/2/20	yes	yes	yes
4/20/18	yes	yes	yes
1/29/13	yes	yes	yes
5/4/18	yes	yes	yes
5/4/18	yes	yes	yes
5/4/18	yes	yes	yes
5/4/18	yes	yes	yes
5/4/18	yes	yes	yes
7/23/15	yes	yes	yes
11/4/16	yes	yes	yes
4/19/13	yes	yes	yes

5/4/18	yes	yes	yes
5/4/18	yes	yes	yes
5/4/18	yes	yes	yes
3/15/13	yes	yes	yes
9/7/18	yes	yes	yes
12/17/18	yes	yes	yes
4/20/18	yes	yes	yes
5/4/18	yes	yes	yes
5/4/18	yes	yes	yes
11/6/20	yes	yes	yes
5/4/18	yes	yes	yes
5/4/18	yes	yes	yes
11/6/20	yes	yes	yes
11/6/20	yes	yes	yes

section) of the Course Outline of Record. The Course

The information for these columns

Grading method accurate	Repeatability is 0 or blank	Class cap is accurate	Course SLOs accurate	Objectives aligned with methods of eval
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	no
yes	yes	yes	yes	yes
yes	yes	yes	yes	no
yes	yes	yes	yes	no
yes	yes	yes	yes	yes
yes	yes	yes	yes	no
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes

yes	yes	yes	yes	no
yes	yes	yes	yes	no
yes	yes	yes	yes	yes
yes	yes	yes	yes	no
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes

Plans can be found in the **Student Learning Outcomes** and **Course Content** sections of the Course Outline of Record can be found on CurricUNET.

Topics/Scope are aligned with objectives	Assignments are aligned with objectives	Methods of evaluation are appropriate	Texts/readings/materials are dated within last 5 years
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	no
yes	no	yes	no
yes	yes	yes	no
yes	no	yes	yes
yes	yes	yes	yes
yes	no	yes	yes
yes	yes	yes	no
yes	no	yes	no
yes	yes	yes	no

yes	yes	yes	no
yes	yes	yes	yes
yes	yes	yes	yes
yes	no	yes	yes
yes	yes	yes	no
yes	yes	yes	no
yes	yes	yes	yes
yes	yes	yes	no
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	no
yes	yes	yes	no
yes	yes	yes	no
yes	yes	yes	no

ctions of the Course Outline of Record. The Course

*If you plan on updating textbook or SLOs, those are minor COR modifications!
*If you are planning major and minor revisions, select "major"

CSU/IGETC transfer and AA GE info correct (if applicable)	Degree/Certificate Info Correct (if applicable)	Library materials are accurate and current (if applicable)	Major or Minor Revision Planned	
yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	no	N/A
yes	yes	yes	minor	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	minor	enter date →

yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
no	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →

If you don't have specific dates, you can use this random date generator to generate dates. The dates you select should be between 1/1/2023 and 12/1/2028.

Date (MM/DD/YYYY) of major or minor revision (must be within next 5 years)
9/1/25
9/1/25
9/1/23
2/1/24
2/1/24
2/1/26
2/1/26
2/1/26
9/1/23
9/1/23
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2/1/24
9/1/23
10/1/23
10/1/23
10/1/23
10/1/23
10/1/23

5-year Curriculum Modification Schedule (future)

You'll refer to this document for each APPW until your next

Row Labels

Art

210

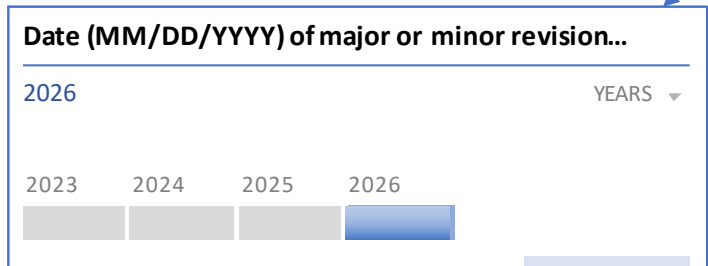
211

205

Please do not generate timeline until you are finished entering all of your data on the

Click a year block to view which courses are scheduled for a major or minor modification. The list to the right will change to show only courses scheduled for COR review for that year.

You can click but



To update data: select a cell in the "Row Labels" column, then "Analyze" from the "Pivot Table Tools" menu, then "Refresh" in the "Data" Section

t CPPR.

Program Courses Sheet

can clear all filters by
ing the "Clear Filter"
ton in the top right
corner.

major
minor
no

yes
no
N/A

PLO Summary Map by Course

Map Origin: AAT_ART_HIST

Map Target: AAT_ART_HIST

SLOs	AAT_ART_HIST		
	Write about art historical movements and individual artists employing relevant terminology and vocabulary.	Recognize and describe the formal and conceptual aspects of works of art, including the elements and principles of design and specific iconography.	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.
ART204			
Identify and discuss representative works of art and architecture as well as the stylistic differences of the major artistic periods in Western art from the Renaissance through the 20th Century.	X	X	
Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.	X	X	
Write about art movements and individual artists using correct terminology and vocabulary.	X	X	
ART205			
Identify and discuss representative works of art and architecture as well as the stylistic differences of the major artistic periods of Modernism to Contemporary art.	X	X	
Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.	X	X	
Write about art movements, individual art works and artists using correct terminology and vocabulary.	X	X	
ART207			
Think critically and speak and write clearly and effectively about works of art and art history;	X	X	X
Identify and explain the significance of representative works of art and architecture of the major cultures of the pre-Columbian art of Mesoamerica and South America;	X	X	X
Analyze works of art and architecture in terms of iconography, style, historical context, and cultural values;	X	X	X
Write about art using correct art historical terminology;	X	X	X

Identify and develop a research project involving visual analysis, reading research, critical thinking, writing, and/or standard methods of documentation;	X	X	X
Demonstrate an understanding of and ability to apply major art historical methodologies.	X	X	X
ART208			
Think critically and speak and write clearly and effectively about works of art and art history.	X	X	X
Identify and explain the significance of representative works of art and architecture of Mexico from the colonial period to the present.	X	X	X
Analyze works of art and architecture in terms of iconography, style, historical context, and cultural values.	X	X	X
Write about art using correct art historical terminology.	X	X	X
Identify and develop a research project involving visual analysis, reading research, critical thinking, writing, and/or standard methods of documentation.	X	X	X
Demonstrate an understanding of an ability to apply major art historical methodologies.	X	X	X
ART209			
Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.	X	X	X
Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course.	X	X	X
Identify, examine, discuss, and assess representative works of art and architecture for the art historical periods covered in this course, employing appropriate art historical terminology	X	X	X
ART210			
Analyze and differentiate works of art and architecture in terms of historical context, cultural and religious values, visual language and aesthetic innovation.	X	X	X
Identify and describe representative works of art and architecture from the various cultures and art historical periods covered in this course employing appropriate art historical terminology.	X	X	X

Write about art and architecture of various cultures, time periods and individual artists, as well as the role of the artist using correct terminology and vocabulary.	X	X	X
ART220			
Successfully apply the visual elements and principles of design to the two-dimensional format.		X	
Successfully use a variety of media and techniques.		X	
Identify and analyze design in artworks that display different modes of expression and cultures.		X	
Identify and analyze design in the world around them.		X	
ART221			
Discuss theory and criticism as a component of the art of drawing including the distinction between the aesthetic of the Western drawing tradition as compared to Non-Western drawing traditions.		X	X
Engage in drawing process to embody intent, observations and conventions.		X	
Use a variety of drawing materials and techniques.		X	
Apply concepts and principles of design.		X	
Evaluate class projects using relevant terminology, spoken and written.		X	
ART223			
Create observational drawings from the live figure model in a wide range of drawing media, techniques, styles, and poses.		X	
Depict the human figure both accurately and expressively.		X	
Develop finished compositions using the human figure as subject.		X	
Evaluate and critique figure drawings using relevant terminology in oral or written formats.		X	
Examine and describe the major historical, contemporary, and critical trends in figurative art.		X	
ART244			
Implement photographic technical skill sets including camera controls, image exposure, processing, printing, and the handling and maintenance of equipment and materials in finished photographic works.		X	
Demonstrate the use of formal and conceptual qualities in finished photographic works.		X	

Present a portfolio of photographic works that implements photographic technical skill sets and displays a synthesis of formal and conceptual qualities.		X	
Examine and discuss historical and contemporary trends, language, aesthetics, culture, and media in photographic works.			
ART249A			
Demonstrate the use of formal and conceptual qualities in finished photographic works.		X	
Examine, evaluate, analyze, and describe historical and contemporary photographic works in regards to trends, language, aesthetics, and contemporary culture and media through the use of relevant terminology and concepts.			
Implement photographic technical skill sets including camera controls, image exposure/capture, image manipulation, processing, image output, printing, and the handling and maintenance of equipment and materials in finished photographic works.		X	
Present a portfolio of photographic works that implements photographic technical skill sets and displays a synthesis of formal and conceptual qualities.		X	
ART253			
Create artworks through various digital media input and output methods using vector and raster-based software.		X	
Successfully apply the formal elements and principles of design in digital art works.		X	
Describe contemporary approaches, language, aesthetics, and emerging media in digital art.		X	
Analyze and critique digital images utilizing relevant terminology and concepts.		X	
ART270			
Discuss, analyze, and critique three-dimensional works of historical and contemporary art through references to the formal elements and principles of design.		X	
Incorporate the basic elements and organizing principles of design in three-dimensional artwork.		X	
Make three-dimensional work with a variety of media and techniques.		X	

Create artworks that imaginatively demonstrate aesthetic decisions and judgments.		X	
Safely utilize tools and equipment in a sculpture studio.		X	
ART271			
Creatively and safely use various three-dimensional media and their accompanying tools and techniques.		X	
Produce sculptural works that demonstrate understanding of representational, abstract, non-objective, or conceptual imagery and apply the formal principles of design and visual elements.		X	
Examine and describe historical and contemporary developments, trends, materials, and approaches in sculpture.		X	
Assess and critique sculptural works in group, individual, and written contexts using relevant critique formats, concepts and terminology.		X	
ART280			
Create basic forms in clay that display understanding of the ceramic process.		X	
Create basic forms in clay that display understanding of 3D design principles and elements.		X	
Create basic forms in clay that display understanding of the relationship of form, content, and subject matter.		X	
Examine and discuss historical and contemporary developments, trends, materials, and approaches in ceramics.		X	
	0	0	0

Recognize and describe major developments and representative works of art and architecture in western art from prehistory through contemporary periods.	Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.
X	X
X	X
X	X
X	X
X	X
X	X
	X
	X
	X
	X

	X
	X
X	X
X	X
X	X
X	X
X	X
X	X
	X
	X
	X
	X
	X

ILO Summary Map by Course

Map Origin: AAT_ART_HIST

Map Target: All ILOs

SLOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and
	Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others
ART204			
Identify and discuss representative works of art and architecture as well as the stylistic differences of the major artistic periods in Western art from the Renaissance through the 20th Century.	X		
Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.			X
Write about art movements and individual artists using correct terminology and vocabulary.		X	
ART205			
Identify and discuss representative works of art and architecture as well as the stylistic differences of the major artistic periods of Modernism to Contemporary art.	X		
Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.			X
Write about art movements, individual art works and artists using correct terminology and vocabulary.		X	
ART207			
Think critically and speak and write clearly and effectively about works of art and art history;		X	
Identify and explain the significance of representative works of art and architecture of the major cultures of the pre-Columbian art of Mesoamerica and South America;		X	
Analyze works of art and architecture in terms of iconography, style, historical context, and cultural values;	X		
Write about art using correct art historical terminology;		X	

Identify and develop a research project involving visual analysis, reading research, critical thinking, writing, and/or standard methods of documentation;		X	
Demonstrate an understanding of and ability to apply major art historical methodologies.		X	
ART208			
Think critically and speak and write clearly and effectively about works of art and art history.		X	
Identify and explain the significance of representative works of art and architecture of Mexico from the colonial period to the present.	X		
Analyze works of art and architecture in terms of iconography, style, historical context, and cultural values.		X	
Write about art using correct art historical terminology.		X	
Identify and develop a research project involving visual analysis, reading research, critical thinking, writing, and/or standard methods of documentation.	X		
Demonstrate an understanding of an ability to apply major art historical methodologies.		X	
ART209			
Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.		X	
Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course.		X	
Identify, examine, discuss, and assess representative works of art and architecture for the art historical periods covered in this course, employing appropriate art historical terminology		X	
ART210			
Analyze and differentiate works of art and architecture in terms of historical context, cultural and religious values, visual language and aesthetic innovation.		X	
Identify and describe representative works of art and architecture from the various cultures and art historical periods covered in this course employing appropriate art historical terminology.		X	

Write about art and architecture of various cultures, time periods and individual artists, as well as the role of the artist using correct terminology and vocabulary.		X	
ART220			
Successfully apply the visual elements and principles of design to the two-dimensional format.	X		
Successfully use a variety of media and techniques.	X		
Identify and analyze design in artworks that display different modes of expression and cultures.	X		
Identify and analyze design in the world around them.	X		
ART221			
Discuss theory and criticism as a component of the art of drawing including the distinction between the aesthetic of the Western drawing tradition as compared to Non-Western drawing traditions.		X	
Engage in drawing process to embody intent, observations and conventions.	X		
Use a variety of drawing materials and techniques.	X		
Apply concepts and principles of design.	X		
Evaluate class projects using relevant terminology, spoken and written.	X		
ART223			
Create observational drawings from the live figure model in a wide range of drawing media, techniques, styles, and poses.	X		
Depict the human figure both accurately and expressively.	X		
Develop finished compositions using the human figure as subject.	X		
Evaluate and critique figure drawings using relevant terminology in oral or written formats.	X		
Examine and describe the major historical, contemporary, and critical trends in figurative art.	X		
ART244			
Implement photographic technical skill sets including camera controls, image exposure, processing, printing, and the handling and maintenance of equipment and materials in finished photographic works.	X		
Demonstrate the use of formal and conceptual qualities in finished photographic works.	X		

Present a portfolio of photographic works that implements photographic technical skill sets and displays a synthesis of formal and conceptual qualities.	X		
Examine and discuss historical and contemporary trends, language, aesthetics, culture, and media in photographic works.		X	
ART249A			
Demonstrate the use of formal and conceptual qualities in finished photographic works.	X		
Examine, evaluate, analyze, and describe historical and contemporary photographic works in regards to trends, language, aesthetics, and contemporary culture and media through the use of relevant terminology and concepts.	X		
Implement photographic technical skill sets including camera controls, image exposure/capture, image manipulation, processing, image output, printing, and the handling and maintenance of equipment and materials in finished photographic works.	X		
Present a portfolio of photographic works that implements photographic technical skill sets and displays a synthesis of formal and conceptual qualities.	X		
ART253			
Create artworks through various digital media input and output methods using vector and raster-based software.	X		
Successfully apply the formal elements and principles of design in digital art works.	X		
Describe contemporary approaches, language, aesthetics, and emerging media in digital art.		X	
Analyze and critique digital images utilizing relevant terminology and concepts.		X	
ART270			
Discuss, analyze, and critique three-dimensional works of historical and contemporary art through references to the formal elements and principles of design.	X		
Incorporate the basic elements and organizing principles of design in three-dimensional artwork.	X		
Make three-dimensional work with a variety of media and techniques.	X		

Create artworks that imaginatively demonstrate aesthetic decisions and judgments.	X		
Safely utilize tools and equipment in a sculpture studio.	X		
ART271			
Creatively and safely use various three-dimensional media and their accompanying tools and techniques.	X		
Produce sculptural works that demonstrate understanding of representational, abstract, non-objective, or conceptual imagery and apply the formal principles of design and visual elements.	X		
Examine and describe historical and contemporary developments, trends, materials, and approaches in sculpture.		X	
Assess and critique sculptural works in group, individual, and written contexts using relevant critique formats, concepts and terminology.	X		
ART280			
Create basic forms in clay that display understanding of the ceramic process.	X		
Create basic forms in clay that display understanding of 3D design principles and elements.	X		
Create basic forms in clay that display understanding of the relationship of form, content, and subject matter.	X		
Examine and discuss historical and contemporary developments, trends, materials, and approaches in ceramics.		X	
	0	0	0

d Communication	Personal, Academic, and Professional Development		
Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development	Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment
X			
X			
X			

	X		
	X		
	X		
	X		
	X		
	X		
	X		
	X		
	X		
	X		
	X		
	X		

Curriculum Review Worksheet (CPPR)

Need more rows? Click and drag the bottom right corner to expand the table

The information history on C

Art History and Professional Practices

Tutorial Video Will Be Linked Here

Program (Prefix)	Course Number	Currently Active
Art	202	yes
Art	203	yes
Art	204	yes
Art	207	yes
Art	208	yes
Art	209	no
Art	210	yes
Art	211	yes
Art	205	yes
Art	220	yes
Art	221	yes
Art	249A	yes
Art	255	yes
Art	256	yes

Art	259	yes
Art	266	yes
Art	268	yes
Art	270	yes
Art	280	yes
Art	295	yes
Art	200	yes

tion for these columns can be found by searching CurricUNET and/or checking with your division's Curriculum Rep.

The information f

New Course since Last CPPR	Major or Minor Mod since last CPPR?	Deactivated?	Effective Term Date on COR
no	major	no	S19
no	major	no	S20
no	major	no	S19
no	major	no	F16
no	major	no	S19
no	major	no	S19
no	major	no	S19
yes		no	F21
no	major	no	S19
no	major	no	F13
no	major	no	F19
no	major	no	F19
no	major	no	F16
no	major	no	F16

no	major	no	F16
no	major	no	F16
no	major	no	F16
no	major	no	S19
no	major	no	F21
no	major	no	S19
no	major	no	S19

or these columns can be found in the **Basic Course Information** section (the first section of the Outline of Record can be found on CurricUNET.

Last Reviewed Date on COR	Catalog and Schedule descriptions are appropriate	Pre/co-req/advisories appropriate	Approved as DE is accurate
---------------------------	---	-----------------------------------	----------------------------

5/4/18	yes	yes	yes
10/18/19	yes	yes	yes
5/4/18	yes	yes	yes
12/17/15	yes	yes	yes
4/20/18	yes	yes	yes
4/20/18	yes	yes	yes
4/20/18	yes	yes	yes
10/2/20	yes	yes	yes
4/20/18	yes	yes	yes
1/29/13	yes	yes	yes
5/4/18	yes	yes	yes
5/4/18	yes	yes	yes
6/29/17	yes	yes	yes
6/29/17	yes	yes	yes

1/16/16	yes	yes	yes
12/17/15	yes	yes	yes
12/17/18	yes	yes	yes
4/20/18	yes	yes	yes
11/6/20	yes	yes	yes
5/14/18	yes	yes	yes
5/4/18	yes	yes	yes

section) of the Course Outline of Record. The Course	The information for these column
--	----------------------------------

Grading method accurate	Repeatability is 0 or blank	Class cap is accurate	Course SLOs accurate	Objectives aligned with methods of eval

yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	no
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes
yes	yes	yes	yes	yes

yes	yes	yes		yes
-----	-----	-----	--	-----

yes	yes	yes	yes	yes
-----	-----	-----	-----	-----

yes	yes	yes	yes	yes
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yes	yes	yes	yes	yes
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yes	yes	yes	yes	yes
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yes	yes	yes	yes	yes
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yes	yes	yes	yes	yes
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Plans can be found in the **Student Learning Outcomes** and **Course Content** sections of the Course Outline of Record can be found on CurricUNET.

Topics/Scope are aligned with objectives	Assignments are aligned with objectives	Methods of evaluation are appropriate	Texts/readings/materials are dated within last 5 years
--	---	---------------------------------------	--

yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	no
yes	no	yes	no
yes	yes	yes	yes
yes	yes	yes	no
yes	yes	yes	no

yes	yes	yes	no
yes	yes	yes	no
yes	yes	yes	no
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes

ctions of the Course Outline of Record. The Course

*If you plan on updating textbook or SLOs, those are minor COR modifications!
*If you are planning major and minor revisions, select "major"

CSU/IGETC transfer and AA GE info correct (if applicable)	Degree/Certificate Info Correct (if applicable)	Library materials are accurate and current (if applicable)	Major or Minor Revision Planned	
				#N/A
yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	no	N/A
yes	yes	yes	minor	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
no	yes	yes	major	enter date →
yes	yes	yes	major	enter date →
yes	yes	yes	minor	enter date →

yes	yes	yes	minor	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	minor	enter date →
yes	yes	yes	no	N/A
yes	yes	yes	no	N/A
yes	yes	yes	no	N/A
yes	yes	no	major	enter date →

If you don't have specific dates, you can use this random date generator to generate dates. The dates you select should be between 1/1/2023 and 12/1/2028.

Date (MM/DD/YYYY) of major or minor revision (must be within next 5 years)	Column1
2/1/24	
9/1/25	
9/1/25	
9/1/23	books updated in 2018 and 2022
2/1/24	
2/1/25	
2/1/24	
2/1/26	
9/1/23	
9/1/23	12 book has rational but still worth
9/1/23	
5/1/25	books updated in 2021
5/1/25	books updated in 2021

	books updated in
5/1/25	2021
9/1/23	15 book needs rational
9/1/23	14 book has rationale
9/1/23	
9/1/23	
2/1/24	
2/1/25	CMC East needs library materials

5-year Curriculum Modification Schedule (future)

You'll refer to this document for each APPW until your next

Row Labels

Art

- 220
- 207
- 221
- 249A
- 266
- 268
- 270
- 280

Please do not generate timeline until you are finished entering all of your data on the

Click a year block to view which courses are scheduled for a major or minor modification. The list to the right will change to show only courses scheduled for COR review for that year.

You can click but

Date (MM/DD/YYYY) of major or minor revision...

2023 YEARS ▾

2023 2024 2025

To update data: select a cell in the "Row Labels" column, then "Analyze" from the "Pivot Table Tools" menu, then "Refresh" in the "Data" Section

t CPPR.

Program Courses Sheet

can clear all filters by
ing the "Clear Filter"
ton in the top right
corner.

major
minor
no

yes
no
N/A

Outcome Summary Map by Course

Map Origin: AA_AH_PRO_PR

Map Target: AA_AH_PRO_PR

SLOs		AA_AH_PRO_PR				
		Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.	Apply professional practices in the installation of art exhibitions.	Assess career opportunities in arts management.	Describe and analyze the mission and functions of art museums, as well as the professional roles involved in working in museums.	Recognize and describe major developments and representative works of art and architecture in western art from prehistory through contemporary periods.
AA_AH_PRO_PR						
ART202						
Describe and analyze the mission and functions of art museums, as well as the professional roles involved in working in museums.		X		X	X	
Apply the principles of the various types of art writing to selected artworks and exhibitions.		X				
Discuss the major developments in the history of art museums as well as evaluate current issues confronting museums.		X			X	
Develop an art historical exhibition in collaboration with other students.		X	X		X	
ART204						
Identify and discuss representative works of art and architecture as well as the stylistic differences of the major artistic periods in Western art from the Renaissance through the 20th Century.		X				X

SLOs AA_AH_PRO_PR	AA_AH_PRO_PR				
	Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.	Apply professional practices in the installation of art exhibitions.	Assess career opportunities in arts management.	Describe and analyze the mission and functions of art museums, as well as the professional roles involved in working in museums.	Recognize and describe major developments and representative works of art and architecture in western art from prehistory through contemporary periods.
Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.	X				X
Write about art movements and individual artists using correct terminology and vocabulary.	X				X
ART205					
Identify and discuss representative works of art and architecture as well as the stylistic differences of the major artistic periods of Modernism to Contemporary art.	X				X
Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.	X				X
Write about art movements, individual art works and artists using correct terminology and vocabulary.	X				X
ART207					
Think critically and speak and write clearly and effectively about works of art and art history;	X				

SLOs	AA_AH_PRO_PR				
	Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.	Apply professional practices in the installation of art exhibitions.	Assess career opportunities in arts management.	Describe and analyze the mission and functions of art museums, as well as the professional roles involved in working in museums.	Recognize and describe major developments and representative works of art and architecture in western art from prehistory through contemporary periods.
Identify and explain the significance of representative works of art and architecture of the major cultures of the pre-Columbian art of Mesoamerica and South America;	X				
Analyze works of art and architecture in terms of iconography, style, historical context, and cultural values;	X				
Write about art using correct art historical terminology;	X				
Identify and develop a research project involving visual analysis, reading research, critical thinking, writing, and/or standard methods of documentation;	X				
Demonstrate an understanding of and ability to apply major art historical methodologies.	X				
ART208					
Think critically and speak and write clearly and effectively about works of art and art history.	X				
Identify and explain the significance of representative works of art and architecture of Mexico from the colonial period to the present.	X				
Analyze works of art and architecture in terms of iconography, style, historical context, and cultural values.	X				

SLOs	AA_AH_PRO_PR				
	Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.	Apply professional practices in the installation of art exhibitions.	Assess career opportunities in arts management.	Describe and analyze the mission and functions of art museums, as well as the professional roles involved in working in museums.	Recognize and describe major developments and representative works of art and architecture in western art from prehistory through contemporary periods.
AA_AH_PRO_PR					
Write about art using correct art historical terminology.	X				
Identify and develop a research project involving visual analysis. reading research, critical thinking, writing, and/or standard methods of documentation.	X				
Demonstrate an understanding of an ability to apply major art historical methodologies.	X				
ART209					
Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.	X				
Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course.	X				
Identify, examine, discuss, and assess representative works of art and architecture for the art historical periods covered in this course, employing appropriate art historical terminology	X				
ART210					
Analyze and differentiate works of art and architecture in terms of historical context, cultural and religious values, visual language and aesthetic innovation.	X				

SLOs	AA_AH_PRO_PR				
	Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.	Apply professional practices in the installation of art exhibitions.	Assess career opportunities in arts management.	Describe and analyze the mission and functions of art museums, as well as the professional roles involved in working in museums.	Recognize and describe major developments and representative works of art and architecture in western art from prehistory through contemporary periods.
Identify and describe representative works of art and architecture from the various cultures and art historical periods covered in this course employing appropriate art historical terminology.	X				
Write about art and architecture of various cultures, time periods and individual artists, as well as the role of the artist using correct terminology and vocabulary.	X				
ART295					
Demonstrate the skills to analyze and apply the theoretical, aesthetic, and technical aspects of installing art exhibitions.	X				
Summarize the business aspects of gallery operations,		X		X	
Appraise career opportunities in arts management.		X	X		

SLOs	AA_AH_PRO_PR		
	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.	Recognize and describe the formal and conceptual aspects of works of art, including the elements and principles of design and specific iconography.	Write about art historical movements, individual artists, and art exhibitions employing relevant terminology and vocabulary.
ART202			
Describe and analyze the mission and functions of art museums, as well as the professional roles involved in working in museums.			
Apply the principles of the various types of art writing to selected artworks and exhibitions.			X
Discuss the major developments in the history of art museums as well as evaluate current issues confronting museums.			
Develop an art historical exhibition in collaboration with other students.			X
ART204			
Identify and discuss representative works of art and architecture as well as the stylistic differences of the major artistic periods in Western art from the Renaissance through the 20th Century.		X	X
Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.		X	X
Write about art movements and individual artists using correct terminology and vocabulary.		X	X
ART205			

SLOs	AA_AH_PRO_PR		
	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.	Recognize and describe the formal and conceptual aspects of works of art, including the elements and principles of design and specific iconography.	Write about art historical movements, individual artists, and art exhibitions employing relevant terminology and vocabulary.
Identify and discuss representative works of art and architecture as well as the stylistic differences of the major artistic periods of Modernism to Contemporary art.		X	X
Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.		X	X
Write about art movements, individual art works and artists using correct terminology and vocabulary.		X	X
ART207			
Think critically and speak and write clearly and effectively about works of art and art history;	X	X	X
Identify and explain the significance of representative works of art and architecture of the major cultures of the pre-Columbian art of Mesoamerica and South America;	X	X	X
Analyze works of art and architecture in terms of iconography, style, historical context, and cultural values;	X	X	X
Write about art using correct art historical terminology;	X		

AA_AH_PRO_PR SLOs	AA_AH_PRO_PR		
	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.	Recognize and describe the formal and conceptual aspects of works of art, including the elements and principles of design and specific iconography.	Write about art historical movements, individual artists, and art exhibitions employing relevant terminology and vocabulary.
Identify and develop a research project involving visual analysis, reading research, critical thinking, writing, and/or standard methods of documentation;	X		
Demonstrate an understanding of and ability to apply major art historical methodologies.	X		
ART208			
Think critically and speak and write clearly and effectively about works of art and art history.	X	X	X
Identify and explain the significance of representative works of art and architecture of Mexico from the colonial period to the present.	X	X	X
Analyze works of art and architecture in terms of iconography, style, historical context, and cultural values.	X	X	X
Write about art using correct art historical terminology.	X	X	X
Identify and develop a research project involving visual analysis, reading research, critical thinking, writing, and/or standard methods of documentation.	X	X	X
Demonstrate an understanding of an ability to apply major art historical methodologies.	X	X	X
ART209			

SLOs	AA_AH_PRO_PR		
	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.	Recognize and describe the formal and conceptual aspects of works of art, including the elements and principles of design and specific iconography.	Write about art historical movements, individual artists, and art exhibitions employing relevant terminology and vocabulary.
Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.	X	X	X
Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course.	X	X	X
Identify, examine, discuss, and assess representative works of art and architecture for the art historical periods covered in this course, employing appropriate art historical terminology	X	X	X
ART210			
Analyze and differentiate works of art and architecture in terms of historical context, cultural and religious values, visual language and aesthetic innovation.	X	X	X
Identify and describe representative works of art and architecture from the various cultures and art historical periods covered in this course employing appropriate art historical terminology.	X	X	X

		AA_AH_PRO_PR		
		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.	Recognize and describe the formal and conceptual aspects of works of art, including the elements and principles of design and specific iconography.	Write about art historical movements, individual artists, and art exhibitions employing relevant terminology and vocabulary.
AA_AH_PRO_PR	SLOs			
	Write about art and architecture of various cultures, time periods and individual artists, as well as the role of the artist using correct terminology and vocabulary.	X	X	X
ART295				
	Demonstrate the skills to analyze and apply the theoretical, aesthetic, and technical aspects of installing art exhibitions.			
	Summarize the business aspects of gallery operations,			
	Appraise career opportunities in arts management.			

ILO Summary Map by Course

Map Origin: AA_AH_PRO_PR

Map Target: All ILOs

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
ART202						
Describe and analyze the mission and functions of art museums, as well as the professional roles involved in working in museums.					X	X
Apply the principles of the various types of art writing to selected artworks and exhibitions.		X				
Discuss the major developments in the history of art museums as well as evaluate current issues confronting museums.		X				
Develop an art historical exhibition in collaboration with other students.	X			X	X	
ART204						
Identify and discuss representative works of art and architecture as well as the stylistic differences of the major artistic periods in Western art from the Renaissance through the 20th Century.	X					

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.				X		
Write about art movements and individual artists using correct terminology and vocabulary.		X			X	
ART205						
Identify and discuss representative works of art and architecture as well as the stylistic differences of the major artistic periods of Modernism to Contemporary art.	X					
Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.				X		
Write about art movements, individual art works and artists using correct terminology and vocabulary.		X			X	
ART207						
Think critically and speak and write clearly and effectively about works of art and art history;		X				

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Identify and explain the significance of representative works of art and architecture of the major cultures of the pre-Columbian art of Mesoamerica and South America;			X			
Analyze works of art and architecture in terms of iconography, style, historical context, and cultural values;	X					
Write about art using correct art historical terminology;			X		X	
Identify and develop a research project involving visual analysis, reading research, critical thinking, writing, and/or standard methods of documentation;			X		X	
Demonstrate an understanding of and ability to apply major art historical methodologies.			X			
ART208						
Think critically and speak and write clearly and effectively about works of art and art history.			X			
Identify and explain the significance of representative works of art and architecture of Mexico from the colonial period to the present.	X					

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Analyze works of art and architecture in terms of iconography, style, historical context, and cultural values.			X			
Write about art using correct art historical terminology.			X		X	
Identify and develop a research project involving visual analysis. reading research, critical thinking, writing, and/or standard methods of documentation.	X				X	
Demonstrate an understanding of an ability to apply major art historical methodologies.			X			
ART209						
Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.			X			
Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course.			X			
Identify, examine, discuss, and assess representative works of art and architecture for the art historical periods covered in this course, employing appropriate art historical terminology			X			
ART210						

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
Analyze and differentiate works of art and architecture in terms of historical context, cultural and religious values, visual language and aesthetic innovation.		X				
Identify and describe representative works of art and architecture from the various cultures and art historical periods covered in this course employing appropriate art historical terminology.		X				
Write about art and architecture of various cultures, time periods and individual artists, as well as the role of the artist using correct terminology and vocabulary.		X			X	
ART295						
Demonstrate the skills to analyze and apply the theoretical, aesthetic, and technical aspects of installing art exhibitions.					X	
Summarize the business aspects of gallery operations,						
Appraise career opportunities in arts management.						X

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
ART202						
Describe and analyze the mission and functions of art museums, as well as the professional roles involved in working in museums.						
Apply the principles of the various types of art writing to selected artworks and exhibitions.			X			
Discuss the major developments in the history of art museums as well as evaluate current issues confronting museums.						
Develop an art historical exhibition in collaboration with other students.			X			
ART204						
Identify and discuss representative works of art and architecture as well as the stylistic differences of the major artistic periods in Western art from the Renaissance through the 20th Century.						
Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.						
Write about art movements and individual artists using correct terminology and vocabulary.						
ART205						

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Identify and discuss representative works of art and architecture as well as the stylistic differences of the major artistic periods of Modernism to Contemporary art.						
Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.						
Write about art movements, individual art works and artists using correct terminology and vocabulary.						
ART207						
Think critically and speak and write clearly and effectively about works of art and art history;						
Identify and explain the significance of representative works of art and architecture of the major cultures of the pre-Columbian art of Mesoamerica and South America;						
Analyze works of art and architecture in terms of iconography, style, historical context, and cultural values;						
Write about art using correct art historical terminology;						

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Identify and develop a research project involving visual analysis, reading research, critical thinking, writing, and/or standard methods of documentation;						
Demonstrate an understanding of and ability to apply major art historical methodologies.						
ART208						
Think critically and speak and write clearly and effectively about works of art and art history.						
Identify and explain the significance of representative works of art and architecture of Mexico from the colonial period to the present.						
Analyze works of art and architecture in terms of iconography, style, historical context, and cultural values.						
Write about art using correct art historical terminology.						
Identify and develop a research project involving visual analysis. reading research, critical thinking, writing, and/or standard methods of documentation.						
Demonstrate an understanding of an ability to apply major art historical methodologies.						
ART209						

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.						
Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course.						
Identify, examine, discuss, and assess representative works of art and architecture for the art historical periods covered in this course, employing appropriate art historical terminology						
ART210						
Analyze and differentiate works of art and architecture in terms of historical context, cultural and religious values, visual language and aesthetic innovation.						
Identify and describe representative works of art and architecture from the various cultures and art historical periods covered in this course employing appropriate art historical terminology.						

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
Write about art and architecture of various cultures, time periods and individual artists, as well as the role of the artist using correct terminology and vocabulary.						
ART295						
Demonstrate the skills to analyze and apply the theoretical, aesthetic, and technical aspects of installing art exhibitions.						
Summarize the business aspects of gallery operations,			X			
Appraise career opportunities in arts management.						

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
ART202						
	Describe and analyze the mission and functions of art museums, as well as the professional roles involved in working in museums.			X		
	Apply the principles of the various types of art writing to selected artworks and exhibitions.					
	Discuss the major developments in the history of art museums as well as evaluate current issues confronting museums.			X		
	Develop an art historical exhibition in collaboration with other students.					
ART204						
	Identify and discuss representative works of art and architecture as well as the stylistic differences of the major artistic periods in Western art from the Renaissance through the 20th Century.			X		
	Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.			X		
	Write about art movements and individual artists using correct terminology and vocabulary.			X		
ART205						

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Identify and discuss representative works of art and architecture as well as the stylistic differences of the major artistic periods of Modernism to Contemporary art.				X		
Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation.				X		
Write about art movements, individual art works and artists using correct terminology and vocabulary.						
ART207						
Think critically and speak and write clearly and effectively about works of art and art history;				X		
Identify and explain the significance of representative works of art and architecture of the major cultures of the pre-Columbian art of Mesoamerica and South America;				X		
Analyze works of art and architecture in terms of iconography, style, historical context, and cultural values;				X		
Write about art using correct art historical terminology;						

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Identify and develop a research project involving visual analysis, reading research, critical thinking, writing, and/or standard methods of documentation;				X		
Demonstrate an understanding of and ability to apply major art historical methodologies.				X		
ART208						
Think critically and speak and write clearly and effectively about works of art and art history.				X		
Identify and explain the significance of representative works of art and architecture of Mexico from the colonial period to the present.				X		
Analyze works of art and architecture in terms of iconography, style, historical context, and cultural values.				X		
Write about art using correct art historical terminology.						
Identify and develop a research project involving visual analysis. reading research, critical thinking, writing, and/or standard methods of documentation.				X		
Demonstrate an understanding of an ability to apply major art historical methodologies.				X		
ART209						

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.				X		
Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course.				X		
Identify, examine, discuss, and assess representative works of art and architecture for the art historical periods covered in this course, employing appropriate art historical terminology				X		
ART210						
Analyze and differentiate works of art and architecture in terms of historical context, cultural and religious values, visual language and aesthetic innovation.				X		
Identify and describe representative works of art and architecture from the various cultures and art historical periods covered in this course employing appropriate art historical terminology.				X		

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
Write about art and architecture of various cultures, time periods and individual artists, as well as the role of the artist using correct terminology and vocabulary.				X		
ART295						
Demonstrate the skills to analyze and apply the theoretical, aesthetic, and technical aspects of installing art exhibitions.						
Summarize the business aspects of gallery operations,						
Appraise career opportunities in arts management.						

Art 202 Introduction to Museum Practices



Field trip to Dana Adobe



Field Trip to Spooner Ranch House (House Museum)



Field Trip to Morro Bay Museum of Natural History



Installation of group-curated exhibition



Art 202 Students with their exhibition

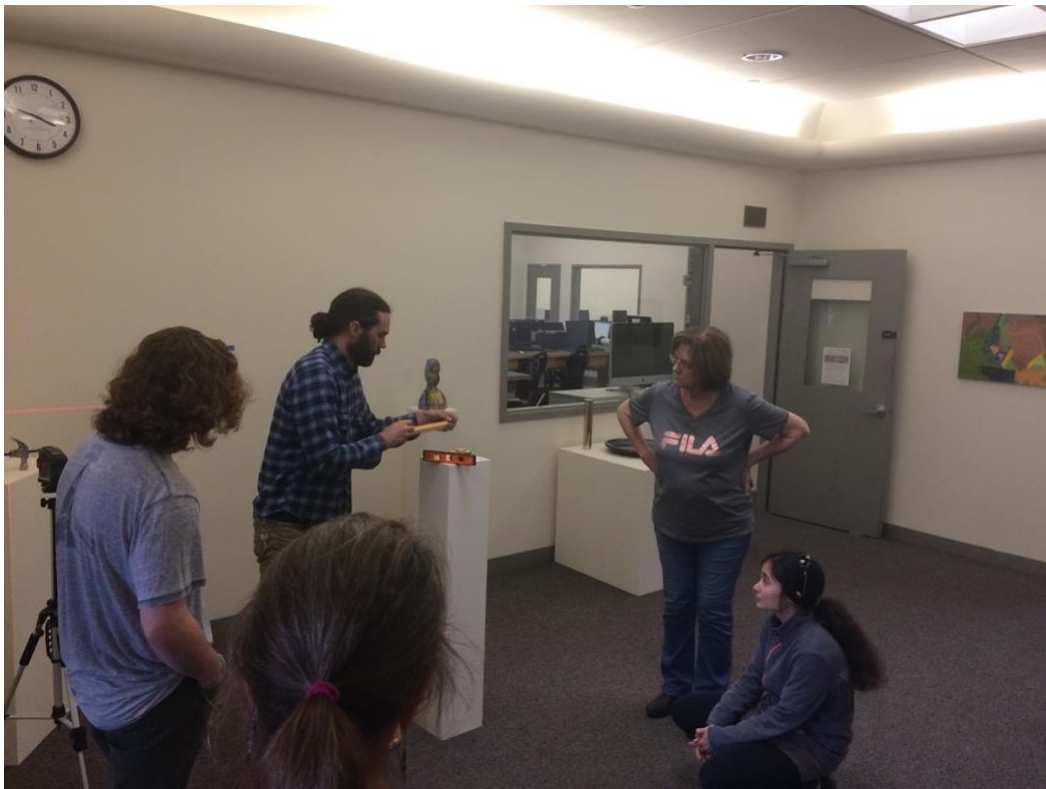
Art 295 Art Gallery



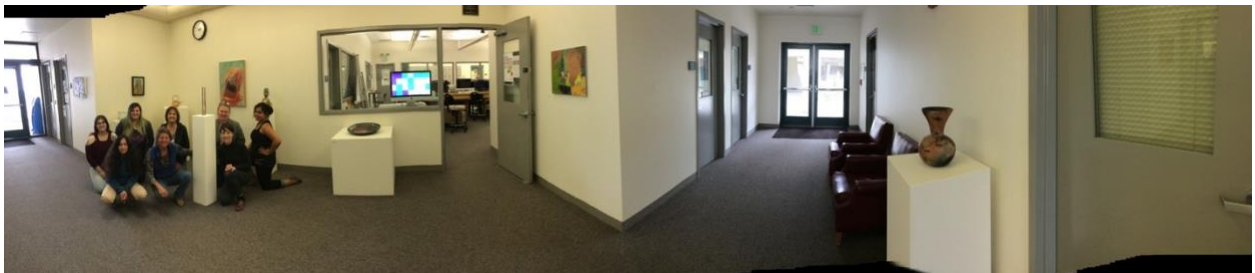
Topologies of Excess: A Survey of Contemporary Practices from Puerto Rico



Elizabeth Folk: We Are Younger Now



Faculty Exhibition Installation, 2019



Faculty Exhibition, 2019



Art History major winning an award at the 2019 Student Art Exhibition



Art History major with her sculpture at the 2019 Student Art Exhibition







ArtHistory_CPPR_2023

Final Audit Report

2023-03-08

Created:	2023-03-06
By:	Magnolia Stork (magnolia_stork@cuesta.edu)
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