

ANNUAL PROGRAM PLANNING WORKSHEET (APPW)

Program: Fine Arts

Planning Year: 2015-2016

Last Year CPPR Completed: 2014

Unit: Art History

Cluster: Humanities

Next Scheduled CPPR: 2018

NARRATIVE: APPW

I. Program Support of District Mission, Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes:

The following are ways in which the Art History program helps the District achieve its Institutional Goals and Objectives:

Institutional Goal 1: San Luis Obispo County Community College District will enhance its programs and services to promote students' successful completion of transfer requirements, degrees, certificates, and courses.

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

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

Institutional Objective 1.3: Increase successful completions in distance education courses by 2% annually.

One of the priorities of the Art History Program is to increase student degree completion and transfer rates. Our new transfer degree in Art History, which just became active last fall, is one way we expect to increase the number of students who will earn degrees and be transfer-prepared. All art history instructors are promoting our new transfer degree in the classroom; we are also promoting this degree at various campus events, including the Student Success Fair, our annual Fine Arts Review Day, through posters placed within our department, and in one-on-one meetings with students.

For the AA Art History and Professional Practices degree, we have offered our Museum Studies course, Art 202, for the first time in the Fall of 2014. This course is a degree requirement and was a vital addition to our course offerings this year. We promote this and other major area courses in similar ways, that is, both in and outside of the classroom environment.

Furthermore, we continue to offer some of our art history major courses online, which supports the District's Institution Objective to increase the successful completions in distance education

courses by 2% annually.

Institutional Objective 2.2: Increase the local high school capture rate by 2% annually.

We have worked to increase the high school capture rate, related to Institutional Objective 2.2, by participating in Cuesta's Promise Day in the Fall of 2014, including presenting information on the Art History transfer degree programs.

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

ILO 1. Personal, Academic, and Professional Development

Art historians pursue careers as curators, archivists, and educators in schools, colleges, universities, museums, and galleries, and in areas such as media, advertising, publishing, fashion, and design. Art history can also serve as a launching pad into art therapy, business, government, and non-profit organizations.

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, a growing local field in the San Luis Obispo area (in fact, San Luis Obispo's own MindBody was just named one of Glassdoor's "10 Best Tech Companies to Work For in 2015" along with Google, Facebook, and LinkedIn), where employees with liberal arts educations are sought out in order to bring balance to their highly technically-trained coworkers.

ILO 2. Critical Thinking and Communication

Art history students develop skills 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 everyday. Students learn to be critical of what they see and hear everyday, increasing their critical thinking skills. Furthermore, art history courses are often writing-heavy, which allow for students to develop their written communication skills, vital for any career.

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. In particular, our Non-Western art history course exposes 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, and Africa.

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. Institutional Learning Outcome 5 is exactly what our Art History program does.

ILO 6. Technical and Informational Fluency

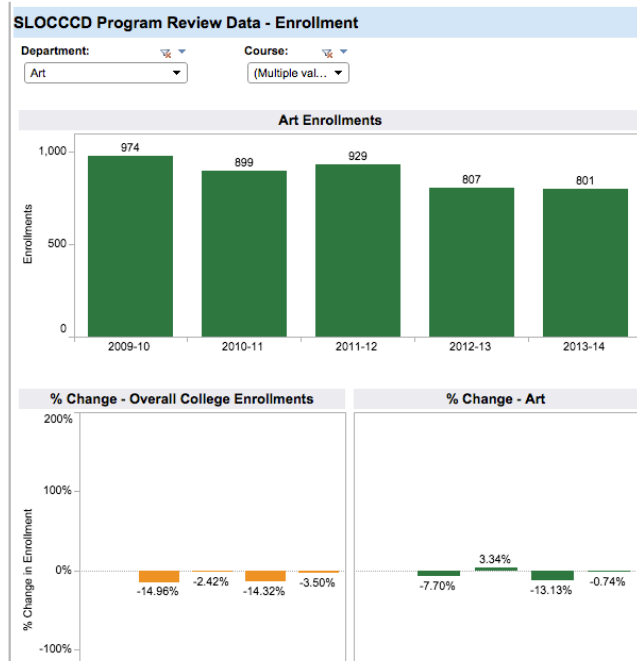
Art history students complete art-related research papers, learning to recognize when information is needed and understanding how to locate and utilize diverse sources of information. Furthermore, several of our art history students complete collaboration-based projects that include the making of student-produced educational art historical videos, which students then upload to video sharing sites such as YouTube. Through the assignment of these kinds of group projects, students also learn to navigate the sharing of electronic documents, images, and other modern software and technology.

II. Program Data Analysis and Program-Specific Measurements

This should be an update on the data analysis from the last CPPR

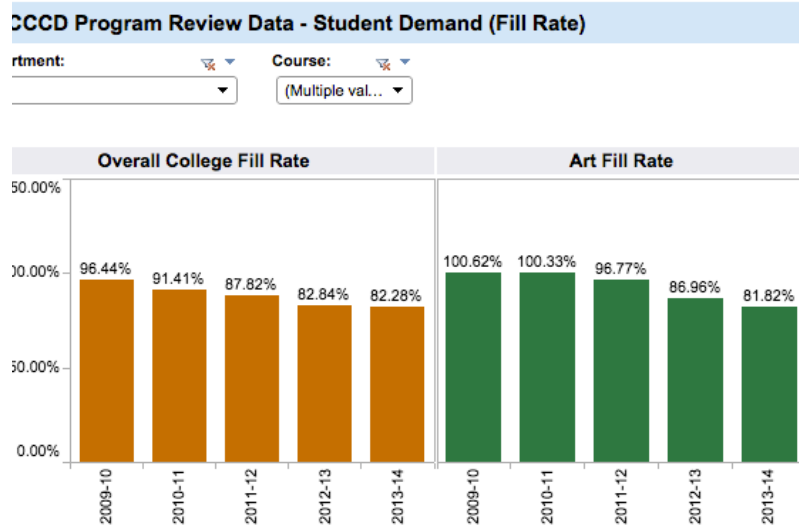
A. [Enrollment](#)

Though there has been a trend of overall decline in enrollment in art history courses, in the last year, that decline was less than 1%. Compared to overall college enrollment, the decline is significantly less: the overall college is down 3.5% in enrollment while art history courses are only down 0.74%.



B. [Student Demand \(Fill Rate\)](#)

The art history courses have seen a minimal decline from the previous year, with a current fill rate of 81.82%. Compared to the overall college fill rate, the art history courses fill rate is about .5% less. So, it is in line with college-wide trends.

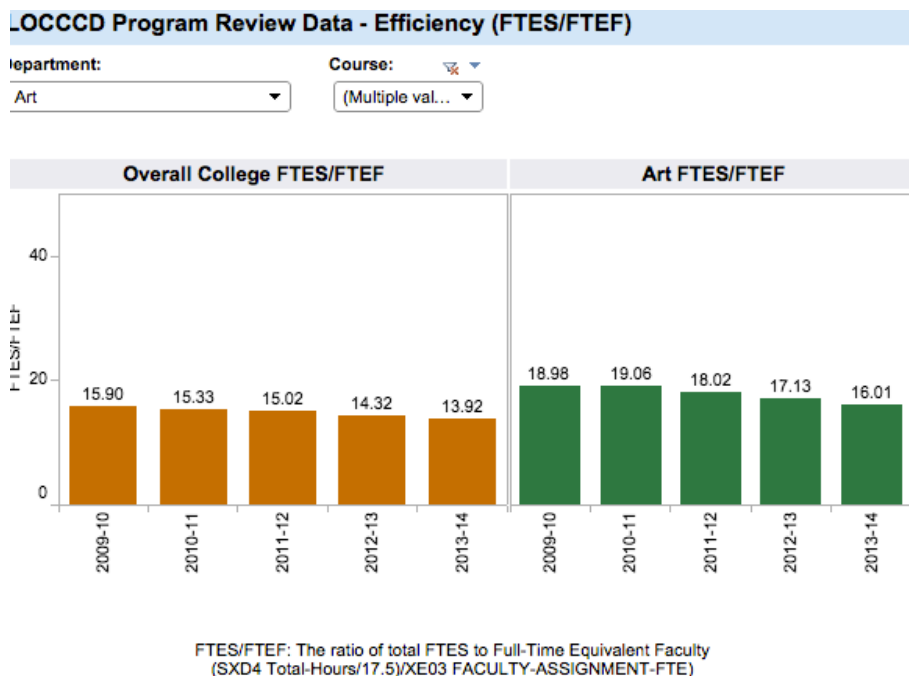


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

C. [Efficiency \(FTES/FTEF\)](#)

The art history program is more efficient than overall college rates. The art history program is at a 16.01 ratio and the overall college ratio is 13.92.

Additionally, art history courses have large course caps (40), when compared to other courses in the division. While some fine arts courses necessitate smaller course caps because of facilities restrictions, the art history program does significantly support the efficiency of the fine arts division.

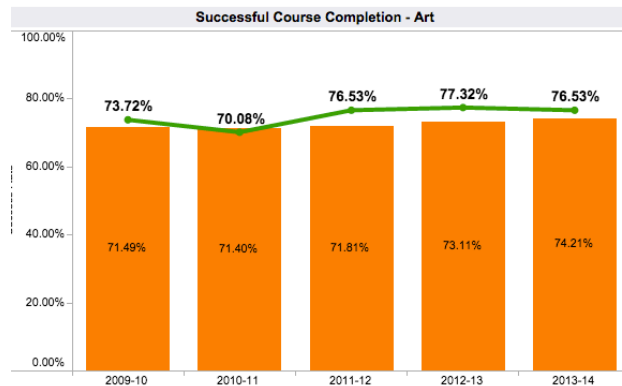


D. [Student Success – Course Completion](#)

Students taking art history courses have a 76.53% success rate in last year, compared to 77.32% in 2012-2013. Compared to the overall college rate, art history success rates are higher: 74.21% for the college compared to 76.53% for art history. Over the last five years, the art history success rate has trended upward and has also trended above overall college success rates.

LOCCCD Program Review Data: Successful Course Completion

Select Department: COURSE: Legend:
■ Department Success Rate
■ Overall College Success Rate



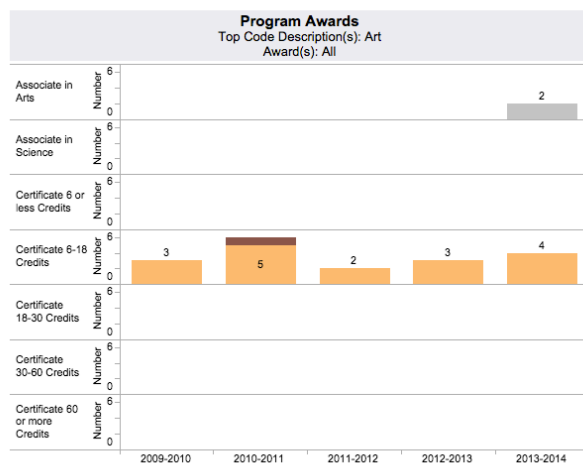
Art Success Rate Table					
	2009-10	2010-11	2011-12	2012-13	2013-14
Department Success..	73.72%	70.08%	76.53%	77.32%	76.53%
total Enrollments	974	899	929	807	801

E. [Degrees and Certificates Awarded](#)

The AA-T degree for art history was created in the spring of 2013, so data will be forthcoming. There is data for other programs in the fine arts division. AA-T Studio Arts: 2 students earned the AA-T degree in studio arts and 4 earned the Graphic Design certificate. There was no data for the AA Art History and Professional Practices.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Award Type:



III. Program Outcomes Assessment and Improvements:

A. Assessment Cycle Calendar:

	"X" =assessment, analysis, and changes (if needed) completed																							
	"A" = Assessment planned based on regualr cycle																							
my docs/curriculum/course slos/assess_map.xlsx			SLO	F2011 pre	F2011	S2012	SUM201	F2012	S2013	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017	F2017	S2018	F2018	S2019	F2019		
.ART 200	ART APPRECIATION	03 F2005 F2012 Approved Change .	x		X					X						A								
ART 202	MUSEUM PRACTICES	New effective F2011 NEVER TAUGHT										X					A							
.ART 203	ART HIST:STONE AGE	02 X2000 F2012 Approved Change .	x		X					X						A								
.ART 204	ART HIST:RENAISS ANC	02 X2000 F2012 Approved Change .	x		X					X						A								
.ART 205	MODERN ART SURVEY	03 F2005 F2012 Approved Change .	x		X					X						A								
ART 206	ART HIST:NON- WESTER	02 X2000 F2012 Approved Change .	x			X					X						A							

B. Program-level (CPAS)

Course or Program Assessment Summary

Division: Fine Arts

Program: AHPP

Date: Fall 2014

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

Faculty involved with the assessment and analysis: TBD

Course-to-program outcome mapping document** is completed Yes X No _____

1	Student Learning Outcome Statements X Program	<ol style="list-style-type: none"> 1. Recognize and describe major developments and representative works of art and architecture in western art from prehistory through contemporary periods. 2. Write about art historical movements, individual artists, and art exhibitions employing relevant terminology and vocabulary. 3. Analyze and differentiate works of art and architecture in terms of historical context, cultural values, visual language and aesthetic innovation. 4. Recognize and describe the formal and conceptual aspects of works of art, including the elements and
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		<p>principles of design and specific iconography.</p> <ol style="list-style-type: none"> 5. Recognize and describe the artistic traditions and representative works of art and architecture in non-western art including India, Asia, Pre-Columbian America, and Africa. 6. Describe and analyze the mission and functions of art museums, as well as the professional roles involved in working in museums. 7. Apply professional practices in the installation of art exhibitions. 8. Assess career opportunities in arts management.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	A survey is given in Art History courses to identify all majors and potential majors. Writing samples from art history classes from this identified pool are kept in individual files. Writing samples of candidates that have progressed through the program are used for assessment and assessment documentation.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	
4	Assessment Results Summary (summarize Data)	<p>Student Learning Outcomes, the required and elective courses within the degree, and all of the Art History courses have been revised since the Spring 2012 CPAS. (Please see the CPPR for a more detailed rationale for the changes.)</p> <p>Students in the program have not been assessed since Spring 2012.</p>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	
6	Recommended Changes & Plans for Implementation of Improvements	<p>The full-time Art History instructor and division chair will assess the program toward the end of Spring 2015 semester.</p> <p>An invitation will be extended to part-time Art History instructors to join the assessment.</p>
7	Description or evidence of dialog among course or program-level faculty about	Art History faculty meet for a “breakout” session after the division meeting each Opening Day. In addition, they are meeting for informal gatherings occasionally to talk about

	assessment plan and results	pedagogical issues.
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C. Program improvements that have been implemented since the last APPW or CPPR:

Since the last APPW, Cuesta College has hired a new full-time, tenure-track art historian, Megan Lorraine Debin. As the new lead faculty, she has implemented a plan to grow the art history program. First, she taught a new course in the division, Art 202: Introduction to Museum Practices. This course is required for the newly implemented AA-T degree. The art history program also added two online/Distance Education, Art 200: Art Appreciation courses to the spring schedule.

The art history program at Cuesta now has an official Facebook page, implemented by Debin, where students and the larger community can hear about art and art history related news, as well as program announcements. Additionally, the program was represented both at the Student Success Fair and Cuesta Promise Day, where Debin sought to attract new students to the program and the division.

As part of the plan to build the program, Debin acts as the advisor to the newly-founded Cuesta College Art History Club, which took two major field trips in the fall semester. The club visited the Egyptian Museum and the San Jose Museum of Art in San Jose, California and also took a special tour of the collections of ancient art at Hearst Castle. In the spring, the club hosted its first fundraiser on campus, engaging students across campus in an art-related activity and raising nearly \$300 for the club. The club intends to use these funds to visit an exhibition of contemporary Chinese artist Ai Weiwei's art at Alcatraz in San Francisco, California.

D. Budget Requests:

The gallery, when staffed, has been and continues to be one of our most effective outreach tools and a key component for the gallery class and the Art History degrees. Our biggest challenge looming in 2015-16 is compensating someone to plan, curate and install exhibitions. Top priorities in 2015-16 for Fine Arts are the replacement of our art gallery director or 33% release time for a fulltime faculty member to run the gallery until a director is hired.

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

Currently, the art history program is running a pool for new part-time instructors to teach art appreciation or art history online. These new hires would help fill in the gaps to be left by longtime faculty Leslie Sutcliffe, who retires at the end of the current academic year.

For the coming academic year, the art history program plans to begin offering Art 200: Art Appreciation, in the Humanities forum. This will be an experimental plan to see if the course can fill. There will be one less art history courses offered in the spring semester, which would ideally increase the art history course fill rate.

For the summer of 2015, there will be two more online/DE Art 200 courses added.

As the art history AA-T degree is new, we will naturally be increasing transfer and degree earners within our next academic year.

Lead faculty Debin will be writing new curriculum – two Mexican art history courses – one of which will be proposed for spring 2016. These new, proposed courses will better serve our local San Luis Obispo county population, which has an increasing number of Latino students who may be attracted to our campus because of this new course offering. Furthermore, this course, due in part to the inclusive subject matter, will address the mandate to help increase student success, particularly of underperforming student populations such as young, male Latino/Hispanic students.