



Annual Program Review 2012-2013 - INSTRUCTIONAL REPORT

Division - Program

ART HISTORY

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

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1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Art History	2008-2009	193	9	653	31.9%	91.0%	61.5%	1
	2009-2010	194	9	658	23.4%	91.6%	66.3%	0
	2010-2011	191	9	676	20.0%	99.0%	60.0%	1
	2011-2012	178	9	658	32.6%	98.1%	64.2%	0
	% Change	-7.7%	-8.5%	+0.8%	+0.6%	+7.1%	+2.8%	-100.0%
	Four-Year Trend	stable	stable	stable	stable	stable	stable	decreasing

1.1 Describe how these trends have affected student achievement and student learning:

The data demonstrates that the courses in Art History continue to fill at a very high rate, near 100%, and our success rate is stable and/or increasing. Demand for courses is high and will only be intensified by the decline in courses being offered.

1.2 Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

One of the most significant impacts upon our program is the decline in FTEF. As the college reduces overall the number of courses offered, obviously it has begun to impact our program. Demand for our courses, since they are IGETC, is increasing at the same time as our total number of courses is decreasing. This may, in the long run, affect student's ability to transfer on time due to the restricted course offerings.

2.0. Student Learning and Curriculum

Course Level

Year	SLOAC Course Count		% of Courses Assessed
2010-2011	13	100.0%	92.3%
2011-2012	12	100.0%	91.7%
% Change		+0.0%	-0.6%
Four-Year Trend		stable	stable

Provide the following information on each department and program within the division.

List each program within the division	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed	
	N / N	%	N / N	%	N / N	%
Art History	17	80%	13	61%		

2.1 Please comment on the percentages above.

Our program is fully SLOAC compliant, with a regular schedule of SLO assessment in place. The slight reduction in courses assessed may be due to FTEF reductions. The majority of courses have had SLOs written into the Course Outline, but there are some courses which are offered so intermittently that it is only now their Course Outlines are being reviewed and updated to include SLO's. By the conclusion of the 2012-2013 school year, all courses will have identified SLOs.

Sixty-one percent of courses have been assessed, the lower number due once again to the intermittent nature of many of our courses. Some are only offered once every three or four years. As we proceed through the cycle of offering those limited classes, the number of courses will obviously rise dramatically.

2.2 Using the results from your division/departments recent assessment reports, please summarize any pedagogical or curricular changes that have been made as a result of your course assessments.

Our assessments have demonstrated the continuing adequacy of course content. Our department continues to hold regular meetings to assess and review pedagogical techniques and best practices, which has resulted in stimulating new teaching techniques.

- 2.3** Please list all courses which have been reviewed in the last academic year.
Note: Curriculum Review is required by the Chancellors Office every 6 years.

Art 101, 102, 113, 118

Degree, Certificate, Program Level

List each degree and certificate, or other program* within the division	AA/AS Degree PLO Identified		AA/AS Degree Assessment Cycles Completed		Certificate PLO Identified		Certificate Assessment Cycles Completed	
	YES	NO	YES	NO	YES	NO	YES	NO

- 2.4** Please comment on the percentages above.

There are no certificates for Art History. Currently Art History is taught as general education courses satisfying the Humanities requirement for IGETC. Although there is an option for an AA degree under the Art major, it is not a practical option in today's culture. Jobs for Art History majors are limited to MA and PhD recipients.

- 2.5** Using the results from your division/departments recent assessment reports, please summarize any changes that have been made as a result of your program level assessments. Your summary should include a summation of the results of all degrees, certificates, and other programs which were recently assessed.

All assessment reports show that no major changes are necessary at this time. As we do not offer certificates and limited degree possibilities, all courses assessed meet our PLO.

- 2.6** Please list all degree/certificate programs within the division that were reviewed in the last academic year.

N/A

- 2.7** What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply.

X	Curricular development/revisions of courses
	Curricular development/revision of programs
X	Increased improved SLO/PLOs in a number of courses and programs

X	Other dialog focused on improvements in student learning
	Documented improvements in student learning
X	Increased/improved SLO/PLOs in a number of courses and programs
	New degree or certificate development
X	Best Practices Workshops
X	Conference Attendance geared towards maintaining or improving student success
	Division Retreat in 2011-2012
X	Division or department attendance at Staff Development activity geared towards maintaining or improving student learning
X	Division Meeting Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

As a result of faculty involvement and discussion, student learning has been at a very high rate for the past five years.

3.0 Reflection and Action Plans

- 3.1** Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program

Strengths

List the current strengths of your program

1. We have been able to attract a very strong adjunct staff, often leaders in their field
2. Faculty engagement in conferences, curricular planning, SLO committees, and long-range planning for the college
3. Faculty willingness to try new pedagogical avenues, discuss and share best practices, including technology in and out of the classroom.

3.2 Weaknesses

List the current weaknesses of your program

1. Our department will be losing one full-time PhD instructor, who also served as the department chair for some time. This leaves only one full-time instructor for the entire department.
2. Given the large number of adjuncts and their commitments, there is some difficulty finding a time when all can meet as a department.
3. The reduction in FTEF has made it difficult to serve the student population who are looking to fulfill IGETC requirements.

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
There is a need to hire a FT replacement for our retiring colleague	While there no changes that need to take place in SLOs at this time, given the excellent results the department has had so far, it would be difficult (if not impossible) to maintain our success rates without the replacement of Trudi Abram with another full time instructor. Our departmental success has been based upon the co-operation of the two full time instructors, with the much needed assistance of a supportive adjunct staff. The continuation of our success, however, hinges upon having, at minimum, two full time instructors.	To maintain the integrity of our SLOs and PLOs, there needs to be the continuity of a core of full time instructors, at minimum two.

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2011 PROGRAM REVIEW**ART HISTORY*****FTF Art History*****I: VPA.AH-1****Section 4
IHAC Request**

If this is a repeat request, please list the Resource ID code or year requested: _____

- 4.1** The Office of Instruction will provide data on instructional hires during the past five years, including zzzz the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	1
b) Number of full-time faculty assigned to the Program in 2005	2
c) Does this position cover classes currently taught by adjuncts? Yes or No	Yes
c) Does this position contribute to program expansion? Yes or No	No, though it could in the future

4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	1
2. Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees & participation).	2012-13 1 2013-14 2 or 3
3. CPF INDEX (Total of # 2 divided by #1)	2 or 3

4.3 Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
None			

4.4 How does this assignment relate to the college's Mission Statement?

GCC's mission statement calls for a "rich and rigorous curriculum," as well as a supportive environment. Given the reduction in full-time faculty within the Art History department, it has become more difficult to offer the "rich and rigorous curriculum" called for in the Mission Statement. Rigor demands a degree of continuity and given the retirement of Dr. Trudi Abram, the department's chair and only other full-time faculty member, in 2012 the department is short on continuity. Furthermore, the Mission Statement calls for developing students' critical skills and assisting the students in their college experience. Given the fact that most of the adjuncts within the Art History department teach at other institutions, it becomes increasingly difficult to offer students the personal attention they need to develop those skills and have that enriched experience which makes GCC such a valued place of learning. The hiring of a replacement for Dr. Abram would go a long way to ensure the department's continued excellence, academic rigor, and student success.

4.5 How does this position relate to the objectives and functions of the college?

- a) Associate Degree b) Transfer to a four-year institution c) Career and Technical Education
d) Basic Skills development e) Noncredit Adult Education f) Personal enrichment

Of the 6 objectives/functions of the college, a replacement full-time instructor would address 4:

- a) The Art History department has developed an AA-T degree, but the success of that degree would depend upon a stable core of full-time faculty to ensure the rigor and continuity of the program. Twenty-two sections of Art History were offered in Spring 2013 with only one full-time instructor and seven adjuncts. The sheer number of instructors makes it difficult to ensure stability, continuity, and the success of the AA-T degree. Furthermore, Art History courses are required to fulfill the AA-T in Studio Art, as well as Film and Photography, so the strength of the department is essential to multiple AA-T degree programs.
- b) Our classes fill every semester and Spring 2013 was no different. Twenty-two sections were closed by the beginning of the semester as students sought to fulfill their IGETC requirements. There is a difficulty when it comes to staffing numerous courses as more than half of the adjuncts within our department teach at a variety of different institutions. The replacement of Trudi Abram would first, ensure some stability within the department by easing staffing constraints and second, would allow future expansion of the department (should budget issues ease) to fulfill continuing demand for IGETC courses. Currently our fill rate stands at 98.1% but our full time faculty ratio beginning in 2013 will stand around 20%.
- c) In order for students to earn certificates in Animation, Studio Art, Photography and Architecture, they are required to take Art History courses. As stated in both A and B above, the replacement of Trudi Abram with another full-time faculty member would ensure both the strength of the program and well as allow the offering of the necessary (and often specialized) classes students need to complete their certificates in these fields. Particularly with the state of the current economy, a significant portion of students in our Art History classes are attempting to obtain their certificates and are often returning students looking to expand their hiring potential.
- f) Though the majority of our students are either IGETC- or Certificate-oriented, the Art History department prides itself on offering a window into the world of art and architecture in what, for many students, may be their only chance for such an experience during their college career. While our adjuncts are fantastic and knowledgeable instructors, there is nothing like having a full-time instructor as a presence on campus to create a more personal and enriching experience. Many students, in order to expand their knowledge, desire to take the same professor for more than one class, to develop a more scholarly and personal relationship as they would experience at a 4-year institution. It is difficult to establish this sense of continuity and scholarly development when most of the department are adjuncts who are responsible to multiple institutions. The hiring of a full-time instructor would go a long way towards enriching the personal experience of students on this campus.

- 4.6** Describe how this position enhances student success. Ex: enhances instructional skills, meets community or industry needs. Contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

As stated above, Art History courses fulfill both IGETC and Certificate requirements in a number of disciplines. The replacement of Dr. Abram's position would ensure that the department continues to achieve the student success for which it is already known. This success requires coherence across the discipline, and that coherence can only be achieved when there is some stability in the department, particularly for 22 sections. One full-time instructor, who also has to schedule, evaluate, develop curricula, etc., is not a recipe for stability. Furthermore, given the demand for Art History courses, the department would have no chance to expand in the future and better times, without having the faculty necessary to do so.

- 4.7** Are there anticipated negative impacts for not hiring this position? If so describe.

Yes, negative impacts are to be expected if Dr. Abram's position is not replaced. The reliance on adjuncts for the staffing of the vast majority of classes with her loss has placed a strain on the department. First, I am only recently tenured and yet now find myself Department Chair and the amount of paperwork (particularly with SLOs, PLOs, Accreditation, developing an AA-T, and new course outlines) is overwhelming. In the past Dr. Abram and I worked to together to share this load. Second, scheduling has become a major issue since the most of the adjuncts within the department teach at multiple schools. With Dr. Abram's retirement, the increase of the number of adjuncts within the department has exacerbated the difficulties of scheduling. This could mean in the future that students will find that classes cannot be offered at the times that they need...or simply not offered at all, delaying their IGETC or Certificate completion. The dangers of having such a large and necessary department based primarily on adjunct instructors was clearly evidenced in the Fall 2012 semester. One adjunct who taught crucial Certificate-required classes quit before the semester began when she found a full-time job elsewhere. This was quickly followed by the pregnancy leave of another adjunct and then mid-semester another adjunct tragically passed away. The entire semester was spent scrambling to replace missing instructors as well as a rush to find new emergency hires for the Spring 2013 semester. Finally, while the department's adjunct instructors have been outstanding in their service to the college, many of them are obviously looking for and finding full-time positions elsewhere. A constant revolving door of emergency and replacement adjunct hires cannot serve the department well. It diminishes the department's rigor and prestige within the greater college community. I've no desire that the Art History department at GCC become considered "second rate" and the replacement of Dr. Abram with go a long way to maintaining its current excellence. Finally, I am ten years away from retirement. A full-time hire needs to be made soon to ensure a smooth transition, given that it takes at least four years to achieve tenure. I was placed in the uncomfortable position of achieving tenure and then made chair almost immediately afterward. This I would not wish upon anyone as there is a definite learning curve required to do this job properly.

Are there any other special concerns not previously identified? If so, please explain.