

Basic Program Information

Department Name:

Art History

Division Name:

Fine Arts and Communication

Program Mission(s):

The Art History program prepares students for upper division study at other institutions and provides fundamental training in world art studies. The Art History faculty are intensely involved in their disciplines and are professionally dedicated to promoting each student's understanding of the place of art in history. The study of Art History provides the student with an awareness of art, economic, political, religious, and social history, a heightened sensitivity to art-related issues, and the ability to think critically about Art & Art history. Knowledge of Art History engenders a heightened understanding of history, a familiarity with the major issues in human cultural development, and exposure to the artistic expressions of varied cultures and civilizations.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Simon Pennington	Art History	Associate Professor
Robbie Reid	Art History	Professor

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	1

Please list all existing Classified positions:
Example: Administrative Assistant I

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Art History	x	x	

* If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Art History AA Degree	1	1	0	-100%
Art History Certificate of Achievement	1	0	0	0

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

Not Applicable

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

Not Applicable

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	1111	1101	1447	41.7
Productivity (College Goal 2013-14: 535)	815	813	664	-18.4
Success	68	69	66	-4.3
Full-time FTEF	2	2	2	0
Part-time FTEF	0	0	1	100%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to State Chancellor's Office
x	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

The AA-T (DAT) in Art History has been approved by the College Curriculum Committee and will be reviewed by the Board of Trustees at the January 13th, 2014 meeting. It will then be submitted to the State Chancellor's Office for final approval.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- d. Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze trends.

Despite the college-wide drop in enrollment, the Art History Program at Foothill has increased enrollment dramatically from 2011/12 to 2012/13. We have added an adjunct instructor who taught two small classes in 2013 (total enrollment under 30), but the overall increase in enrollment (41%) is impressive given the large number of new GE courses that students have to choose from and the overall decline in enrollment college-wide. We have steadily increased our course offerings since 2010 and our classes are in demand. The online sections (with two new courses last year) have been well subscribed.

We are currently offering 10 courses in the fall of 2013 and enrollment is excellent and our desire to reach a new constituency with the extra Art 1 afternoon section has paid off with much improved enrollment this quarter over the Winter and Spring. We plan to offer 11 classes in the Winter of 2014 and at least 10 in the Spring.

- e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

? Looks like the text box and analysis is missing here?

- f. **Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Historically, our productivity has been very high and we were in the 815/813 range for the previous two years. As predicted in our last program review, the productivity dropped last year to 664 because we added new sections to capture enrollment. These courses were lower enrolled, thus bringing our productivity numbers down. The paradox is we have grown the program by 42%, but dropped our productivity. We could easily offer a few less courses and increase productivity, but we feel we need to expand our course offerings to better serve our students with a broader range of in-class and online course offerings. We expect enrollment to improve in the new online courses and, as noted earlier, the new afternoon section of Art 1 has almost doubled the enrollment of the Spring section of the same class.

- f. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

All art history courses undergo Title V updates at least every five years. Our courses were updated in 2012/13 and all courses will be reviewed and modified as necessary in 2014 as several texts will need updating.
We do not have any prerequisites or co-requisites for our courses.

- g. Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

The discipline of art history is constantly changing and our students receive a much broader and richer education than was provided only 25 years ago. We use the discipline-standard textbooks to support our online and in-class courses and both full-time instructors read extensively to keep abreast of the current literature.

The students have access to the Artstor digital image archive and all our courses integrate digital and online resources to support the course content.

Our SLO's reflect the broad scope of art history courses and also the multi-disciplinary nature of the critical methodologies employed to analyze visual culture.

- h. Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how

Art 1 was offered 16 times last year (enrollment 763, up 46%). Art 2A was offered twice (enrollment 106, down 1%). Art 2B was offered five times (enrollment 229, up 12%). Art 2C was offered twice (enrollment 78, up 53%). Art 2E was offered three times (enrollment 115, up 32%). Art 2F was offered twice (enrollment 60, up 100%), Art 2J was offered twice (enrollment 73, up 100%). Art 3 was offered once (enrollment 23, down 52%). Art 2AH was offered once (enrollment 22).

We only offer the lower-enrolled courses (Art 3, Art 2AH) once each year and we recently added an online section for Art 2F. This allows our students to select from a broad range of classes, but we still maintain our productivity. We feel that Art 1 and Art 2B are probably optimized at the moment, but Art 2A and 2C could probably be offered more often. Art 3 had a much higher enrollment for Fall 2013, so we shall see what the trend is this year. Art 2E and 2J seem to be steady and are only offered online at the moment. No art history courses were cancelled due to insufficient enrollment in 2012/13.

Currently, Foothill College art history courses do not require any prerequisites, however, we are monitoring our students as they start our classes (by student questionnaire) to see if there is any direct correlation between the level of English course they have already taken (ENG 1A, ESL 26, etc.) and the student's likelihood of success. We will have enough data to make a more informed assessment by the spring of 2014. We will report back on our findings in the next assessment cycle.

- i. **Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

We are currently developing a History of Industrial Design course that will support a new industrial design program. This course will be introduced to the CCC in January of 2014. We have embraced the opportunities offered by the Etudes course delivery site and fully support all our courses with online content.

Online: Our courses integrate written lecture modules with video content, synchronous discussion sessions, and constant instructor support via email.

Classroom: Our courses are primarily lecture driven, but also involve small group seminars, discussion session, museum visits, and Synchronous online discussions in Etudes.

We feel Foothill College art history students are exposed to rigorous courses designed to develop their knowledge base, enhance their critical thinking skills, and prepare them for work at a four-year university.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Our student success rate (65%) is higher than the standard. The figure for Targeted Ethnic Groups is 54% which is lower than the college average, however, our non-success rate (not including withdrawal) for this demographic is actually lower than the college average (15% versus 17%). The higher rate of withdrawal is partially due to the high number of online course we teach. These courses traditionally (college-wide) have a higher drop rate than traditional face-to-face classes. We have improved our success rate for Targeted Groups six percentage points from 2011/12 to 2012/13 and we hope that our increased emphasis on writing (paper writing seminars, etc.) will help all our success rates improve.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Traditionally, we do not have more than one or two AA in Art History degrees awarded over any given two-year period. The vast majority of our students transfer without completing an AA in art history. We do expect this to change with the approval of the Foothill AA-T (DAT) in art history in 2014.

We currently have three art history students who are close to earning their AA degrees and eight students who have identified themselves as art history majors (based on surveys completed at the beginning of the Fall 2013 quarter) and intend to transfer to earn a BA or above in the discipline.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

We have had one student complete a transcriptable Certificate of Achievement in Art History in the last three years. Historically, very few art history majors bother to apply for certificates as the students are working towards a BA degree. We offer the Certificate of Achievement so that art majors with an emphasis in Studio Art have the option of a transcriptable Art History Certificate as well.

This may be a good question for the department. Is this certificate really serving students, if no one is applying for it?

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role

All 11 Foothill art history courses are CSU and UC approved. The vast majority of our students take Foothill art history courses to satisfy UC or CSU lower-division requirements. Given our productivity and the number of students who take our courses, we support the goals of our transfer students. There are currently seven Foothill Art History students studying art history at four-year universities.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.

As noted before, we have eight self-declared art history majors intending to transfer within two years. The AA-T (DAT) in art history will dramatically increase the number of degrees we offer each year.

d. Please analyze and discuss Articulation data regarding this program.

Foothill College art history courses articulate to CSU and UC schools. We are currently updating the Art 3 curriculum to keep this course C-ID compliant.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

e. Discuss how this program continues to meet a documented labor market demand?

N/A

f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.

N/A

- g. Discuss any job placement and/or salary data available for your students after graduation.**

N/A

- h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.**

N/A

- i. Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

N/A

- j. Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

N/A

- k. Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

N/A

- l. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

N/A

Section 4: Learning Outcomes Assessment Summary

- a. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
- b. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

- a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

Over the last three years we have developed a more intensive rubric for assessing and reflecting on our student's written work (term papers, museum reports, etc.). In addition, the face-to-face courses have added writing seminars and, based on the most recent reflections, will make them part of the weekly lab content. Students who participated in these seminars earned higher average grades on their term papers.

- b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

The learning objectives for our art history courses reflect the fact that art history courses are rigorous multi-disciplinary classes that prepare our students to both take classes at a higher level in a four-year college, and also equip the student with the critical thinking skills to successfully compete in the workplace. This directly supports the college missions of to help our students transfer and supports them as they develop skills necessary to successfully transition to the workforce.

- c. **How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

No, we have not changed our program as a whole, however, we have made small changes to individual classes (the paper writing seminars, for instance) that have strengthened our program and will help our students succeed.

d. If your program has other outcomes assessments at the program level, comment on the findings.

Our second Program Level (PLO) goal is: The student will be able to demonstrate in written form a strong awareness of the political, social, religious, and technological factors that influence cultures and change in those cultures. This outcome reflects the global scope of modern art history programs. Our students are consistently able to demonstrate that they are able to meet the requirements of this PLO.

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

Discipline faculty regularly discuss the progress of their courses, swap ideas about different methods of assessment, and reflect on the successes of the program and also collaborate to respond to any problems raised by the SLO reflection process.

f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

Our SLOs are appropriate for a 21st century art history program. They reflect the broad scope of our courses and support the college emphasis on helping our students be active, engaged, and informed citizens in an increasingly connected world. It is evident that students are arriving at Foothill less prepared than ever (reading, writing, mathematics, social studies) and, based on our SLO reflections, the art history department is doing its part to help Foothill students develop the skill they require to succeed in the 21st century.

g. What summative findings can be gathered from the Program Level Assessments?

Many Foothill students are not prepared for college-level work, but they are bright and capable individuals. They need extra help with writing (especially assignments that require higher-level critical thinking like term papers and exam essays), however, we are seeing some improvement in our student's writing and will look very carefully at the next set of data in 2014.

Annual Action Plan and Summary: Using the information above, list the program’s action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Make the optional Paper Writing seminars a mandatory part of the lab work		Transfer and Basic Skills (writing)	It will provide more students with a solid understanding of how to write a college-level paper. This will improve success rates in all the classes our students take. We feel this will also improve success rates for Targeted Groups of students as well.
2			
3			

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Offer an entirely online AA or AA-T Art History Degree		The AA-T has been submitted and should be approved in 2014. We added two new online courses (Art 2C and Art 2F) in 2013.	The AA-T has been approved by the CCC and will be voted on by the College Board of Governors in January of 2014. We currently offer seven art history courses online, so it will be possible to complete the art history courses in the AA-T (ADT) degree online.
Develop a history of		The course has been	The art department is

Industrial Design Course for 2014.		written and will be submitted to the CCC for approval and comment in January of 2014.	currently developing Industrial Design courses and we should be able to offer four new courses by 2015.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Write an online Art 3 and online Art 2D course.	We could offer these courses starting in 2014 as they are already approved for distance learning.	It will allow students to complete an entirely online art history AA.	The courses will be offered in 2014/15.
2. Write an open source text for Art 2A, 2B, and 2C	This will require at least one year of work and (possibly) a sabbatical quarter to complete	It would provide the student with a free textbook.	The text would be available to the student (free).
3. Offer more courses	Winter and Spring 2014	Student access.	Courses will be offered.

Section 7: Program Resources and Support

Using the tables below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Full-Time Tenure-Track faculty member	?	There are currently two full-time instructors, however, Dr. Reid will be retiring in June of 2014 to Article 19 status. We have growing enrollment, high productivity, and it would be impossible to maintain this and offer our students the breadth of courses they want without two full time faculty. We would like a new faculty	No

		member to be hired as soon as possible after Dr. Reid retires.	

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n) NO	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) NO	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
If we continue to use room 3525 to teach Art 1 courses, we need to upgrade the digital projector in that room	\$3000- \$4000	If we offer more courses, we cannot schedule them all in Appreciation Hall. We will need more rooms with the appropriate A/V equipment installed.	NO
Room 1501 is about to be upgraded, but we would like to add two large video monitors to the side walls to post notes, etc., rather than using whiteboards which many students have a hard time seeing.	\$3000 (we have this money from a \$3000 gift to the Art History program)	This will make it much easier for ALL our students to read the class notes and terminology usually written on the white boards. This will particularly help our disabled students!	NO

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

The Art History program requested new audio/visual equipment for room 1501 in the last program review (2011/12). The equipment will be installed (hopefully) over the 2013 Holiday break. We will provide feedback on the new facilities in the next assessment cycle.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Hire more part-time faculty to help with the heavy load of classes currently offered.	We have hired an excellent adjunct professor and she is currently teaching one Art 1 section each quarter this year.

a. After reviewing the data, what would you like to highlight about your program?

The Art History program has grown by 41.7% over the last year and the two full-time instructors and one adjunct taught 1447 students last year. We offer a very broad range of classes to serve our diverse student body and support the core mission of the college with rigorous academic courses that transfer to UC, CSU, and private universities. We have submitted our AA-T (DAT) in Art History degree proposal and hope to have it approved by the State by the end of the 2013/14 academic year. Our course level and program level (SLOs and PLOs) are up to date and are used to drive any changes in our curriculum and pedagogy. With the forthcoming improvements to room 1501 (Appreciation Hall), we will once again have the best classroom on campus and with a recent generous \$3000 bequest, we hope to further improve this room to help our disabled students. We offer a very broad range of online courses that will allow our students to complete the AA-T (DAT) Art History degree completely online if they choose. In addition, we will soon offer a new History of Industrial Design class to support the development of an Industrial Design program. This will primarily be aimed at Transfer students, however, it will also help feed qualified student interns into the workforce as well.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

Clearly, the data indicates that enrollment in Art History is increasing exponentially (a 41.7% increase). Although productivity has dropped from 864 to 815, I believe this is due to the addition of an adjunct instructor and the initial reluctance of our students to enroll in the additional sections as the 2 full time instructors are so overwhelmingly popular and enjoy well-deserved stellar reputations. The adjunct's classes are now beginning to approach the enrollment levels of the 2 full time instructors and I believe the productivity will once again rise to the 800 level. The success rate has not really changed, the change from 68 to 66 is within the margin of error in terms of statistical analysis. Overall, Art History is clearly one of the strongest academic programs at Foothill by any measure.

I am pleased to see you have submitted an AA-T degree to the Office of Instruction. I believe this will only add to the already stellar enrollment in Art History.

As you have noted, while the college has experienced a drop in enrollment, Art History enrollments have increased dramatically, which makes a strong case for a new full time position in Art History.

The History of Industrial Design course is very exciting, as is the potential for the new Industrial Design Program currently being developed jointly with yourselves and PSME. I firmly believe this will become a flagship program for Foothill College. This proposal is truly noteworthy, and is in keeping with Foothill's dedication to a robust, innovative curriculum on the cutting edge of Community College education.

Your SLO/PLO's are very strong and should serve as a model for the division. As we work more closely with our SLO coordinator, Suzanne Weller, I would hope we can use these as an example of well written and implemented SLO/PLO's.

b. Areas Of Concern, If Any

I think it would benefit our students and the College as a whole if we emphasized the benefits of the Certificate of Achievement in Art History. While this program is definitely a transfer program, the CA is transcriptable and does signify the completion of the program.

I support your request for a new full time faculty member to replace Dr. Reid in the next hiring cycle. I believe it would be disastrous for the Division and the College to try and supplant this position with adjunct faculty. Based on your enrollment increase, productivity, and the high demand for Art History courses, I support your request in the strongest possible terms, and would make this our Division's #1 priority.

c. Recommendations for improvement:

I agree that the AV equipment in 3525 needs to be upgraded in order to provide our students with a superior educational experience. I did notice, while performing an administrative evaluation of Professor Pennington a few years ago that the images of the cave paintings at Lascaux were extremely hard to see with the current system. This upgrade should be funded by measure C.

This section is for the Vice President/President to provide feedback.

d. Strengths and successes of the program as evidenced by the data and analysis:

The Art History program has dedicated faculty and excellent curriculum. The SLO assessments are thoughtful, and have resulted in demonstrable changes to address student success. The increase in online offerings have benefited the UC and CSU students who need our courses for degree completion. The ADT is likely to increase degree completion in this discipline.

e. Areas of concern, if any:

The decrease in productivity is slight, and the productivity is still above the college goal. However, perhaps more careful scheduling could increase the productivity for the low enrolled classes.

f. Recommendations for improvement:

g. Recommended Next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.