

2023-24 Program Review

Program Name: Art History

Program Contact: Cheyanne Cortez

Academic Year: 2023-2024

Status:

Updated on:

1. Description of Program (200-400 words)

Art history is the investigation of humanity through the critical analysis of visual arts as expressions of people throughout time and around the world.

The Art History program is part of the Art Department, which also includes 2D Art, 3D Art and Photography. The program offers an AA, AA-T and CA. Three to four art history courses are also required for Studio Art majors for both the AA and AA-T degrees.

The programs faculty are passionate about fostering academic excellence and ensures equitable outcomes. (Mission and Values) We strongly support the solidarity statement and recognize that we have work to do. The Art History program's foundation is an old and outmoded Eurocentric point of view, with the exception of some parts of Art 101, ART 104, and Art 105. We are committed to expanding our pedagogy to incorporate other ways of presenting art history that are more inclusive of other cultures and world views. (Statement of Solidarity)

The art history faculty believe in strengthening educational offerings, interventions, and support programs that increase both in-person and online student access, success, and completion. (District Strategic Goals) This is important because we have seen a significant enrollment increase due with the SB893, AB540, and AB1232 fees exemptions. We regularly participate in professional development and QOTLE/DE training to support innovations in teaching and learning necessary to respond to changing student demographics, learning styles, and technology. (Strategic Priorities)

2. Results of Previous Program Review (200-500 words)

Our previous (2021) goals

1. Hire a full-time art history professor.
2. Improve equity gap and success rates for Black and International Asian students.

Results Achieved

Goal #1 has been successfully met. A full-time art history professor (Cheyanne Cortez) was hired August 2022.

Goal #2 has not been met. There is not much increase in enrollment for Black and International Asian students. The 22-23 cycle: 5 Black and 13 International Asian students in comparison to 20-21 cycle: 2 Black and 8 International Asian students. The program must continue with intention to improve these gaps.

Changes Implemented

Goal #2 is still worth pursuing.

Plans still in progress

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Goal #2 - The program must continue with intention to improve these gaps. We will reach out to the International Education program promote Art History courses, especially hybrid courses, since international students are required to take on-campus classes. We will also reach out to Umoja, that supports Black students, to see how we can collaborate or promote Art History courses.

Any notable or surprising results and outcomes

Due to fulfilling Goal #1, student enrollment, success, and retention rates increased compared to 19-20 cycle, pre-COVID and the retirement of previous full-time art history instructor (Dr. Janet Black). Enrollment (89.2% increase). Success (11.8% increase). Retention (5% increase).

a) Any curriculum or programmatic changes since last program review

The art history fall/spring/summer calendars were made more consistent by offering both in-person and online for most classes. This continuity encourages students’ retention and success in their preferred modality.

b) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment:

Artificial Intelligence in the classroom. Art history faculty have been involved in Spring 23 FLEX presentation and CSM A.I. Workgroup to address issues of A.I. in the classroom. The key issues with A.I. & students are student accountability, the development of required critical thinking skills, and accurate measurements of course comprehension. Our art history faculty have developed A.I. plagiarism disclosures for class syllabi and Canvas classrooms in accordance with CSM Student Services academic policies. We are committed to ongoing monitoring and assessment of students’ use of A.I. by discussing, developing, and sharing various activities, assignments, and interventions within our classrooms.

3. Current Program Review (200-400 words)

a) Student population equity:

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. Student enrollment, retention, and success rates increased compared to 19-20 cycle (pre-COVID and the retirement of previous full-time instructor, Dr. Black)	Faculty with discipline expertise and progressive reforms in online and in-person classroom lectures and assessments.	Full-time art history instructor was hired Fall 2023.	
2. Student enrollment, retention, and success rates increased compared to 19-20 cycle (pre-COVID and the retirement of previous full-time instructor, Dr. Black)	All classes (ART 101-ART 105) offered in both modalities each semester allow for students’ schedule flexibility and modality preferences.		

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<p>3. Success rates are lowest for our Hispanic (67%), Native America (67%), Black (60%), and Pacific Islander (50%) student.</p>	<p>We attribute this to a lack of communication with learning support centers and student services to help students who need academic and personal support.</p>		<p>Communicate more closely with learning support centers and student services and implement early-interventions to aid students earlier in the semesters. We will reach out to the International Student program promote Art History courses, especially hybrid courses, since international students are required to take on-campus classes. We will also reach out to Umoja and student clubs/organizations (Katipunon, Puente, and Vakatasi Pasefika) to see how we can collaborate or promote Art History courses.</p>
<p>4. We have low numbers of Black (5) and Pacific Islander (6) students.</p>	<p>While our numbers for Black and Pacific Islander students is low, it is less than a -2% margin of deficiency compared to the college-at-large.</p>		<p>Create more GE transferable courses in the art history program, specifically courses in non-Western European such as African, Oceanic, and Hispanic (including Pre-Columbian) art. We will also reach out to Umoja and the student organizations Vakatasi Pasefika to see how we can collaborate or promote Art History courses.</p>

b) Modes of Delivery equity:

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p>1. There is a larger success gap between in-person and online classes. The last program review cycle, in-person had a 5% advantage. This current program review cycle, in-person had a 12% advantage.</p>	<p>We can attribute some of this widening success gap to COVID. We suspect that offering 5 in-person sections creates a more accurate assessment of student success in the two available delivery methods: online and in-person.</p>	<p>Art history faculty acknowledge that online teaching lacks the teacher/student interaction and student motivation necessary for successful learning. However, we are passionate about changing, improving our online classrooms with new lecture tools, resources, assignments, and assessments.</p> <p>We also feel that certain online practices, such as recording and posting lectures on Canvas, are very helpful to all students and we will continue this. Online office hours are also very helpful when students cannot make in-person times. We all use Canvas as both our online and in-person course organization tool now.</p>

(c) Challenges and Opportunities:

Our previous program review requested a full-time art history professor with the expertise and time to revamp the art history curriculum and address equity glaring gaps. Now that we have hired a full-time instructor, this work can begin.

4. Planning

a) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
1. Review and adjust all classes (ART 101 – ART 105) SLO to improve student preparation for both transfer, upper-division courses, and professional experiences.	Depending on the results, SLO adjustments may include a standardization of student research activities, inclusion of museum/gallery exposure, and college and external internship opportunities.	Art history faculty will require PRIE support to track and survey art history AA-T, CA, and AA alumni.
2. Students' conscious use of Artificial Intelligence	The key issues with A.I. & students are student accountability, the development of required critical thinking skills, and accurate measurements of course comprehension.	While art history faculty have developed A.I. plagiarism disclosures in accordance with CSM Student Services academic policies, we are committed to ongoing monitoring and assessment of students' use of A.I. by discussing, developing, and sharing various activities, assignments, and interventions within our classrooms.
3.		

b) Program goals

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Create and institute a GE-transferable course "Art Appreciation & Visual Literacy/Into to Art and Visual Culture"	Follow CSM Curriculum Committee course submission process to create and include course into AA-T and CA credits.	The course will be inclusive approach to art history teaching a wide range of multicultural, historical, and contemporary art works, art media, art history, art ideas, and art practices are presented through illustrated lectures, discussions, field trips, and guest lectures. Therefore, this course will address our equity gaps, for better diversity and to appeal to a wider range of our students.	Submit course proposal Spring 2024	Full-time art history professor (Cheyanne Cortez) in collaboration with adjunct art history faculty	Approval from CASS Dean (Jeanne Marie V.) and CSM Curriculum Committee

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2. Increase student retention and success.	Offer at least one section of each course in both modalities (online and in-person) each semester.	Offering each class (ART 101 – 105) in students’ preferred modality will help encourage students to enroll and continue through the survey series of classes.	ASAP as long as enrollment numbers show student interest/need	Full-time art history professor (Cheyanne Cortez) in collaboration CASS Dean (Jeanne Marie V.)	Requires adjunct art history faculty ability to take on more classes and/or to hire more art history faculty.
3. Improve Art History web and social media presence	Update Library Research Guides and CSM Art History Program website, and create an Art History Program Instagram account. This includes display photos, faculty listings, Alumni stories/work, Faculty work, student testimonials.	Creating a more relevant and consistent representation of the program, its courses, and faculty will increase enrollment, retention, and success rates. It will communicate a more transparent and humanizing connection with our students.	Fall 2023/Spring 2024	Full-time art history professor (Cheyanne Cortez) in collaboration with adjunct art history faculty	Art History Library Research Guides: collaboration with CSM Reference Librarian (Teresa Morris) Art History Program website: Community Relations and Marketing department (Valerie Tyler)
4. Create and institute GE-transferable Non-Western classes (such as California Art & Architecture, Latin Art & Architecture, Global Contemporary Art)	Follow CSM Curriculum Committee course submission process to create and include courses into AA-T and CA credits.	These courses are an inclusive approach to art history teaching a wide range of multicultural, historical, and contemporary art works, art media, art history, art ideas, and art practices are presented through illustrated lectures, discussions, field trips, and guest lectures. These courses will address our equity gaps, for better diversity and to appeal to a wider range of our students.	Submit at least one course proposal during Fall 2024	Full-time art history professor (Cheyanne Cortez) in collaboration with adjunct art history faculty	Approval from CASS Dean (Jeanne Marie V.) and CSM Curriculum Committee
5. Provide more innovative forms of lecture and assessment	Apply for a CSM Innovation Grant to hire an independent contractor to create a Viewmaster compatible smartphone application that is	Using our Viewmaster VR headsets in class lectures and assignments/projects will be a dynamic digital approach to art history teaching and may be more appealingly to a wider range of our students.	Spring 2024	Full-time art history professor (Cheyanne Cortez) in collaboration with adjunct art history faculty	Approval from CASS Dean (Jeanne Marie V.) and CSM Innovation Grant Committee

a template for instructor and student virtual gallery/exhibition walls and touring through Google Maps.				
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5. CE Only

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:
 - [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
 - [Employment data](#) (by Program Top Code) from the State Chancellor's Office
- b) Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.
- c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc.).
- d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?