Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:
• Program review documents are due to Dean by December 14 for completion of Section 6.
• Dean completes section 6 and returns documents to program review team by January 7, 2013.
• Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:
To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

Questions?
Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

Basic Program Information

Department Name: Art History

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 and 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.

Program Review team members:

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:	0

Existing Classified positions:
Example: Administrative Assistant I
Example: Program Coordinator

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Art History	AA	90
Art History Certificate of Achievement		52
Art History Certificate of Specialization (Non-transcriptable)		18

*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. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Section 1. Data and Trend Analysis

1.1. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Programs	2010-2011	2011-2012	% Change
Example: A.S Degree	1	1	0%
Example: Certificate of Achievement	1	0	-100%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Example: Career Certificate	0	0	0%

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment	1111	1101	-1%
Productivity (Goal: 546)	761	800.87	5.1%
Success	72.2%	70.75%	-2%
Full-time FTEF	2	2	0
Part-time FTEF			

Department Course Data (**ATTACHED**)

	2010-2011			2011-2012		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success
ART 1						
ART 2A						

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Enrollment in the Art History Department has basically remained static (-1%) from 2010/11 to 2011/12. This is quite impressive given the fact that the college has experienced a significant

drop in enrollment over the same period. We actually offered more online classes over this period and one less traditional course (Art 12/2F was not offered in 2012). The demand for online classes accounts for our consistent enrollment. It is evident that three classes on campus each quarter seems to yield the right combination of productivity and options for our students, but we are experimenting with two additional sections of Art 1 in the Winter of 2013 as well as teaching Art 2C online for the first time. We plan to offer Art 2F (Asian Art) online in the Spring of 2013 as well. This will accomplish our 2010/11 goal of allowing a student to complete an Art History AA degree online.

2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends.
   a. AA, AS, AA-T, AS-T, Certificates of Achievement

We awarded one AA degree in 2011 and one in 2012. Traditionally, Art History majors do not complete AA degrees as their main goal is to transfer, however, six students (that we know of) did transfer to four-year colleges (St. Andrews, USF, San Jose State, Berkeley, and UCLA) to major in Art History from 2011/2012. There are currently three ex-Foothill students completing MA degrees in Art History. The Art History AA-T degree is currently being developed and we hope to have it accepted in 2013.

   b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

2011 – 2012 no non-State approved certificates were awarded in Art History.

3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.

Art History courses are traditionally very productive. We average between 40 and 50 students in every class and very rarely teach classes with less than 30 students. Traditionally low-enrolled courses are usually taught once a year (or once every-other year). Productivity improved from 761 to 800 from 2010/11 to 2011/12. We make a habit of accepting all students who wish to add in the first week of classes. Despite this, we do anticipate a slight drop in productivity in 2012/13 as we are offering more course sections of Art 1.

Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

Art 1 is taught at least 12 times each year (not including summer) with three online sections and one classroom section each quarter. Art 2A, 2B, and 2C are each taught once each year in the classroom and (from 2012/13 onward) at least once online as well. Art 2E, 2F, 2J, and 3

are also taught every year as well. This combination has worked well for the past six years. Enrollment/productivity has been good and we balance the most popular courses with the variety needed to serve our degree students and serve the Foothill Colleges desire for courses that reflect the diversity of our student body.

a. Please comment on the data from any online course offerings.

The Foothill College Art History department offers well-designed and rigorous online courses. The students are required to write every week in addition to scheduled exams, short papers, and weekly synchronous discussion sessions. Our students hail from all over the world (quite literally), but most are Foothill students or UC and CSU students completing required courses online. The success rates for online courses (Art 1, Art 2B, Art 2A for instance) are typically a little lower than for traditional classroom sections. This is not because students are failing the courses in greater numbers, but the withdrawal rate is higher. A typical survey of our online students reveals a very busy group of people and this has much to do with the higher withdrawal rate.

4. Curriculum and Student Learning Outcomes (SLOs)
   a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

We have reviewed all our online courses to make sure they are ADA/Title V compliant. Art 1, Art 2B, Art 2E, and Art 2J were recently updated to include alt-text captions for sight-impaired students. All course outlines are Title V compliant and our curriculum sheets are up to date and reflect what we teach in each course. In 2012 we adopted a custom De-Anza/Foothill text for the Art 2A, B, C series which is now available used. This has reduced the cost for the required materials for these classes.

b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

Art History has changed a great deal over the last 20 years with many departments worldwide now calling their discipline World Art Studies. The Foothill College Art History department reflects these changes. We offer a comprehensive selection of courses covering the entire globe, rather than just emphasizing the western tradition as we did in the 1970s and 80s. We intend to offer Art 2F (Asian Art) and Art 3 (Contemporary Art) online in 2013 and we are now developing a History of Industrial Design course with an eye to starting an Industrial Design department as soon as possible.

c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.

The Art History SLO's are directly linked to our PLO's and to our college mission. Our PLO's emphasize writing, critical thinking, and research skills which directly support our college

goals; all our courses are CSU/UC applicable and all but one (Art 3 will be submitted for GE in 2013) are Foothill GE approved as well.

All courses have at least two SLO's and all are up to date. The PLO reflections for 2011/2012 have already been entered into the system and are complete.

      d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?

The CORs and SLOs were written by the two full-time faculty. We teach all our courses to the CORs and the SLO reflections are written by the full-time faculty as well. 2013 will be interesting as we have hired two adjunct professors with very different approaches. They will both teach Art 1, so we have made sure they have copies of the COR for Art 1 and will review their course syllabi to make sure they adhere to the COR.

5. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php

Art History courses at Foothill support the Basic Skills initiative in reading, writing, and critical thinking.

      a. Please discuss current outcomes or initiatives related to this core mission.

All Art History courses require students to write term papers or museum reports that emphasize critical thinking, information gathering and information literacy, and reading at a discipline-appropriate level. These directly support our core basic skills goals.

1. Students will be able to collect and assess primary and secondary source information and successfully analyze and comment on that information in the form of a reasoned 8-10 page term paper, complete with a full bibliography (works cited page), utilizing the MLA format.

2. 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.

6. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

Foothill Art History students are very well prepared to excel at a four-year institution. Our courses are taught at the same level as entry-level courses at UC and CSU campuses and a student that passes our classes with a C or above would receive the same grade at a four-year institution. We feel it is our job to help all our students achieve their transfer and basic skills goals. We currently have six Foothill students completing a BA in Art History and, over the last eight years, we have had seven students go onto to take an MA in Art History.

      a. Please discuss current outcomes or initiatives related to this core mission.

Our SLO and PLO outcomes are directly related to transfer students as they will need these skills to succeed as they move forward with their education. We conduct library orientations and paper-writing seminars to support these core outcomes.

7. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://foothill.edu/president/workforce.php
   a. Please discuss current outcomes or initiatives related to this core mission.

We do not have a CTE program, however, we have arranged for several of our students to intern at the Palo Alto Art Center and, recently, we started a dialogue with the Rosicrucian Egyptian Museum in San Jose to filter interested students into internships at this institution as well.

   b. Please attach minutes from your advisory board meeting(s).

We do not have an advisory board.

8. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: http://foothill.edu/staff/irs/ESMP/index.php

Course completion rates for traditionally underrepresented students in Art History courses are comparable to the college as a whole.

   a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

We reach out to all our students and have implemented specialized paper-writing seminars and library orientations to try and bring every student up to a level where we know they can succeed. 50% of the six students currently pursuing BA degrees in Art History are from traditionally underrepresented communities and all six are female.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 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.

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

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Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO
1. What findings can be gathered from the Course Level Assessments?

Based on the data in Tracdat, our Course Level SLOs are being met. There are some challenging details that are not fully revealed by the data. For instance, writing is a very important component of all our SLOs; students are meeting the SLOs, but there is a broad range of ability, from students who barely meet the required standard to those who excel at every level. The challenge is always to help everyone improve.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

I feel the major changes might be beyond the scope of our program. We are currently looking at our suggested prerequisites, but the actual skill level of most students arriving directly from high school is generally poor. This is not new, however, we feel we need a college-wide discussion about basic skills.

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

The CL-SLOs do reflect real skills that are required to succeed in all Art History courses at Foothill. As mentioned in the Program Review last year, these standards are necessary if a student wishes to succeed at a UC/CSU campus.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Based on our reflections last year, we now require our traditional face-to-face students to attend library orientations/paper writing seminars. Online students must take an Etudes seminar to familiarize themselves with the program. These have produced improvement and there was a statistically noticeable improvement in the quality of term papers in 2012. There is still much work to be done.

We had planned to use Voice Thread for online classes, but the close-captioning for ADA compliance has been an issue. We are looking at new resources to try and address this issue.

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

Generally, our CL assessments have been successful. There are too many to mention, given the scope of this review, but all CL SLOs are current and we look forward to reviewing data for in the next cycle.

2.3.b Program-Level SLO

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

Our class curricula reflects our PLO goals. As noted earlier, we have seen improvement in the quality of research and writing in our classes over the last year. This improvement has been incremental and we will assess and revise our strategies as necessary in the next SLO/PLO cycle.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

We have not seen an increase in the number of certificates and degrees awarded, but we did not expect this in the first place. Our main aim has been to help our students with the skills required both to transfer and to succeed in the workplace. Art History majors rarely complete AA degrees as they are not really recognized in the discipline. Having said that, we expect the AA-Transfer degree to be more desirable and will carefully track our students when we have the degree in place (2013).

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

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Develop A Sate Transfer Degree (C-ID)	In place by 2012-13	Currently being written	Hopefully, it will be accepted in 2013
2 Renumber Art 12, 13, and 14	Effective in September 2012	Completed	
3			

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1 Offer an entirely online AA or AA-t Art History degree.	Available by 2013	This will attract students, make it easier to juggle work and school, and promote transfer rates.	Simon is currently preparing the document and will meet with both Bernie Day (Articulation) and Cori Nunez (Instruction) in the Spring of 2013.
2 Develop a History of Industrial Design course for 2014	Available by Fall 2014	This course would be the first step towards an Industrial Design department. This supports both Transfer and Workforce development goals for the college.	Write the curriculum. Contact San Jose State to look at their program (we have already initiated contact).
3			

Section 4: Program Resources and Support

4.1 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 3.2 and/or rationale
We do not plan to ask for additional Art History positions in 2013/2014		

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

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale
As above.		

One-time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale
We do not anticipate asking for more B-Budget funds.		

Ongoing B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.2 and/or rationale
As Above.		

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale
As noted last year, we would like to upgrade room 1501 with a new digital projector as well as other SMART technology.	$15,000	This would help us maintain our ADA/Title V compliancy as a Smart Room would be ADA compliant.

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.

Between them Robbie Reid and Simon Pennington teach between 28-34 courses each year. We currently feel we can continue at this pace and that the Art History program is productive and continues to develop to better serve our increasingly diverse student body. We have hired two adjunct faculty members for the Winter of 2013 and will see if there is enough demand to offer more course options in 2013/2014.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

The main concern in this case is not viability as we have maintained good numbers despite the college-wide drop in enrollment. We need to keep offering a broad variety of classes (for degree and transfer purposes) and still serve our core GE constituency. 2013 will provide an opportunity to see if there is demand for an increase in the number of courses we teach.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

As noted last year, the Art History program at Foothill College continues to be successful in terms of productivity and popularity. Despite a precipitous drop in college enrollment, we still managed to serve 1101 students in 2011/12. Our courses support the core mission of the college and meet both CSU and UC transfer requirements. We have increased our online offerings and our students will be able to complete an AA or AA-T degree online starting in 2013. Our curriculum reflects the expected standards for students transferring to UC and CSU campuses and our SLO and PLO goals support the Basic Skills initiative as well. We also serve students who need critical thinking, writing, and research skills directly applicable to the demanding information-rich work environment here in Silicon Valley.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

6.2 Areas of concern, if any:

6.3 Recommendations for improvement:

6.4 Recommended next steps:
___ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Foothill College
Program (FA-ARTH) - Art History AA/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (FA-ARTH) - Art History AA/CA - 1 - Students will be able to collect and assess primary and secondary source information and successfully analyze and comment on that information in the form of a reasoned 8-10 page term paper, complete with a full bibliography (works cited page), utilizing the MLA format. **Start Date:** 09/19/2011 **End Date:** 06/29/2012 **SLO Status:** Active	**Assessment Method:** Each student will complete a 8-10 page term paper. The paper will address one of six or seven topics provided by the instructor. The student will have 7-8 weeks to complete the paper. There will be a library orientation and paper-writing seminars to support the research and writing process. **Assessment Method Type:** Research Paper **Target:** It is expected that the student will be able to write a college-level research paper. The rubric assesses the student on their thesis, research, clarity of thought, critical reading of their sources, quality of sources, bibliography, and grammar. A grade of 50/70 (C) is considered a passing grade, however, 55/70 (B-) is a realistic minimum grade to exhibit competence for this PLO.	11/15/2012 - As noted in last year's program review, this PL-SLO is extremely important. As our economy continues to become more dependent on information and information literacy, research and critical thinking skills are at a premium. There have been some improvements over last year, however, there is still much to do. 1. The average student paper grade for Art 2A, 2B, and 2C (face-to-face classes) for 2011-2012 was 54/70 (C+). The Art 2BH (honors) section taught in the spring of 2012 had a slightly higher average of 56/70 (B/B-). Based on these numbers, the target of 50/70 or above was met. There has been an improvement over 2010-2011, however, there were still too many lower grade papers (50 and below) despite the increased number of papers above 55/70. We have several conclusions based on this data: i. students with some research skills are improving their skill sets and gaining increased confidence. ii. Those without basic research skills benefit from the library orientations and increased emphasis placed on preparing them to write their papers, but enter the classroom with little or no knowledge in this area. iii. ESL students are generally not prepared to write the research papers. This has much to do with different teaching and testing approaches in their countries of origin. Typically, the vast majority of ESL students have the English language skills, but require help with, what is to them, a very new approach to research. 2. Online courses: The quality of writing in the Art	11/15/2012 - Continue with the mandatory library orientations (Library Lab) and perhaps make the optional Paper Writing Seminars part of the Lab content as well. Work with colleagues across the campus to develop a campus-wide approach to improving research and writing skills.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2A and 2B online classes was below the average for the traditional face-to-face courses. The average out of 50 points was 37/50 which is a lower C grade. 3. Art 2A, 2B, 2C, 3, and 2F all feature mandatory library orientations/paper writing introductions as part of the lab content. There has been an improvement in the quality of the sources (less random Google-produced works cited pages). Our goal is to try and make up for the fact that most students come to us with little or no idea about how to write a college-level paper. Please see the related document (Art 2A Term Paper Assignment) to ascertain exactly what the student is expected to write in terms of scope, research, and format. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** No specific resources (equipment, etc.). However, as noted in the 2010-2011 Program review, we feel an organized tutoring program for papers/paper writing/research would be an excellent idea and would pay immediate dividends across disciplines. **GE/IL-SLO Reflection:** As noted last year, this PLO directly supports three of the four core competencies/ILO's. We do feel we are beginning to make some (slow) progress and there is some improvement in results. The passing rates in our in-class 2A, 2B, 2C, and 3 courses improved slightly form 2010/2011 to 2011/2012. This is heartening, however, the online students are harder to reach, for obvious reasons. We have	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		students in Asia and all over the USA, so skill levels vary greatly. There is now statistical evidence to confirm that our emphasis on writing and research skills is producing improved results, but we feel we are also trying to deal with a huge problem that should also be dealt with at the college-wide level (please see the Resource Request above) **Related Documents:** Art 2A Essay Assignment	
		03/24/2012 - As noted in the Target section above, 50/70 (C) is considered a passing grade for the term paper assignment in Art 2A, 2B, 2C, Art 3, and Art 12 (soon to be Art 2F). While many students have no problem preparing an acceptable bibliography and writing a solid term paper, it is increasingly obvious that there is more work to be done to support this PLO. The fall 2011 Art 2A class had 15 essays below 50 points and 26 above. Of the 15 essays below 50 points, 11 were D or F grades. These essays had much in common; a poor bibliography, improperly cited sources, failure to conform to the accepted MLA format, too short in scope and length, and a lack of organization. It is very important to work with the students who are typically unprepared for college-level writing one-on-one. The library orientation lab sessions have improved the general level of research and the winter 2012 Art 2B class will be an interesting indicator of whether or not our increased emphasis on preparation and research has improved results. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	09/27/2012 - We will continue to feature the Library/lab visits which are an excellent way to get the students to begin their research as early as possible. In addition, the optional Paper-Writing seminars will be offered more than twice each quarter. _____

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (FA-ARTH) - Art History AA/CA - 2 - 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. **Start Date:** 09/19/2011 **End Date:** 06/29/2012 **SLO Status:** Active	**Assessment Method:** This PLO-SLO is featured on every midterm in all our courses. Students are required to write at least one essay for each exam (one per week for online classes). The following question from Art 2B is typical of the complex questions that require the student to exhibit a mastery of the material. 3. What role did the new urban middle class play in changes that were taking place in 14th and 15th Europe? Take into account education (Humanism), exposure to new ideas, and wealth and status. The exams are graded on a scale of 1-16 with 12-16 considered acceptable. The essay rubric is based on clarity of argument, use of examples, reference to sources (text, etc.), and a willingness to question and critique those sources. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Students are expected to score at least 12/16. Ideally, essay scores will improve over the course of the quarter and we look for improvements in critical thinking, organization, and persuasive arguments as a sign of mastery of the material.	11/15/2012 - As noted in the 2010/2011 Program Review, there is an understandable improvement in exam essays over the course of a given quarter and over the course of the academic year as many students take at least two art history courses. Exam essay questions and online weekly-essay questions all support this PL-SLO (please see attached documents for sample exam questions). In Art 2A in the fall of 2011, the average essay grade for the first exam was 11.5/16. There were lots of exams in the 8-10 range and some above 14. We would like to see our students improve and this does happen on the second exam (Art 2A Fall 2011 - 12.5/16) and the final (13/16). This same progression is evident in all our face-to-face courses. Online classes do conform to a similar upward trend, however, the results are far less concrete as there are typically 11 weekly assignments (with short essays) and the quality can vary considerably from week to week. In Art 2B (online) in the winter of 2012 the average grade for the first exam (all essays) was 85% and the final 90%. The averages are higher than in the on-campus classes mainly due to the fact that the essays online can be completed over a 24 hour period. The weekly assignment average (with one essay) for the same class was a slightly lower 82%. Please see the related document for sampe essay questions that support this PL-SIO. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None at this time. Based on the data, we	11/15/2012 - To fully achieve or goals, we feel there needs to be a concerted effort across the campus to encourage students to write. All art history students are required at least three exam essays and one term paper. Our students do struggle, but we have seen consistent improvement over the course ofeach quarter. Writing is rarely 'easy,' but it does get easier if the student has the confidence to logically and critically explore her/his material. To this end, we will begin to make informal connections with our colleagues with an eye to eventually installing a campus-wide policy on writing for success. _____

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		are meeting our target. The main issues would be addressed by the same campus-wide initiative outlined in our reflections for PL/SLO #1. **GE/IL-SLO Reflection:** There is still room for improvement particularly among traditionally underrepresented students (especially Hispanic and African-American students). We do endeavor to discuss every exam with our students. They are encouraged to analyze strong and poor essays with the instructor; the feedback is designed to help with grammar, the logical flow of ideas, and the use of examples to illustrate key points. In addition sample essays are made available to the student so that we can help model a 'successful' approach. **Related Documents:** Art 2B Midterm #2	
		09/24/2012 - My main concern with this PLO is that too many students begin our courses with little or no knowledge of history. Art history is multi-disciplinary in the extreme and we do provide our students with a solid historical background (cultural, religious, economic, etc.) to the art they study. We have attempted to address this deficiency in our Lab/Discussion sessions and with selected video content to amend the lectures and text. Films on Demand has been a welcome addition to the library resources and our students seem eager to access extra material via this site. While I am happy to see that we are 'meeting' our target, I do feel there is more we can do. Art 3 and Art 2A in the fall of 2011 were both taught with enhanced lab content to support the possible essay topics for the exams and the selected lectures were essentially designed to concentrate on several topics that did appear on the midterm exams. The same is true for Art 2B and Art 1 this	09/27/2012 - The lab discussion topics are carefully worded to encourage students to encourage a more developed and nuanced response to the course material. We will continue to use essay questions on the exams because they support this program-level outcome better than multiple-choice questions. _____

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		quarter. We will look at the Fall 2011 and Winter 2012 classes in April and see if there are any statistical trends that might indicate that the enhanced lab content is helping our students get a firmer grip on the historical context in the course curriculum. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	

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