



Art History for Transfer Program Review

Art History for Transfer Program Review

Visual and Performing Arts Department

Cerro Coso Community College

Lisa Darty

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Art History for Transfer Program Review

Executive Summary

A large part of the recent history of the Visual and Performing Arts Department has been implementing administrative directives to reformat our programming. The primary results of this implementation have been the adoption of the transfer model curriculum for our Studio Arts for Transfer program, and the creation of this Art History for Transfer degree in 2015. Our department was an early adopter of the transfer model curriculum because we believed that its central goal -- of ensuring that our students would be guaranteed admittance to a four-year university with advanced standing -- was worthwhile.

All of the extant classes related to both programs were written anew in strict accordance with the model, new classes were developed for the Art History program, processes for Student Learning Objective (SLO) assessment and data collection were initiated, and a set of course offerings was instituted. The Visual and Performing Arts Department now offers an Art History program through which students can graduate with a degree and transfer to a California State University or University of California campus. This degree can be achieved entirely online (via a very specific program pathway), through a combination of online and on campus courses, as well as entirely on campus.

Within the past year, we have initiated a number of strategies that strengthen the overall effectiveness of our department, and which thus support the mandates of the Art History for Transfer program. We began teaching classes and creating a functional studio space at our Tehachapi site, completed the revision of several course outlines of record, created new course outlines of record to address the needs of lifelong learners, established new departmental policies, and adapted courses to meet the needs of our students during the COVID-19 pandemic.

In future years, our department will continue to work on these ongoing objectives: building a stable program in Tehachapi, updating curricula, creating new applied learning opportunities within our courses, and giving students the opportunity to engage with art in a variety of modalities, subdisciplines, and contexts.



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Part 1 – Program Definition

1.1 - Catalog Description

Art History Associate in Arts Degree for Transfer (AA-T)

An Associate in Arts Degree in Art History for Transfer (60 units total, 18-19 units in the major) prepares students for transfer to complete work for a baccalaureate degree in art history, studio arts, fine arts, art education or art therapy. This degree is designed for students interested in an introduction to the converging notions of contemporary and historical art production, analysis of ancient and modern artifacts, the exploration of local and global cultural contexts in which artifacts were created, and the methodologies of art history. Students will gain critical thinking skills and a foundational knowledge that will prepare them for transfer to four-year institutions. While on-line and on-ground courses may be combined to obtain this degree, it can be obtained solely through our on-line offerings.

To complete the degree, students must fulfill both of the following requirements:

1. Completion of 60 semester units that are eligible for transfer to the California State University, including both of the following:
 - a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth requirements.
 - b. A minimum of 18 semester units in a major or area of emphasis, as determined by the Kern Community College District Board of Trustees.
2. Obtainment of a minimum grade point average of 2.0.

Completion in all courses for the major or area of emphasis must be a “C” or better. A “P” (Pass) grade is not an acceptable grade for courses in the major.

Please note that our local Cerro Coso general education pattern may not be used to fulfill the requirements of this degree and that all required courses for the degree must be transferable to CSU.

The program is appropriate for students going on to obtain a baccalaureate in art history, professional art school, studies in fine arts, design, art history, art therapy, education, art education or gallery studies.

The catalog description is clear in its description of the program and its outcomes. In its present form, the program is expressed in a minimal amount of course offerings, a result of the effort to strictly conform to the transfer curriculum model. The department believes that there is room for growth and additional breadth in its course offerings and modalities. We are anticipating that the relatively recent addition of new full-time faculty will allow us to consider such expansion.



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With that said, we believe that it would behoove us to temporarily suspend short-term planning in regard to this expansion, until the educational, economic, and health care systems at the state and local levels exhibit some measure of stability peri- and post-pandemic.

1.2 - Program Learning Outcomes

Program Learning Outcomes

Upon successful completion of the program the student will be able to:

1. Analyze and interpret the formal, technical, and expressive aspects of a work of art, whether as a historian, viewer, or creator.
2. Discuss works of art representative of diverse cultures and regions within a historical and social context.
3. Apply art historical terminology and methodology in analyzing and interpreting works of art.
4. Demonstrate familiarity with a variety of art production processes.

These Program Learning Outcomes (PLOs) embody the most elemental aspects of a collegiate Art History program. Because the subdisciplines within art are so numerous, the historical periods so vast, and the cultural contexts so varied, these PLOs are necessarily somewhat generalized, but still in keeping with the core tenets of the program.

We have designed the PLOs to reflect the primary goals of the course work contained within the Transfer Model Curriculum upon which it was based. The PLOs are strongly correlated with the individual Student Learning Outcomes for all courses within the program. They are thus assessed with a variety of tools, which include, but are not limited to: exams, essays, projects graded by rubrics, and a final analysis of the matrix of courses and PLO alignment.

1.3 - Courses/Program Matrix

Program Course List

ART C101 Introduction to Art
ART C105 Survey of Western Art from Prehistory through the Middle Ages
ART C106 Survey of Western Art from Renaissance to Contemporary
ART C106H Survey of Western Art from Renaissance to Contemporary: Honors
ART C107 Survey of Asian Art
ART C108 Modern Art
ART C111 Two-Dimensional Design
ART C115 Three-Dimensional Design
ART C121 Drawing I



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ART C131 Painting I
ART C141 Ceramics I
ART C151 Sculpture I

Matrix of Courses and Program Learning Outcomes Alignment

Course	PLO 1	PLO 2	PLO 3	PLO 4
ART C101	X	X	X	X
ART C105	X	X	X	
ART C106	X	X	X	
ART C106H	X	X	X	
ART C107	X	X	X	
ART C108	X	X	X	
ART C111	X	X	X	X
ART C115	X		X	X
ART C121	X		X	X
ART C131	X		X	X
ART C141	X			X
ART C151	X		X	X

The program is uncomplicated, with limited offerings -- thus the path to achieving the PLOs is straightforward. The successful completion of the required coursework strongly facilitates the students' fulfillment of the program learning outcomes. The courses comprise an array of the most elemental aspects of an art history degree. Each course, while supporting a student's eventual attainment of the PLOs, also presents a wealth of specialized, historically specific instruction.

The concepts and principles in our courses that are related to the PLOs sometimes share common features (such as specific terminology or overarching design principles), but none of the coursework is redundant, because we teach from a modern perspective. In fact, we believe that teaching courses that are different in subject matter but interrelated in underlying philosophy is a true strength of our program. This approach allows students to continuously build on core knowledge, while their exposure to different time periods, cultures, artistic genres and materials creates unique opportunities for growth



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and development. The assessment artifacts in each course (projects and assignments) have been tailored to address course SLOs, and thus directly support verifiable PLO assessment.

1.4 – Long-term Schedule and Program Pathway

There is a recommended pathway for classes in the Art History Degree program; however, this pathway is not a rigid one. We do not believe that it is absolutely necessary for students to follow a singular path to degree completion. Students come to art history with highly varied life experiences, cultural backgrounds and personal interests, and exhibit decided predilections and abilities in specific areas. In addition, faculty in the Visual and Performing Arts believe in the benefits of a broad and expansive liberal arts education, with fewer limits and rigidity than have been imposed upon the community college system of late by the state, such as the emphasis on guided pathways.

Full-time faculty have recently revised the program pathway in close collaboration with our Dean, and informed by discussions with our students. During the past few years, we experienced some difficulties in scheduling our ART C111 2-Dimensional Design class, which – while being a core class – nonetheless does not have consistently high enrollment. However, the new recommended program pathway, and more importantly, the recent hire of additional full-time faculty, will allow us to stabilize the offering of this class both on campus and online, and thus make it easier for students to complete the core classes and ultimately achieve degree completion. In addition, at the request of our students, as well as our Eastern Sierra College Center (ESCC) Site Director, we are currently updating the Course Outline of Record for this class to include an expanded course title. If approved, 2-Dimensional Design will become Art and Design Foundations: 2D. The course content will not change. We hope that this expanded title will help students recognize that the course teaches foundational art concepts.

Students can achieve an Art History for Transfer degree in less than two years via varied pathways and delivery modes. The fluidity of the program provides multiple options for students based on their individual needs, aspirations, and life circumstances.

Our process for scheduling has evolved, and continues to evolve, based on feedback from our students, collaboration between faculty, our staffing and facilities (also considering the variation between sites), and recommendations from administration. We are highly flexible in regards to our schedule – all of us regularly teach on different days, at different times, and using different delivery modes in order to accommodate a wide variety of students.

The key educational competencies in our program are largely defined by the structure of the Transfer Model Curriculum upon which the program is based. The program does not contain certificates or other milestones of completion prior to degree acquisition.



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Long-term Schedule

Courses	Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2
ART C101	X (OL)	X (OL)	X (OL)	X (OL)
ART C105	X	X (OL)	X	X (OL)
ART C106	X (OL)	X	X (OL)	X
ART C106H				X
ART C111		X (OL)		X
ART C107		X (OL)		X (OL)
ART C108	X (OL)		X (OL)	
ART C115			X	
ART C121	X	X (OL)	X	X (OL)
ART C131	X		X	X
ART C141	X	X	X	X
ART C151		X		X

Recommended Pathway

Fall Year 1	Spring Year 1	Fall Year 2
ART C106	ART C105	ART C107 or 108
ART C121	ART C101 or 131	ART C111, 115, 141 or 151
General Education	General Education	General Education
General Education	General Education	General Education
General Education	General Education	General Education

1.5 - Conditions of Enrollment

There are no conditions to enroll in the program.



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Four of the courses within the program -- Art C105, Art C106, Art C107, and Art C108 -- have the following English C101 advisory:

ENGLC101 - Freshman Composition

Students are expected to analyze college-level reading material, write clearly structured text-based essays which require finding, evaluating, organizing, and effectively integrating college-level source material, and employ MLA formatting and documentation, all skills taught in English C101: Freshman Composition, and providing the following outcomes:

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Evaluate the style of one's own writing and the writing of others and self-correct for greater clarity and directness.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Part 2 – Program Relevance and Demand

2.1 - Connection to College Mission

The mission of Cerro Coso Community College is to improve the life of every student it serves. Through traditional and distance delivery, Cerro Coso Community College brings transfer preparation, workforce education, remedial instruction, and learning opportunities that develop ethical and effective citizenry to the rural communities and unincorporated areas of the Eastern Sierra. In doing so, we promise clarity of educational pathways, comprehensive and equitable support services, and a commitment to equity. Our goals are:

- Maximize Student Success
- Advance Student Equity Measures
- Ensure Student Access
- Enhance Community Connections
- Strengthen Organizational Effectiveness

The Art History for Transfer program is most strongly aligned with the first two items of the college mission. It supports student success through its primary outcome – a transfer degree. Additionally, all of the classes in the program contribute to the general education distribution sequence.

Given the global and persistent nature of art and art production throughout history and across all cultures, the Art History for Transfer degree provides students with the means to examine human



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existence and creative expression through a variety of lenses. Both the history and studio courses within the program provide students with the opportunity to study, discuss and express individual concerns and ideas related to diversity, race, identity, gender, and sexuality.

In addition, the length of our studio courses ensures that faculty and students are able to interact extensively one on one, which strongly supports individual student success. The very nature of the studio process is one of trial and error, through which the student is led inevitably toward success.

The Department ensures its program is of high quality and appropriate by maintaining extensive interdepartmental dialogue between faculty and staff – topics include teaching strategies, effectively teaching a diverse population of students, providing students with sufficient material and instructional support, to name but a few. In regards to its appropriateness as an institution of higher learning, our program and its classes are based on the Transfer Model Curriculum, which ensures that the coursework directly aligns with California’s transfer institutions.

In addition, we actively solicit feedback from our students through formal and informal processes, such as persistent student feedback surveys, as well as individual meetings with students. One of the benefits of teaching interactive classes within a discipline with widespread appeal is that we forge close bonds with our students, which results not only in high rates of retention, but also of success rates within classes.

This primary goal of the college mission – to maximize student success - is directly addressed in the catalog description of the program: “...is appropriate for students going on to obtain a baccalaureate in art history, professional art school, studies in fine arts, design, art history, art therapy, education, art education or gallery studies.”

2.2 - Relationship to Other Programs

The Art History for Transfer program is the only program at the college that provides a degree within the discipline of art history. Our department also offers the Studio Arts for Transfer degree, and there are course requirements that are listed in both programs; however, the focus of the course work within the two programs are different. The Art History for Transfer program focuses primarily on courses that are history based, with only two required studio courses for degree completion, with the goal of transfer to a four-year program leading to a Bachelor of Arts degree. This program is based on the Transfer Model Curriculum, which has become widely adopted across California.

The courses in the Art History for Transfer program all feed directly into the degree. All the classes mirror the structure and content of the lower division course work requirements at California’s transfer institutions.



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2.3 - Intersegmental Alignment

This degree is designed to prepare Cerro Coso students to transfer to a four-year institution. Thus, the program's alignment is forward-looking, and necessarily singular. We try to expose students to the broad range of art and historical topics that they will encounter at the university level, and we have modeled the design of the course work to entirely support this endeavor.

The department believes that our best strategy for attracting students is to create a straightforward art history program with a mix of courses offered both on campus and online; one that welcomes entering students, forges strong relationships with those students, and shepherds them along a pathway that both fulfills the goals of the degree as well as their own individual educational goals.

In addition to this, we plan to add the degree information to the California Virtual Campus – Online Education Initiative, which could result in additional numbers of students either taking individual courses with us, or choosing to acquire this degree.

The Visual and Performing Arts Department also regularly participates in outreach events such as Career Exploration Day, I'm Going to College, and Cerro Coso Rocks.

2.4 - Student Needs

Based on the five-year data, there are consistently more female students than male taking our courses; these percentages are similar to those of the college as a whole. The percentage of different age ranges varies widely over a five-year period, although the highest percentage of students is steadily in the 18-24 age range. There has been a steady increase in students who have education plans.

The five-year demographic data displayed below may inform our overview of our student population; however, we are not convinced that demographic data alone can effectively identify student needs, particularly in the online environment.

From the anecdotal reports of our faculty, students and staff, as well as the most recent student experience survey, we believe the needs of students taking courses in the Art History for Transfer Program are consistent with the needs of our students college-wide. Many of our students can only take classes part-time because they need to work either full- or part-time, and so these student needs tend to center on lower tuition and textbook costs, as well as assistance with other financial challenges.



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Unduplicated Headcount

2015-16 #	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
808	789	-2.4%	964	22.2%	1055	9.4%	1064	0.9%

Gender

	2015-16 #	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
Female	522	528	1.1%	567	7.4%	590	4.1%	628	6.4%
Male	286	256	-10.5%	388	51.6%	453	16.8%	420	-7.3%
Unreported	0	5	0%	9	80.0%	12	33.3%	16	33.3%

Age

	2015-16 #	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
17 or Younger	74	71	-4.1%	96	35.2%	124	29.2%	147	18.5%
18-19	216	212	-1.9%	207	-2.4%	259	25.1%	222	-14.3%
20-24	245	239	-2.4%	256	7.1%	244	-4.7%	242	-0.8%
25-29	106	86	-18.9%	144	67.4%	123	-14.6%	142	15.4%
30-34	54	61	13.0%	83	36.1%	97	16.9%	108	11.3%
35-39	35	34	-2.9%	51	50.0%	66	29.4%	67	1.5%
40-49	58	57	-1.7%	82	43.9%	85	3.7%	80	-5.9%
50+	32	39	21.9%	54	38.5%	62	14.8%	62	0.0%
Not Reported	0	0	0%	1	0%	1	0%	2	100%



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Ethnicity

	2015-16 #	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
African Am	37	27	-27.0%	34	25.9%	82	141.2%	74	-9.8%
Am Indian	16	15	-6.3%	27	80.0%	20	-25.9%	19	-5.0%
Asian	10	15	50.0%	12	-20.0%	25	108.3%	29	16.0%
Filipino	4	8	100%	5	-37.5%	13	160%	12	-7.7%
Hispanic/Latino	295	290	-1.7%	374	29.0%	388	3.7%	405	4.4%
Not Reported	0	0	0%	38	0%	32	-15.8%	21	-34.4%
Pacific Islander	3	0	-100%	3	0%	3	0%	8	166.7%
Two or More	51	52	2.0%	60	15.4%	46	-23.3%	58	26.1%
White	392	382	-2.6%	411	7.6%	446	8.5%	438	-1.8%

Educational Plan Completions

	2015-16 #	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
Abbreviated	152	160	5.3%	170	6.3%	204	20.0%	169	-17.2%
Comprehensive	187	196	4.8%	226	15.3%	213	-5.8%	284	33.3%
Both Abbr/Comp	168	205	22.0%	244	19.0%	276	13.1%	276	0%
Other Ed Plan	0	0	0%	0	0%	0	0%	7	0%
Exempt	13	27	107.7%	29	7.4%	19	-34.5%	6	-68.4%
FSEP	9	9	0%	2	-77.8%	1	-50.0%	1	0%
No Ed Plan	283	198	-30.0%	302	52.5%	351	16.2%	328	-6.6%



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Matriculation

	2015-16 #	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
Fully Matriculated	574	583	1.6%	604	3.6%	606	0.3%	595	-1.8%
Not Fully Matriculated	238	208	-12.6%	366	76%	452	23.5%	472	4.4%

2.5 - Student Majors

As seen in the chart below, the number of students who have selected Art History as their major has increased every year since the program's inception in 2015. This increase has been significant, from the six students who declared in 2016-17, to the 41 who indicated this as their major in 2019-20. With that said, we believe that majors do not make up a huge percentage of our enrollments. Students take art history courses for a wide variety of reasons, many of which are not related to acquiring an Art History degree. Our art history courses fulfill a number of general education requirements, and are often chosen as electives. Another reason for selecting these courses is that they are frequently offered online, which is a modality that increasing numbers of students are favoring.

Student Program Headcounts

	2015-16 #	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
CC Art History AA-T	0	6	0%	14	133.3%	34	142.9%	41	20.6%

Note that the program was created in 2015; thus there were no students in the program in the 2015-16 academic year.



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2.6 - Student Demand

The total number of active sections we offer has increased. First day enrollments in face-to-face classes have declined very slightly, from 506 in 2015-16 to 494 in 2019-20. Online first day enrollments have increased significantly, from 549 to 801 during the same five-year period. We have anticipated this trend by offering additional online sections every year, as well as creating two new, popular electives that students can use to fulfill this degree requirement: ART C108 Modern Art, and ART C107 Survey of Asian Art. The number of online sections of the studio courses that support the degree has also increased.

Active Sections

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	28	31	38	37	35
Distance Education	15	11	18	21	21
Total	43	42	56	58	56

First Day Enrollments

	2015-16	2016-17	2017-18		2018-19	2019-20
Traditional	506	606	555		511	494
Distance Education	549	414	604		733	801
Total	1055	1020	1159		1244	1295

Census Day Enrollments

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	478	566	541	500	491
Distance Education	489	358	577	671	721
Total	967	924	1118	1171	1212



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Mean Students per Section - Discipline

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	17.1	18.3	14.2	13.5	14.0
Distance Education	32.6	32.5	32.1	32.0	34.3
Total	22.5	22.0	20.0	20.2	21.6

Students per Section - Collegewide

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	15.1	15.0	14.2	15.1	14.9
Distance Education	26.6	25.8	26.0	28.0	27.6
Total	20.4	19.6	19.0	19.5	19.6

First Day Waitlist

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	15	46	6	1	11
Distance Education	61	35	27	57	72
Total	76	81	33	58	83



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2.7 - Cost to Students

For California residents, the approximate total cost of obtaining the degree is \$6,360 for 4 semesters:

60.0 units, at \$46 per unit = \$2,760 in tuition and fees

Plus approximately \$3,600 for books and supplies (this is an estimate)

Total cost = \$6,360 for 4 semesters

For non-residents, the approximate total cost is \$23,340 for 4 semesters:

60.0 units, at \$329 per unit = \$19,740 in tuition and fees

Plus approximately \$3,600 for books and supplies (this is an estimate)

Total cost = \$23,340 for 4 semesters

For the art history courses in the program, there are no materials fees. For the studio arts courses in the program, there are nominal materials fees that help offset the costs of art production supplies.

Materials fees for the studio arts courses are as follows:

Art C101 Introduction to Art, \$10: This fee pays for art materials that will result in art projects that students will take home with them. Typical materials include: paper, \$2.00; pencil, \$0.75; eraser, \$0.56; rebar tie wire, \$1.87; needle nose pliers, \$1.97; acrylic paints, \$3.56; paint brush, \$1.25; plastic sheeting, \$3.28; for a total of \$15.24.

Art C111 2D Design, \$10: This fee pays for art materials that will result in art projects that students will take home with them. Typical materials include: 9 x 12 sketch pad, \$6.35; mat board, \$1.60; colored and patterned papers, \$3.49; drawing media (pencils, charcoal, art markers, pens and inks, color pencils), \$14.57; for a total of \$26.01.

Art C115 3D Design, \$20: This fee pays for art materials that will result in art projects that students will take home with them. Typical materials include: sheet metal, \$9.00; cheesecloth, \$5.00; liquid latex, \$15.00; plaster, \$16.00; and clay, \$5.00; for a total of \$50.00.

Art C121 Drawing I, \$10: This fee pays for art materials that will result in art projects that students will take home with them. Typical materials include: 50#, 120 sheet, 9 x 12 sketch pad, \$5.10; 60# white sulphite paper, 18 x 24 and 24 x 36, \$3.20; newsprint, \$2.94; drawing media (pencils, charcoal, powdered graphite, color pencils, pastels), \$14.57; eraser, \$0.73; and cardboard, \$1.58; for a total of \$28.12.

Art C131 Painting I, \$10: This fee pays for painting materials that will result in projects that students take home with them. Typical materials include: paints, \$7.00; acrylic mediums, \$2.00; gesso, \$3.98; and canvas board, \$4.86; for a total of \$13.00.



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Art C141 Ceramics I, \$10: This fee pays for ceramics materials that will result in projects that students take home with them. Typical materials include: 50 lbs. clay, \$18.00; and 3 lbs. glazes, underglazes and slips, \$12.50; for a total of \$30.50.

Art C151 Sculpture I, \$20: This fee pays for art materials that will result in art projects that students will take home with them. Typical materials include: 20-gauge sheet metal, 2' x 4' sheet, \$8.25; fasteners (screws, pop-rivets), \$1.00; rebar tie wire, 130', \$1.33; 1/2" rebar, 20', \$7.11; nails, 20, \$0.20; furring strips, 8', \$0.89; and plaster, 30 lbs., \$5.84; for a total of \$24.62.

Typically, the materials fees in the studio arts courses do not actually cover the costs of the materials used by students over the course of the semester. The amount and type of materials used can vary widely, depending on the vendor, supply chain, course modality, instructor, student, and assignment type. We keep track – on a semester-by-semester basis – of materials costs, the breakdown of materials purchased for each course, and we try to find the best balance between cost, medium, and quality of materials, across the varied sites, labs, course offerings, as well as responding to individual student needs.

Over the past several years, faculty and staff in the Visual and Performing Arts Department have made concerted efforts to reduce costs for students, all the while undergoing department budget reductions. We acquired a library of textbooks for the Eastern Sierra College Center Art C121 Drawing I class, have adapted the Art C101 Introduction to Art class to use less expensive digital textbooks, and have selected an inexpensive and widely available text for the Indian Wells Valley and online Art C121 Drawing I classes.

On a related note, art classes – particularly art history classes -- rely heavily on high-quality, color image reproductions, and our Art C101 Introduction to Art, Art C105 Survey of Western Art from Prehistory through the Middle Ages, and Art C106 Survey of Western Art from Renaissance to Contemporary classes all call for comprehensive textbooks with a wide range of historical and contemporary content. At this point, we have not identified an Open Education Resource (OER) that fulfills all of these requirements.

We have further reduced the additional materials students are required to purchase on their own in several of our studio courses, most notably the two studio courses that support the acquisition of the degree online: Art C121 Drawing I, and Art C111 2-Dimensional Design. We coordinate our supply purchases in order to buy in bulk at reduced costs. Unfortunately, the stark reality is that even with these measures, we do not provide students with the array of materials in these courses that we could and should. In this analysis of budget requirements and cost cutting measures, our department firmly believes that we should be spending more, not less, on materials and other resources for students.

[2.8 - Applied Learning Opportunities](#)



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One benefit of the pandemic has been the considerable expansion of virtual art venues. Certainly, the increase in the number of online art viewing opportunities is not really new, but during the past year the range of virtual exhibits, tours, activities, and communities of interest related to art has expanded dramatically. We believe that these circumstances could be parlayed into additional applied learning opportunities in our online art history courses. Faculty teaching online already use a variety of tools to increase student engagement in art topics, such as requiring that students create a theoretical museum exhibit as a means to demonstrate skills in research, analysis and critique. However, the growing ubiquity of easy-to-use presentation software, variety of already existing viewing and engagement venues, as well as more sophisticated communication and collaboration tools, could provide additional chances for our students to take what they learn in these courses and utilize it in innovative ways. Thus, one of our goals for this program is to increase the number of applied learning opportunities within our online art history courses.

Part 3 – Program Support Needs

3.1 - Staffing

We have relatively recently hired two new full-time faculty members, doubling the size of our department. Thus, reviewing prior five-year data and making recommendations for new faculty positions is somewhat irrelevant. We do not need additional classified staff at this time. In regard to both staff and faculty hiring, data should be collected going forward, and we should address these questions in our subsequent Annual Unit Plans and the next Program Review.

With that said, we expect that two senior full-time faculty members will be retiring within the next three to five years; thus, the voids left behind will need to be addressed with both full-time replacements and additional adjunct faculty.

FTES - Total

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	89.84	105.57	90.99	90.58	84.87
Distance Education	88.96	64.66	106.74	102.26	86.78
Total	178.80	170.23	197.74	192.84	171.65

FTEF - Total

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	7.67	8.80	9.43	9.37	9.00



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	2015-16	2016-17	2017-18	2018-19	2019-20
Distance Education	5.00	4.00	6.80	7.07	7.20
Total	12.67	12.80	16.23	16.43	16.20

FTEF – By Contract Type

	2015-16	2016-17	2017-18	2018-19	2019-20
Full-Time	3.40	2.50	3.90	3.87	8.0
Overload	1.40	1.57	0.90	0.60	0.80
Adjunct	6.07	7.33	7.47	8.47	4.40
Summer	1.60	1.20	2.20	2.00	2.20
Unidentified	0	0	0.70	0	0

Productivity - Discipline

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	11.7	12.0	9.6	9.7	9.4
Distance Education	17.8	16.2	15.7	14.5	12.1
Total (Traditional & Distance Combined)	14.1	13.3	12.2	11.7	10.6

Productivity - Collegewide

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	11.4	10.5	9.9	11.5	10.7
Distance Education	13.5	13.3	13.0	12.7	13.1
Total (Traditional & Distance Combined)	12.4	11.8	11.3	12.0	11.7



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3.2 - Professional Development

Our department members are supportive of and in close communication with each other, and we have ongoing, productive discussions about teaching methods, curriculum, and student needs. Further, we rely on each other's strengths for information, support, and advice. We tend to self-identify specific professional development needs, and address those needs within the department. For example, during the pandemic, several faculty members were required to transition courses from fully on-campus to fully online delivery. Zoom sessions were scheduled within the department to provide immediate learning and support opportunities for those faculty. In our department's opinion, this is the best application and spirit of professional development in art education, and thus, we do not have any department-wide, professional development needs related to faculty teaching in this program.

3.3 - Facilities and Physical Resources

Because this degree was designed to primarily be achieved online, it does not present us with the same facilities and resource needs that we typically outline for our other program in studio arts. With that said, because the degree can be completed in a variety of modalities, those students who take some of the coursework on campus need to be provided with the same support as our traditional students. Thus, the facilities and physical resources needs that appear in the Studio Arts Program Review could periodically apply here as well. In the interest of avoiding unnecessary repetition, we will use that review document, as well as our department's Annual Unit Plans, to address the facilities needs of this predominantly online program.

3.4 - Technology

For the most part, and because of its online focus, the technology needs have the same characteristics as those of the facilities section – online programming does not present us with a lot of requirements specific to that modality, but we still need to provide for our students who are choosing a hybrid pathway.

3.5 - Marketing and Outreach

As far as we are aware, there is little publicity or advertisement related to the degree outside of the program page, or beyond what is standard for all departments. The program page provides sufficient information, including the program's purpose, content, course requirements, and expected learning outcomes.



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As noted in Section 2.3, we plan to add the degree information to the California Virtual Campus – Online Education Initiative, which could result in additional numbers of students either taking individual courses with us, or choosing to acquire this degree.

Part 4 – Student Achievement

4.1 - Course Retention and Success

Over the course of the past five years, retention rates in Art History have increased slightly, and are consistently high in both on-campus and online courses. No significant patterns of difference appear between on-campus and online retention. Success rates have also increased during this time, and these more significantly than retention. Success rates are consistently 70% or above in both on-campus and online courses.

Our retention and success rates in almost all disaggregated categories are higher than that of the college as a whole. We attribute much of this success to the discipline itself, which holds widespread appeal, encourages personal engagement, supports individual interests, and often requires persistent and thoughtful interaction between instructors and students. The discipline is also one in which there is a shared foundation of concepts and philosophy, which supports students as they apply those concepts within a variety of historical, social, and cultural contexts.

Retention Overall

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	89.5%	91.7%	90.8%	93.8%	91.2%
Distance Education	90.4%	92.5%	92.9%	93.6%	92.7%
Total (Traditional & Distance Combined)	90.0%	92.0%	91.9%	93.7%	92.1%

Success Overall

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	80.1%	77.2%	77.6%	86.8%	85.2%
Distance Education	70.3%	80.2%	78.7%	81.3%	77.8%



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	2015-16	2016-17	2017-18	2018-19	2019-20
Total (Traditional & Distance Combined)	75.2%	78.4%	78.2%	83.6%	80.9%

Retention & Success by Gender

	Art AY 19-20 Retention	Art AY 19-20 Success	College Wide AY 19-20 Retention	College Wide AY 19-20 Success
Female	91.7%	80.8%	85.1%	73.5%
Male	93.1%	81.0%	88.2%	79.2%
Unreported	81.3%	81.3%	87.4%	74.4%

Retention & Success by Age

	Art AY 19-20 Retention	Art AY 19-20 Success	College Wide AY 19-20 Retention	College Wide AY 19-20 Success
17 or Younger	97.5%	88.5	94.0%	87.7%
18-19	91.6%	75.9%	85.2%	70.2%
20-24	92.4%	78.1%	83.7%	69.8%
25-29	90.3%	78.8%	85.9%	74.6%
30-34	90.7%	81.4%	85.4%	76.1%
35-39	88.3%	81.8%	86.4%	79.1%
40-49	95.0%	87.0%	88.8%	81.8%
50+	88.4%	86.0%	86.9%	81.1%





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	Art AY 19-20 Retention	Art AY 19- 20 Success	College Wide AY 19-20 Retention	College Wide AY 19-20 Success
Not Reported	100%	100%	100%	100%

Retention & Success by Ethnicity

	Art AY 19-20 Retention	Art AY 19-20 Success	College Wide AY 19-20 Retention	College Wide AY 19-20 Success
African Am	92.6%	77.6%	80.7%	67.0%
Am Indian	93.5%	85.2%	84.3%	73.1%
Asian	100%	93.5%	91.3%	85.2%
Filipino	91.9%	100%	91.9%	81.6%
Hispanic/Latino	83.3%	78.7%	85.8%	74.0%
Not Reported	75.0%	83.3%	89.2%	83.4%
Pacific Islander	90.8%	50.0%	81.8%	73.0%
Two or More	90.8%	70.8%	83.6%	71.3%
White	92.0%	83.4%	88.4%	79.6%



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Retention & Success by Ed Plan

	Art AY 19-20 Retention	Art AY 19- 20 Success	College Wide AY 19-20 Retention	College Wide AY 19-20 Success
Abbreviated	94.1%	83.7%	85.3%	72.9%
Comprehensive	93.8%	81.9%	88.4%	73.6%
Both Abbr/Comp	92.2%	80.4%	85.6%	78.3%
Other Ed Plan	87.5%	87.5%	78.9%	73.2%
Exempt	100%	90.0%	92.4%	85.6%
FSEP	100%	100%	92.6%	81.5%
No Ed Plan	89.5%	78.4%	86.1%	76.7%

Retention & Success by Matriculation

	Art AY 19-20 Retention	Art AY 19-20 Success	College Wide AY 19-20 Retention	College Wide AY 19-20 Success
Fully Matriculated	92.8%	81.4%	86.6%	75.7%
Not Fully Matriculated	91.3%	80.2%	86.5%	76.5%



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4.2 - Program Completion

Completion

		2015-16	2016-17	2017-18	2018-19	2019-20
Art History AA-T	A.A. For Transfer	0	0	4	1	2
Studio Arts AA-T	A.A. for Transfer	4	1	4	3	4
Liberal Arts: Arts/ Humanities AA	Associate in Arts	72	81	93	124	133

As seen in Section 2.5 – Student Majors, the numbers of students selecting Art History as their major are on the rise. Since the inception of the program in 2015, these numbers have doubled every year, with the exception of 2019-20, which saw an increase of slightly over 20%. The department will continue to monitor completion rates, to ensure that there are no barriers to completion. Because this is a community college degree designed to be completed online, we believe our majors are more likely to be part-time students, who might therefore take longer than two years to complete their degrees.

4.4 - Achievement of Program Learning Outcomes

The PLOs are reviewed during the program review period (every five years). At that time the department reviews the results and analyzes the data. If our targets are met and the PLOs are still representative of the current pedagogical trends in the field of Art History, we retain them. If, however, the goals are not met, we review the data to see where the gaps may be. Depending on our assessment, changes may be made to the PLOs, individual course SLOs, or in teaching strategies.

As noted in Section 1.2, the PLOs are strongly correlated with the individual Student Learning Outcomes for all courses within the program. They are thus assessed with a variety of tools, which include, but are not limited to: exams, essays, projects graded by rubrics, and a final analysis of the matrix of courses and PLO alignment.

During this review, SLOs for each course within the program were successfully met; thus each of the four PLOs was achieved. We are happy with the way the outcomes are linked to SLOs and teaching methods, so we are retaining them at this time. We also believe that the PLOs are advantageously cross-curricular within and without our discipline.



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PLO 1 Assessment Results

Target:	70% of students will be able to analyze and interpret the formal, technical, and expressive aspects of a work of art, whether as a historian, viewer, or creator.
Assessment Method:	The assessment methods vary by course. They include, but are not limited to: oral and written critiques; essays; exams; and project evaluations.
Assessment Date:	Fall 2018
Recent Results:	100%

PLO 2 Assessment Results

Target:	70% of students will be able to discuss works of art representative of diverse cultures and regions within a historical and social context.
Assessment Method:	The assessment methods vary by course. They include, but are not limited to: oral and written critiques; discussion posts; essays; and exams.
Assessment Date:	Fall 2018
Recent Results:	100%

PLO 3 Assessment Results

Target:	70% of students will be able to apply art historical terminology and methodology in analyzing and interpreting works of art.
Assessment Method:	The assessment methods vary by course. They include, but are not limited to: oral and written critiques; essays; vocabulary quizzes; and exams.
Assessment Date:	Fall 2018
Recent Results:	100%

PLO 4 Assessment Results

Target:	70% of students demonstrate familiarity with a variety of art production processes.
Assessment Method:	The assessment methods vary by course. They include, but are not limited to: project evaluations; quizzes; and exams.
Assessment Date:	Fall 2018
Recent Results:	100%



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PLO Assessment History Summary

PLO #	Target	Semester	Met?	Semester	Met?	Semester	Met?
PLO 1	70%	2015 S&F	Yes	2016 S	Yes	2018 S	Yes
PLO 2	70%	2015 S& F	Yes	2016 S	Yes	2018 S	Yes
PLO 3	70%	2015 S&F	Yes	2016 S	Yes	2018 S	Yes
PLO 4	70%	2015 S&F	Yes	2016 S	Yes	2018 S	Yes

4.4.a - Gaps and Improvements Made

All targets were met and exceeded.

4.4.b - Summary of Program Learning Outcome Achievement

Students are consistently achieving and exceeding the target level of PLOs. Assessment methods for the individual courses within the program vary, but often include projects graded with rubrics,

We do not believe that there are gaps in assessment methods, assessment data, or instruction. The consistency with which students achieve PLOs is due to the unique nature of education in the arts in general. The concepts and principles in our courses that are related to the PLOs sometimes share common features (such as specific terminology, overarching design principles or aesthetic issues). Thus, we teach courses that are different in subject matter but interrelated in underlying philosophy. This approach allows students to continuously build on core knowledge, while their exposure to radically different time periods, cultures, and materials in each course creates unique opportunities for growth and development. The discipline of art history also has strong and widespread appeal – every culture, and thus every individual, is represented within the realm of art. Further, the use of a lecture/lab methodology in the studio arts portion of this degree strongly supports student success at the assignment, SLO, course, and PLO levels. Finally, the faculty-guided, lengthy and repetitive processes in our courses work to ensure the acquisition of the skills and knowledge outlined in our learning objectives.

4.5 - Achievement of Course Student Learning Outcomes

SLO Assessment 5-Year History

Course	SLO #	Target	Semester	Met?
Art C101	1	70%	F17	Yes
	2	70%	F17	Yes
	3	70%	F17	Yes



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Course	SLO #	Target	Semester	Met?
	4	70%	F17	Yes
	5	70%	F17	Yes
Art C105	1	70%	S15	Yes
	2	70%	S15	Yes
	3	70%	S15	Yes
Art C106	1	70%	F15	Yes
	2	70%	F15	Yes
	3	70%	F15	Yes
Art C106H	1	70%	F16	Yes
	2	70%	F16	Yes
	3	70%	F16	Yes
	4	70%	F16	Yes
Art C111	1	70%	S18	Yes
	2	70%	S18	Yes
	3	70%	S18	Yes
	4	70%	S18	Yes
	5	70%	S18	Yes
	6	70%	S18	Yes
	7	70%	S18	Yes
	8	70%	S18	Yes
Art C115	1	70%	F15	Yes
	2	70%	F15	Yes
	3	70%	F15	Yes
	4	70%	F15	Yes
	5	70%	F15	Yes
	6	70%	F15	Yes
	7	70%	F15	Yes
Art C121	1	70%	S18	Yes
	2	70%	S18	Yes
	3	70%	S18	Yes
	4	70%	S18	Yes
	5	70%	S18	Yes
	6	70%	S18	Yes
	7	70%	S18	Yes
	8	70%	S18	Yes



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Course	SLO #	Target	Semester	Met?
	9	70%	S18	Yes
Art C131	1	70%	S15	Yes
	2	70%	S15	Yes
	3	70%	S15	Yes
	4	70%	S15	Yes
	5	70%	S15	Yes
	6	70%	S15	Yes
	7	70%	S15	Yes
	8	70%	S15	Yes
	9	70%	S15	Yes
Art C141	1	70%	S15	Yes
	2	70%	S15	Yes
	3	70%	S15	Yes
	4	70%	S15	Yes
	5	70%	S15	Yes
Art C151	1	70%	F17	Yes
	2	70%	F17	Yes
	3	70%	F17	Yes
	4	70%	F17	Yes
	5	70%	F17	Yes
	6	70%	F17	Yes
	7	70%	F17	Yes

4.5.a - Gaps and Improvements Made

All outcome targets were met.

4.5.b - Summary of Student Learning Outcome Achievement

As with PLOs, students are consistently achieving the target level of SLOs in our courses. We believe this consistency is due to several inherent aspects of the discipline that support student success: the subject matter holds widespread and strong appeal, the courses often involve iterative processes, and the terminology, methodology, and philosophy taught in our art history classes is the same across the





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spectrum of courses, but applied to specific cultural contexts and historical periods. This repetitive learning style supports the acquisition of the skills and knowledge outlined in our learning objectives. The department routinely discusses teaching and assessment strategies, resulting in a solidly collaborative assessment environment.

All of our courses are strongly aligned with both of the general education learning outcomes listed for Humanities in the college catalog. Each course examines both historical and contemporary art production, cultural context, and creative expression.

Our courses are also closely aligned with the Communication and Critical Thinking Institutional Learning Outcomes (ILOs), as well as those for Information Competency and to a lesser extent, Citizenship. Critical thinking and communication, particularly communication through visual means, are key components of successful art production; our students naturally acquire these skills during the necessary problem solving and collaborative efforts they encounter throughout our courses. Information competency is demonstrated through coursework in which students examine, compare and analyze visual art works. The study of art work within historical and cultural contexts can promote citizenship through cultural awareness and currency. Finally, in order to complete the program, students have to take one of two transfereable general education patterns, and through a combination of this and the coursework specific to the program students have the opportunity to achieve every ILO.

4.6 - Assessment Schedule for Next Program Review Cycle

PLO Assessment Cycle

	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023
PLO A								X
PLO B								X
PLO C								X
PLO D								X

SLO Assessment Cycle

Course	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023
Art C101				X			
Art C105				X			
Art C106					X		
Art C111					X		
Art C115						X	



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Course	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023
Art C121				X			
Art C131					X		
Art C141				X			
Art C151					X		
Art C221						X	
Art C231					X		
Art C240					X		

Part 5 – Action Plans

5.1 - Program Strengths

The Art History for Transfer Degree is a concise, low-unit degree that allows students to transfer to a CSU. It can be achieved in a variety of modalities from completely online to completely onsite, giving students a high degree of flexibility, and allowing for adaptability to different learning styles.

On a more philosophical note, the discipline provides a conduit for every individual to connect with art in a substantive and personal way. Every culture, in every part of the world, throughout every known time period, has made art – the need for creative expression is global, and pervasive. This makes the discipline inherently appealing to a broad student audience.

Although our program is intrinsically academic, the opportunities we offer related to the examination of art, and art production, often enrich the lives of students beyond the academic realm.

5.2 - Program Improvements Needed

The department is interested in offering a wider range of courses, particularly courses that focus on art from perspectives that are non-Western. We would also like to place less emphasis on a fast track to completion. We do not believe that faster is necessarily better when it comes to education, particularly education in the arts. More people from our local communities would be interested in what we have to offer, if we offered instruction in a wider range of topics, or if our classes were not solely focused on transfer, and the fastest path to completion. Allowing students to take more time with their education would benefit both those who plan to transfer and those looking for both depth and breadth in their education, as well as personal enrichment. An increased range of topics would also encourage those students interested in transfer simply by providing broader subject appeal.



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As noted in the Section 2.8 – Applied Learning Opportunities, the department would like to increase the opportunities for applied learning in our online art history courses. Though applied learning is embedded in the structure of all our studio arts courses, it can be expanded in the art history courses.

5.3 - Response to Previous Strategies

None. This is the first program review for this degree.

5.4 - Two-Year Program Strategies

Action Plan for Achieving Two-Year Strategies

Action Plan for 2-Year Strategy 1

Concise Description of Strategy	Create more applied learning opportunities within online art history courses
Measurement of Completion	Department meeting minutes and course syllabi showing creation of applied learning opportunities for online art history classes
Timeline	Two years
Responsible Person	Art faculty, led by Faculty Chair

Concise Description of Strategy	Add the Art History Degree for Transfer to the California Virtual Campus – Open Educational Initiative
Measurement of Completion	Degree listed on the CVC-OEI website
Timeline	Two years
Responsible Person	Faculty Chair



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5.5 - Five-Year Program Strategies

Action Plan for Achieving Five-Year Strategies

Action Plan for 5-Year Strategy 1

Concise Description of Strategy	Identify and create more curricula in Art History, addressing a wider range of artistic and cultural perspectives
Measurement of Completion	Creation of two new courses
Timeline	Five years
Responsible Person	Art faculty, led by Faculty Chair

Part 6 – Supporting Documentation

6.1 – Office of Institutional Research Data

Unduplicated Headcount

2015-16 #	2015-16 % Δ	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
808	0%	789	-2.4%	964	22.2%	1055	9.4%	1064	0.9%

Gender

	2015-16 #	2015-16 % Δ	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
Female	522	0%	528	1.1%	567	7.4%	590	4.1%	628	6.4%
Male	286	0%	256	-10.5%	388	51.6%	453	16.8%	420	-7.3%
Unreported	0	0%	5	0%	9	80.0%	12	33.3%	16	33.3%



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Age

	2015-16 #	2015-16 % Δ	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
17 or Younger	74	0%	71	-4.1%	96	35.2%	124	29.2%	147	18.5%
18-19	216	0%	212	-1.9%	207	-2.4%	259	25.1%	222	-14.3%
20-24	245	0%	239	-2.4%	256	7.1%	244	-4.7%	242	-0.8%
25-29	106	0%	86	-18.9%	144	67.4%	123	-14.6%	142	15.4%
30-34	54	0%	61	13.0%	83	36.1%	97	16.9%	108	11.3%
35-39	35	0%	34	-2.9%	51	50.0%	66	29.4%	67	1.5%
40-49	58	0%	57	-1.7%	82	43.9%	85	3.7%	80	-5.9%
50+	32	0%	39	21.9%	54	38.5%	62	14.8%	62	0.0%
Not Reported	0	0%	0	0%	1	0%	1	0%	2	100%

Ethnicity

	2015-16 #	2015-16 % Δ	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
African Am	37	0%	27	-27.0%	34	25.9%	82	141.2%	74	-9.8%
Am Indian	16	0%	15	-6.3%	27	80.0%	20	-25.9%	19	-5.0%
Asian	10	0%	15	50.0%	12	-20.0%	25	108.3%	29	16.0%
Filipino	4	0%	8	100%	5	-37.5%	13	160%	12	-7.7%
Hispanic/Latino	295	0%	290	-1.7%	374	29.0%	388	3.7%	405	4.4%
Not Reported	0	0%	0	0%	38	0%	32	-15.8%	21	-34.4%
Pacific Islander	3	0%	0	-100%	3	0%	3	0%	8	166.7%
Two or More	51	0%	52	2.0%	60	15.4%	46	-23.3%	58	26.1%
White	392	0%	382	-2.6%	411	7.6%	446	8.5%	438	-1.8%



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Educational Plan Completions

	2015-16 #	2015-16 % Δ	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
Abbreviated	152	0%	160	5.3%	170	6.3%	204	20.0%	169	-17.2%
Comprehensive	187	0%	196	4.8%	226	15.3%	213	-5.8%	284	33.3%
Both Abbr/Comp	168	0%	205	22.0%	244	19.0%	276	13.1%	276	0%
Other Ed Plan	0	0%	0	0%	0	0%	0	0%	7	0%
Exempt	13	0%	27	107.7%	29	7.4%	19	-34.5%	6	-68.4%
FSEP	9	0%	9	0%	2	-77.8%	1	-50.0%	1	0%
No Ed Plan	283	0%	198	-30.0%	302	52.5%	351	16.2%	328	-6.6%

Matriculation

	2015-16 #	2015-16 % Δ	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
Fully Matriculated	574	0%	583	1.6%	604	3.6%	606	0.3%	595	-1.8%
Not Fully Matriculated	238	0%	208	-12.6%	366	76%	452	23.5%	472	4.4%

Student Program Headcounts

	2015-16 #	2015-16 % Δ	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
CC Art AA	2	0%	2	0%	4	100%	4	0%	4	0.0%
CC Art History AA-T	0	0%	6	0%	14	133.3%	34	142.9%	41	20.6%
CC Fine Arts AA	1	0%	3	200%	1	-66.7%	0	-100%	0	0%



Version 2018-19
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Art History for Transfer Program Review

	2015-16 #	2015-16 % Δ	2016-17 #	2016-17 % Δ	2017-18 #	2017-18 % Δ	2018-19 #	2018-19 % Δ	2019-20 #	2019-20 % Δ
CC Liberal Arts: Arts/ Humanities AA	281	0%	365	29.9%	339	-7.1%	390	15%	358	-8.2%
CC Studio Arts AA-T	44	0%	68	54.5%	70	2.9%	65	-7.1%	62	-4.6%

Active Sections

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	28	31	38	37	35
Distance Education	15	11	18	21	21
Total	43	42	56	58	56

First Day Enrollments

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	506	606	555	511	494
Distance Education	549	414	604	733	801
Total	1055	1020	1159	1244	1295

Census Day Enrollments

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	478	566	541	500	491
Distance Education	489	358	577	671	721
Total	967	924	1118	1171	1212



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Mean Students per Section - Discipline

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	17.1	18.3	14.2	13.5	14.0
Distance Education	32.6	32.5	32.1	32.0	34.3
Total	22.5	22.0	20.0	20.2	21.6

Students per Section - Collegewide

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	15.1	15.0	14.2	15.1	14.9
Distance Education	26.6	25.8	26.0	28.0	27.6
Total	20.4	19.6	19.0	19.5	19.6

First Day Waitlist

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	15	46	6	1	11
Distance Education	61	35	27	57	72
Total	76	81	33	58	83

FTES - Total

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	89.84	105.57	90.99	90.58	84.87
Distance Education	88.96	64.66	106.74	102.26	86.78
Total	178.80	170.23	197.74	192.84	171.65



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FTEF - Total

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	7.67	8.80	9.43	9.37	9.00
Distance Education	5.00	4.00	6.80	7.07	7.20
Total	12.67	12.80	16.23	16.43	16.20

FTEF – By Contract Type

	2015-16	2016-17	2017-18	2018-19	2019-20
Full-Time	3.40	2.50	3.90	3.87	8.0
Overload	1.40	1.57	0.90	0.60	0.80
Adjunct	6.07	7.33	7.47	8.47	4.40
Summer	1.60	1.20	2.20	2.00	2.20
Unidentified	0	0	0.70	0	0

Productivity - Discipline

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	11.7	12.0	9.6	9.7	9.4
Distance Education	17.8	16.2	15.7	14.5	12.1
Total (Traditional & Distance Combined)	14.1	13.3	12.2	11.7	10.6

Productivity - Collegewide

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	11.4	10.5	9.9	11.5	10.7
Distance Education	13.5	13.3	13.0	12.7	13.1
Total (Traditional & Distance Combined)	12.4	11.8	11.3	12.0	11.7





Art History for Transfer Program Review

Retention Overall

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	89.5%	91.7%	90.8%	93.8%	91.2%
Distance Education	90.4%	92.5%	92.9%	93.6%	92.7%
Total (Traditional & Distance Combined)	90.0%	92.0%	91.9%	93.7%	92.1%

Success Overall

	2015-16	2016-17	2017-18	2018-19	2019-20
Traditional	80.1%	77.2%	77.6%	86.8%	85.2%
Distance Education	70.3%	80.2%	78.7%	81.3%	77.8%
Total (Traditional & Distance Combined)	75.2%	78.4%	78.2%	83.6%	80.9%

Retention & Success by Gender

	Art AY 19-20 Retention	Art AY 19-20 Success	College Wide AY 19-20 Retention	College Wide AY 19-20 Success
Female	91.7%	80.8%	85.1%	73.5%
Male	93.1%	81.0%	88.2%	79.2%
Unreported	81.3%	81.3%	87.4%	74.4%



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Retention & Success by Age

	Art AY 19-20 Retention	Art AY 19- 20 Success	College Wide AY 19-20 Retention	College Wide AY 19-20 Success
17 or Younger	97.5%	88.5	94.0%	87.7%
18-19	91.6%	75.9%	85.2%	70.2%
20-24	92.4%	78.1%	83.7%	69.8%
25-29	90.3%	78.8%	85.9%	74.6%
30-34	90.7%	81.4%	85.4%	76.1%
35-39	88.3%	81.8%	86.4%	79.1%
40-49	95.0%	87.0%	88.8%	81.8%
50+	88.4%	86.0%	86.9%	81.1%
Not Reported	100%	100%	100%	100%

Retention & Success by Ethnicity

	Art AY 19-20 Retention	Art AY 19-20 Success	College Wide AY 19-20 Retention	College Wide AY 19-20 Success
African Am	92.6%	77.6%	80.7%	67.0%
Am Indian	93.5%	85.2%	84.3%	73.1%
Asian	100%	93.5%	91.3%	85.2%
Filipino	91.9%	100%	91.9%	81.6%
Hispanic/Latino	83.3%	78.7%	85.8%	74.0%



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	Art AY 19-20 Retention	Art AY 19-20 Success	College Wide AY 19-20 Retention	College Wide AY 19-20 Success
Not Reported	75.0%	83.3%	89.2%	83.4%
Pacific Islander	90.8%	50.0%	81.8%	73.0%
Two or More	90.8%	70.8%	83.6%	71.3%
White	92.0%	83.4%	88.4%	79.6%

Retention & Success by Ed Plan

	Art AY 19-20 Retention	Art AY 19-20 Success	College Wide AY 19-20 Retention	College Wide AY 19-20 Success
Abbreviated	94.1%	83.7%	85.3%	72.9%
Comprehensive	93.8%	81.9%	88.4%	73.6%
Both Abbr/Comp	92.2%	80.4%	85.6%	78.3%
Other Ed Plan	87.5%	87.5%	78.9%	73.2%
Exempt	100%	90.0%	92.4%	85.6%
FSEP	100%	100%	92.6%	81.5%
No Ed Plan	89.5%	78.4%	86.1%	76.7%



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Retention & Success by Matriculation

	Art AY 19-20 Retention	Art AY 19-20 Success	College Wide AY 19-20 Retention	College Wide AY 19-20 Success
Fully Matriculated	92.8%	81.4%	86.6%	75.7%
Not Fully Matriculated	91.3%	80.2%	86.5%	76.5%

Completion

		2015-16	2016-17	2017-18	2018-19	2019-20
Art History AA-T	A.A. For Transfer	0	0	4	1	2
Studio Arts AA-T	A.A. for Transfer	4	1	4	3	4
Liberal Arts: Arts/ Humanities AA	Associate in Arts	72	81	93	124	133

6.2 – Course List with Student Learning Outcomes

Below is a list of the courses within the program, with their associated Student Learning Outcomes:

ART C101 – Introduction to Art

1. Evaluate and critique works of art and architecture based on formal elements and principles of design and employing appropriate art historical terminology
2. Analyze, evaluate, and distinguish materials and techniques used for creating art and architecture
3. Differentiate historical perspectives and critical templates used to explain and contextualize works of art.
4. Identify, analyze, and discuss the functions of art and architecture and the roles of artists in diverse cultures



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5. Create individual focused art projects demonstrating awareness of various art media.

ART C105 – Survey of Western Art from Prehistory through the Middle Ages

1. Identify, examine, and assess representative works of art and architecture from prehistory through the Middle Ages employing appropriate art historical terminology.
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
3. Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the Middle Ages.

ART C106 – Survey of Western Art from Renaissance to Contemporary

1. Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology.
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance to the contemporary period.

ART C107 – Survey of Asian Art

1. Identify, examine, and assess representative works of art and architecture from the non-Western art historical periods covered in this course employing appropriate art historical terminology.
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the non-Western art historical periods covered in this course.

ART C108 – Modern Art

1. Identify, examine, and assess representative works of art and architecture from the modern period employing appropriate art historical terminology.
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values..



Art History for Transfer Program Review

3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the modern period.

ART C111 – Two-Dimensional Design

1. Demonstrate a working knowledge and understanding of the basic elements of two-dimensional art, including line, shape, texture, value, color, and spatial illusion;
2. Demonstrate a working knowledge and understanding of the organizing principles of two-dimensional art, including balance, proportion, repetition, contrast, harmony, unity, point of emphasis, and visual movement;
3. Independently produce visual compositions and problem-solving projects that successfully incorporate the basic elements and organizing principles of two-dimensional art;
4. Make individual aesthetic decisions and judgments related to their own artwork;
5. Skillfully use a variety of artistic materials, techniques, and tools;
6. Translate ideas and visual experience into images;
7. Discuss, critique, and evaluate two-dimensional compositions;
8. Examine, compare, and analyze historical and contemporary examples of two-dimensional art.

ART C115 – Three-Dimensional Design

1. Identify and understand the formal elements and organizing principles of three-dimensional art;
2. Independently produce objects, forms, and problem-solving projects that successfully incorporate the basic elements and organizing principles of three-dimensional art;
3. Discuss, describe, analyze, and critique three-dimensional works of art through references to the formal elements and principles of design;
4. Make individual aesthetic decisions and judgments related to their own design work;
5. Translate ideas and visual experience into 3-dimensional forms;
6. Recognize specific design elements and principles in works of art as well as in the everyday physical world around them, throughout history and across cultures;
7. Compose in three dimensions and work with a variety of media which may include (but is not limited to) clay, wood, metal, paint, plaster, paper, mixed media, and digital technology such as 3D scanners and printers.



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ART C121 – Drawing I

1. Observe and accurately render three-dimensional objects on a two-dimensional surface.
2. Create drawings that demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems.
3. Utilize a variety of lines and mark making in drawing.
4. Organize spaces and objects within a drawing according to basic principles of design and composition.
5. Accurately describe forms and space through gradations of value.
6. Utilize and apply a range of drawing materials and techniques.
7. Develop expressive content through manipulation of line, form, value, and composition.
8. Evaluate and critique class projects using relevant terminology in oral or written formats.
9. Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing.

ART C131 – Painting I

1. Create paintings that evince a working knowledge of the physical properties of painting materials.
2. Organize and apply the basic formal elements and principles of design in paintings.
3. Apply the principles of perceptually and theoretically based color theory to painting projects.
4. Construct and prepare painting surfaces and supports.
5. Develop expressive content through manipulation of mark, color, value, and composition.
6. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.
7. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.
8. Safely handle and use studio painting materials and equipment.



Art History for Transfer Program Review

ART C141 – Ceramics I

1. Differentiate clay varieties and ceramic processes.
2. Create ceramic forms utilizing pinch, coil, soft slab, hard slab, and throwing techniques.
3. Produce and apply surface treatment to ceramic forms.
4. Assess and critique ceramics in group, individual, and written contexts using relevant critique formats, concepts and terminology.
5. Understand a safe use of studio equipment, tools, and materials.

ART C151 – Sculpture I

1. Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the use of digital technologies such as 3D printers and scanners.
2. Produce sculpture projects using the basic tools and forming techniques of sculpture (manipulative, substitution, subtractive, additive, fabrication, assemblage etc.) in a safe and appropriate manner.
3. Display basic skills and craftsmanship in sculpture media using the formal principles of design and visual elements.
4. Create sculptural works that demonstrate understanding of representational, abstract, non-objective, or conceptual imagery.
5. Examine and describe historical and contemporary developments, trends, materials, and approaches in sculpture.
6. Assess and critique sculptural works in group, individual, and written contexts using relevant critique formats, concepts and terminology.
7. Safely utilize tools and specialized equipment.

ART C121 – Drawing I

10. Observe and accurately render three-dimensional objects on a two-dimensional surface.
11. Create drawings that demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems.
12. Utilize a variety of lines and mark making in drawing.



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13. Organize spaces and objects within a drawing according to basic principles of design and composition.
14. Accurately describe forms and space through gradations of value.
15. Utilize and apply a range of drawing materials and techniques.
16. Develop expressive content through manipulation of line, form, value, and composition.
17. Evaluate and critique class projects using relevant terminology in oral or written formats.
18. Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing.

ART C131 – Painting I

9. Create paintings that evince a working knowledge of the physical properties of painting materials.
10. Organize and apply the basic formal elements and principles of design in paintings.
11. Apply the principles of perceptually and theoretically based color theory to painting projects.
12. Construct and prepare painting surfaces and supports.
13. Develop expressive content through manipulation of mark, color, value, and composition.
14. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.
15. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.
16. Safely handle and use studio painting materials and equipment.

ART C141 – Ceramics I

6. Differentiate clay varieties and ceramic processes.
7. Create ceramic forms utilizing pinch, coil, soft slab, hard slab, and throwing techniques.
8. Produce and apply surface treatment to ceramic forms.
9. Assess and critique ceramics in group, individual, and written contexts using relevant critique formats, concepts and terminology.



Art History for Transfer Program Review

10. Understand a safe use of studio equipment, tools, and materials.

ART C151 – Sculpture I

8. Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the use of digital technologies such as 3D printers and scanners.
9. Produce sculpture projects using the basic tools and forming techniques of sculpture (manipulative, substitution, subtractive, additive, fabrication, assemblage etc.) in a safe and appropriate manner.
10. Display basic skills and craftsmanship in sculpture media using the formal principles of design and visual elements.
11. Create sculptural works that demonstrate understanding of representational, abstract, non-objective, or conceptual imagery.
12. Examine and describe historical and contemporary developments, trends, materials, and approaches in sculpture.
13. Assess and critique sculptural works in group, individual, and written contexts using relevant critique formats, concepts and terminology.
14. Safely utilize tools and specialized equipment.