A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a SWOT analysis of your program, indicating the STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other ______________)  

1. Internal factors:  
The Art History Department considers its greatest strengths to include the expertise and dedication of its full and part-time faculty members and the breadth and depth of both traditional and online courses offered in the field. The Department has recently developed online offerings in Art History General Education requirements, such as ART 1 (Introduction to Art), as well as in more specialized areas such as ART 14 (American Art). ART 14 is currently in the process of being revised as a course in Multicultural American Art and should be ready for fall 2003.  
The full-time faculty member in the Department recently completed her Ph.D. in American Art at Stanford University (Sept. 2001) and she is currently a member of the American Studies Association and the College Art Association. She was recently invited by the Humboldt Art History Association to present a paper at CSU Humboldt and she has also been invited to lecture on the Arts of Africa at Stanford University. Valuable part-time faculty in the Department continue to teach a variety of courses; the necessity of part-time teaching at more than one community college, although burdensome, has not diminished the commitment of part-time instructors to teaching at Foothill College. Because of the heavily enrolled, newly developed, online courses the Department would be greatly strengthened by the addition of another full-time faculty member in Art History. Despite heavy demands on their time, instructors in the Department remain current in the field, are highly sensitive to cultural diversity in the educational community, and they consistently receive excellent student/peer reviews.  

In addition to the need for another full-time faculty member, the Art History Department has operated for years under a serious handicap due to the lack of a proper slide collection and the staff needed to organize, develop, and maintain such a collection. Although the Division Dean effectively procured some funding for slide collection development during the past two years, the ‘collection,’ unfortunately, remains woefully inadequate. What slides we do have are not catalogued, nor can they be offered to the Studio Art faculty for use in their classes until we have personnel who can supervise circulation, filing, etc. The Department needs ongoing funding for slide collection maintenance and development. If we are to have even a minimally adequate slide collection, qualified personnel must be hired to digitize, label, and maintain slides in the current collection. A qualified curatorial staff member would make it possible to eventually develop a collection of digitized images that could also be used by faculty outside of the Art History Department.  

2. External factors:  
Based on increasing enrollment in online courses, it will be necessary to continue development of online Art History courses. The extensive amount of time needed to develop a single new course for Foothill Global Access limits the number of new online classes that can be developed to approximately one per year, maximum. The Survey of Art History (ART 2A, B, C) is traditionally taught as a survey of western art. With a growing emphasis on multiculturalism, the course should be revised so that it offers a more global/cross-cultural approach to world art. The series of three Art History courses should also be developed as a three-quarter online series, which will meet the needs of a broader base of learners. To accomplish the above, it would be necessary to hire another faculty member in Art History.
B. STUDENT SUCCESS EVALUATION: Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other___)

Students majoring in Art History express satisfaction with the program and find it offers them a broad based education in the field, which is necessary for transfer to a four-year institution with an Art History major. The Art History major is frequently the choice of returning students, especially those who have already completed a degree in another field. Such students may not feel compelled to choose a more "practical" degree program - as it is notoriously difficult to locate gainful employment within the field of Art History. With this in mind, we have geared our major program towards students studying liberal arts/humanities (as well as Art History majors) who wish to transfer to a four-year institution. Students interested in pursuing technical degrees are, nevertheless, exposed to the field through our general education offerings, such as ART 1 - Introduction to Art. The study of history and foreign languages is an integral part of obtaining an Art History degree at a four-year institution and courses are required or recommended in those areas for students wishing to earn an AA degree in Art History at Foothill College. Also critical for the Art History student is an up-to-date library and research facility, with current scholarly journals available. When not constrained by budgetary restrictions, the library staff at Foothill College has been very helpful in this area.

C. STUDENT EQUITY/DIVERSITY ANALYSIS: Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. ( References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other____________________)

Student Equity will be addressed after we have received the current program review statistics.

D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES: Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program's goals related to these documents. (Examples: "The number of students issued a Career Certificate will increase by five over last year's figure." "The program will initiate an advisory board." "Faculty will examine learning goals for their programs and courses." Etc.)

1. Program Goals Related to Educational Master Plan and Partnership for Excellence:

2. Other Program Improvement Plans:

E. ENROLLMENT AND PRODUCTIVITY GOALS (References: Program Review Data Sheet (Enrollment and Productivity); Other____________________)

F. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren't granted?) Complete any of the following sections that apply to your current program needs.

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:
   a) A full-time faculty position in Art History: we believe that with the demonstrated increase in enrollment due to the development of more online classes in Art History, the need for a new full-time position in Art History becomes increasingly critical. Enrollment in Art History courses has traditionally been stable and strong (especially when compared to smaller Studio Art courses) and if the Department is to continue to grow and develop with greater cohesion and effectiveness, another full-time faculty position is needed. If a full-time faculty member is not added to the Department, we will not be able to meet increasing demands for new online classes and the Department will not be able to offer a diversity of Art History courses within a variety of areas of specialization.
   b) A slide collection curatorial position: we believe that at minimum we need a qualified full-time (or at worst, a part-time) slide collection curatorial staff member to develop, maintain, and digitize an Art History slide collection for eventual use outside the Department. Without this staff, there will be no coherent slide collection, slides currently in the collection will deteriorate before they can be digitized, and there will be no possibility of circulating slides within the Art Dept. Additionally,
instructors will be forced to rely on their own private slide collections and slides they can borrow from DeAnza College or other willing lenders.

2. FACILITIES NEEDS: (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)

   a) A laser pointer for use in 1500 during classroom slide lectures and power point presentations.
   b) A state-of-the-arts projector remote and lectern for 1500.
   c) Appropriate space for the slide collection and staff to maintain that collection.
   d) A computer for 1500 to handle Power Point presentations.

3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:
For the better part of the past decade the support budget for the Art History Department has been insufficient.

Evaluation of academic year 2001-02. Date of evaluation: April 28, 2003
List names of participants assisting in this program review.
   Primary program contact person: Dr. Robbie Reid. Dept. Chair - Phone or email address: reidrobbie@foothill.edu
   Full-time faculty:
   Part-time faculty:
   Administrators: Duncan Graham, Dean
   Classified staff:
   Students:
ART HISTORY

FOOTHILL COLLEGE

PART B: PROGRAM PORTFOLIO WORKSHEET

2002-03

Program Name: ART HISTORY
Degree/certificate options available: AA in Art History

PROGRAM MISSION: Foothill College Art History programs assist in preparing students for upper division study at other institutions and provide fundamental training in art skills and concepts. Art History faculty members 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, a greater sensitivity to it, and the ability to think critically about it. 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 western and non-western cultures and civilizations.

EXPECTED STUDENT OUTCOMES: A student completing the certificate in Art History should be able to:
- demonstrate a basic knowledge of major monuments and terminology in western and non-western art
- display an ability to analyze works of visual art in terms of form, function, style, historical context, etc.
- conduct scholarly research and write research papers on a variety of art objects
- show an understanding of periods and styles in western art and non-western art
- articulate ideas based on critical thinking and in-depth analyses of art objects
- discuss a variety of art historical methodologies
- synthesize developments in the arts and their relationship to broader cultural phenomena
- comprehend the ways that art-related concepts are culturally constructed

INTENDED OR DIRECT OUTCOMES: Program-Specific Outcomes and Attributes Desired of Program Graduates

<table>
<thead>
<tr>
<th>PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES</th>
<th>DESIRED ATTRIBUTES: What should a student be able to do upon graduation?</th>
<th>REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?</th>
<th>OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?</th>
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</thead>
<tbody>
<tr>
<td>Art History</td>
<td>Graduates will be able to:</td>
<td>Core Sequence:</td>
<td>Student will receive a C grade or better in each of the required and recommended courses for the Art History certificate</td>
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<td>• Identify, understand, and analyze:</td>
<td>- Art 1 – Introduction to Art</td>
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<td>o major historical periods and styles of western and non-western art</td>
<td>- Art 2A, B, C – Art History from prehistory to contemporary</td>
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<td>o key concepts related to the development of art within historical</td>
<td>- Art 2D – African, Oceanic, Native American Art</td>
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<td>periods in relation to the political, economic, social, and religious context</td>
<td>- Art 14 – American Art</td>
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<td>o how cultural conceptions of art, beauty, etc. are relative to the</td>
<td>- History 4A, B, C – History of Western Civilization</td>
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<td>world view of any given society</td>
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<td>o major monuments and artists throughout the history of art</td>
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<td>o a variety of art historical methodologies (past and present)</td>
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<td>o visual elements and the basic art media</td>
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<td>o forms, functions, techniques, and meanings of art objects</td>
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<td>o modern theories of locating meaning in art</td>
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<td>o the history of art history</td>
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<td>o iconography and symbolism in art</td>
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<td>o the affects of issues related to gender, race, and ethnicity on the arts</td>
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Core Sequence:
- Art 1 – Introduction to Art
- Art 2A, B, C – Art History from prehistory to contemporary
- Art 2D – African, Oceanic, Native American Art
- Art 14 – American Art
- History 4A, B, C – History of Western Civilization

Support courses:
- Art 2E – History of Women in Art
- Art 3 – Modern Art and Contemporary Thought
- Art 4A (Intro. To Drawing) or History 19 – History of Eastern Asia
- English 16 – Introduction to Literary Study

Student will receive a C grade or better in each of the required and recommended courses for the Art History certificate
## ART HISTORY

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<th>PROGRAM CONTENT PROFICIENCIES/COMPETENCIES</th>
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<th>OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?</th>
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</table>
| • Write a scholarly art historical research paper using  
  o proper essay form  
  o art history research methods  
  o footnotes and bibliography  
  (based on the Chicago Manual of Style or MLA)  
• Show basic competence in verbally articulating ideas/concepts of art history. |  |  |  |
| CORE COMPETENCIES | CORE COMPETENCIES: Outcomes and Attributes Distinct to This Program |  |  |
| Communication | • Development of research and writing skills is critical to the Art History major. Student should be able to conduct research and write intelligently about works of art within an historical context.  
• Development of coherent presentation skills and effective verbal communication of the principles of visual analyses. Students should be able to verbally articulate their ideas about art works within the context of classroom discussions and presentations. | Art 2A, B, C, D, E, 14  
Art 1, 2A, B, C, D, E, 3, 14 | Students will receive a grade of C or better in each of the required courses. |
| Computation | Computation skills are developed in the chronological study of art historical over a period of time. Students will analyze and utilize numerical data in the process of synthesizing dates and styles of different art historical periods. | Art 2A, B, C, E, 14 | Students will earn a C grade or better in required courses. |
| Creative, Critical & Analytical Thinking | Critical thinking and analytic skills are developed in the examination of art works from a variety of cultures. Different art historical methodologies are utilized, requiring that the student develop an ability to make judgments and think critically about issues in art history – past and present. | Art 1, 3, 2D, E, 14 | Students will earn a C grade or better in required courses. |
| Community/Global Consciousness & Responsibility | Students are required to take a variety of western and non-western courses so that they may develop an understanding of cultural relativity. For example, an awareness of the different ways that a variety of cultures perceive beauty or gender promotes a heightened sensitivity to other worldviews and an increased global consciousness. | Art 1, Art 2D, E, 14 | Students will earn a C grade or better in required courses. |