

1. Assessment Plan - Four Column



PIE - Humanities & Social Sciences: Art History Unit

Narrative Reporting Year

2017-18

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Program Planning Dialog: 1. Department meeting discussions.

2. Monthly curriculum meetings.

3. Tenure-team planning. (Hire and evaluation process for new AHIS hire.)

4. Formal department email communications.

5. Monthly meetings with Dean.

6. Meetings or email exchange with Facilities and Presentation Services representatives.

External Conditions, Trends, or Impacts: 1. Campus-wide slow enrollments (2015–16; 2016–17; 2017–18)

2. Division-wide classroom shortage (2015–16; 2016–17; 2017–18)

3. Campus-wide parking shortage (2015–16; 2016–17; 2017–18)

4. Difficulty attracting and retaining qualified instructors (ongoing since 2000; 2017–18).

The nearest Art History graduate programs are at USC, UCLA, UCI, UCR, CSU Long Beach, and CSU Northridge. Although CSU Fullerton and CSU Los Angeles offer a graduate degree in Art with an Art History concentration, the programs are not thriving and not producing graduate students (potential instructors) in the discipline.

5. Demand to update Area-AA degree (Humanities) (2016–2017; 2017–18)

6. Creation of new, autonomous AHIS Department (2016–2017; 2017–18)

7. Aggregation of three courses to AHIS Department and stewardship of additional AA degree (2016–17)

Internal Conditions, Trends, or Impacts : 1. Facilities: Campus-wide classroom shortage (2015–16; 2016–17; 2017–18)

The Art History program has insufficient classroom space to meet student demand. This has limited our ability to offer courses when students want them; this has limited our ability to respond to Division requests to grow.

2. Facilities: Overcrowded classroom space (ongoing)

The existing classrooms and desks/occupancy appears in 26D-2411 and 2220 appear to be in violation of CA Fire Code, Part 9, which indicates a maximum of 1 student per 20 sq ft of classroom space. Furthermore, the interest in further impacting already-crowded classroom space with additional "student stations" in order to maximize utilization is not in the best interests of students or instructors. The already crowded conditions are already a hazard (aisle too narrow, ADA accessibility is nil or severely compromised); faculty are unable to give students one-on-one help at their desks, unable to utilize the instructional facilities; students are unable to reconfigure the room into small groups or discussion circles.

3. Human Resources: Ongoing full-time faculty shortage. (2015–16; 2016–2017; 2017–18)

Third full-time faculty member was hired in August 2016 in Art History, but the FT:PT ratio is still hovering around 40:60

4. Facilities: Smart-classrooms are not so smart anymore (2016–2017; 2017–18)

Hard-wired technology is limiting our ability to integrate virtual reconstructions and walk-throughs into our history of art and architecture courses. Projectors are outdated and malfunctioning. Technology is insufficient for a visually-oriented discipline.

5. Curriculum: Non-productive competition between AHIS 1 and ARTB 1, duplicate courses and ARCH 250 and 251 (World Architecture), 100% overlap courses. (Ongoing; 2016–17; 2017–18)

At present the AHIS/ARTB duplication problem is stable. Since we are losing enrollment campus-wide, the Fine Arts Department has cut back the number of ARTB 1 sections they are offering. They are unable to fill their sections. Last year, the ARCH program began offering 3 sections of World Architecture on Fridays only and we have seen a consequential reduction in demand for Friday AHIS courses. However, ARCH 250/251 have been modified to include a architecture lab component which will differentiate ARCH courses from AHIS courses.

6. Facilities: Insufficient office space for FT and adjunct instructors. (Ongoing; 2017–18)

The lack of adequate office and working spaces for Art History faculty continues to have a negative impact on student accessibility and success.

7. Curriculum and Facilities. (2015–16; 2016–2017; 2017–18)

AHIS Department has absorbed three new courses: LATN 1, LATN 2, and HUMA 1. (new courses require facilities in which to teach courses). AHIS has also expanded its Honors offerings (AHIS 11H, LATN 1H, LATN 2H, HUMA 1H) and added one course in Professor Caldwell's service area (AHIS 13).

8. Curriculum: AHIS Department was the de facto custodian of AA-Liberal Arts (Humanities). (2015–16; 2016–2017; 2017–18)

This year, the taskforce for review of the AA-Humanities amended the degree and proposed housing the degree in the Art History Department. Senate approved the amendments and housing on April 26, 2018.

9. Full-time and adjunct staffing. (2015–16; 2016–2017; 2017–18)

In 2017–2018, we lost one adjunct instructor (death) mid-term, Fall 2017; a second adjunct instructor was diagnosed with cancer and unable to teach Winter 2018 and Spring 2018 courses; a third adjunct instructor was unable to teach Spring 2018 due to a family emergency; a fourth adjunct instructor was unable to complete Spring 2018 due to a medical procedure; and a fifth adjunct instructor was offered a FT, tenure-track position and will be leaving us, effective Fall 2018. An exorbitant amount time and energy was spent resolving scheduling and staffing crises during this academic year. The FT and PT faculty shortage has created problems with staffing and subbing; the adjunct faculty evaluation process has been multiplied.

Critical Decisions Made by Unit: 1. Five new adjunct instructors were hired on a regular or emergency basis to staff and sub courses.

2. AHIS total offerings restricted to what we can offer in two classrooms. We have had to limit our offerings due to limited instructional space.

3. AHIS is rotating Honors courses, partly due to faculty shortage and partly due to room shortage. We have returned to Honors, attempting to offer at least one Honors course each semester, staffed by full-time faculty.

4. AHIS continues to be heavily reliant on adjunct staff (ratio remains about 45:55). We have attempted to maintain instructors who are flexible in their schedules, reliable once scheduled, and able to teach multiple preps.

5. AHIS has expanded offerings of AHIS 4-DL and 5-DL.

6. AHIS has expanded DL offerings wherever possible.

7. AHIS has largely limited the number of evening classes and has introduced more variety in evening offerings. The AHIS Department has also reduced Friday offerings in response to weak enrollment on Fridays.

8. The AHIS program faculty have written four new Honors courses (AHIS 11-H, LATIN 1 and 2-H, and HUMA 1-H) and one new course (AHIS 13–World Art and Visual Culture) in order to return Art History to the Honors Program, and in order to maintain diversity and a strong "humanities" presence in the program. Due to problems in the Curriculum process, these courses were delayed (e.g. AHIS 11H was submitted in August 2016) but should be ready to schedule in Fall 2019.

9. AHIS faculty members have served in the following areas:

- review taskforce for AA-Liberal Studies (Humanities)
- faculty hire prioritization taskforce (Senate appointed)
- C&I (Senate appointed)
- Faculty Association (Department appointed)

10. AHIS has worked with Presentation Services to develop a proposal for 21st century smart classrooms to meet our pedagogical, visuals-centered needs in Art History and Humanities.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. A new Department of Art History was created, effective Fall 2016.

2. Student Achievements:

Orlando Pelayo (former AHIS 1 student in Professor Caldwell's class) has notified Professor Caldwell and the Department that he was accepted to the School of Cinematic Arts at USC. The purpose of his email was to thank Professor Caldwell: "I would like to reserve the purpose of this message to thank you with my heart for being such a welcoming and empathetic professor. Your Introduction to Visual Arts class armed me with the vocabulary necessary to express myself more freely and confidently in regards to my focus of study, cinema. I really enjoyed your introduction to the many revolutionary artists and activists studied in class. I must say that your approach to art criticism and appreciation from a social justice perspective was immensely rewarding and inspiring to me. In a nearby future, I hope to visit you again to say hi personally and share my experiences at my new school."

Kristin Ho (AHIS and Jack Kent Cooke Scholarship Recipient, Mt. SAC 2016) sent an email on May 30, 2018 to let the AHIS Department know how she was thriving at Mount Holyoke College and beginning to scope out graduate schools.

3. Full-time faculty achievements:

Sandra Esslinger co-edited a book with Dr. Jane Chin Davidson, "Global and World Art in the Practice of the University Museum" published in 2018 by Routledge. It is part of the Routledge Research in Museum Studies series.

Sandra Esslinger was interviewed on national German television regarding her research on the Nazi German Era. It was aired as part of a 20 min radio and 6 min television broadcast on SWR and Report Mainz ARD—three separate productions for broadcast. She was also consulted throughout the production of the stories for both Television and Radio.

Sandra Esslinger has spent 2017–2018 working on her sabbatical project, expanding her work in Global art and interactions with Western visual culture.

Ellen Caldwell spoke at the Corning Museum of Glass' annual seminar in the fall. Her talk, "The Art of the American West: Colonial Portraiture, Landscapes, and the Driving Force of Manifest Destiny," discussed a series of Tiffany glass mosaic panels depicting Father Jacques Marquette and Louis Joliet's expedition down the Mississippi River. Through this work and other paintings, drawings, and film, she presented a series of historical colonial portraits and landscapes of the American West to explain some of the inaccuracies and stereotypes perpetuated in American frontier art of this time. She also spoke at Pepperdine University's Art History Career Night and was also invited to

serve as an Advisory Board Member for a New York Foundation for the Arts' Project "Open Air Studio Spacetime."

Ellen Caldwell has also been busy writing. She co-authored a number of works over the past year, including a recently published chapter entitled "Learning Analytics and the Learner" in the Association of American Colleges and Universities book *Field Guide to ePortfolio: Why it Matters for Learning* (October 2017). She also worked with Christine Montgomery, Professor of Literature at California State University, Sacramento, to co-author the interdisciplinary paper "Visualizing Transcultural Subjectivities in Octavia E. Butler's *Kindred*," for The Society for the Study of the Multi-Ethnic Literature of the United States' annual conference (May 2018). They also expanded this paper into a more thorough analysis of Butler's *Kindred* book covers, using newly released primary source material from the Octavia E. Butler Archives at the Huntington Library. They wrote a book chapter "Visualizing the Body in Octavia E. Butler's *Kindred*," which is currently under consideration for the *Bloomsbury Companion to Octavia Butler*. A publisher from Ohio State University Press has reached out to Caldwell and Montgomery to express interest in expanding this research into a book project, so they are working on a book prospectus this summer. She also continues her freelance arts writing for numerous publications, including *JSTOR Daily*, *New American Paintings*, and *Riot Material*.

Cristina Hernandez continues her second (part-time) year as doctoral researcher in the School of Archaeology and Ancient History at the University of Leicester (England), which houses one of the top 5 combined departments of Archaeology and Ancient History in the UK. Her ongoing graduate research has directly impacted and improved instruction and student success in AHIS 4, 10, 14, and 15.

4. AHIS adjunct faculty achievements:

Dan Staylor was offered two tenure-track positions in English at SBCC and PCC. He was offered a one-year temp position at Golden West College. He will accept the position at PCC.

Deana Hight is working on a project incorporating Universal Design Learning (UDL) methods in Humanities 1 to be taught in Fall 2018. She is also working among a cohort of editors with Thames & Hudson for the publication of a new art history survey textbook forthcoming in 2020 and will be doing informal fieldwork in Italy this summer for research on Villa dei Quintili located in Rome.

Shauna Hruby co-wrote and continues to work, contributing to an elementary school art curriculum, Art PREP, for her children's school, Oak Ridge Elementary. Art PREP stands for Parent-Run art Education Program. Oak Ridge has been using the program successfully for three years, and now the Chino Valley Unified School District is adopting the program to offer to all its elementary schools. Shauna is scheduled for several presentations about this program, the importance of arts in education, and STEAM in the coming school year. The website for the program is <http://artprep.weebly.com/>

5. New Honors courses were written and will be offered, beginning Fall 2019, once approved: AHIS 11H, LATN 1H, LATN 2H, and HUMA 1H.

Notable Achievements for Theme B: To Support Student Access and Success: 1. About 25% of students enrolled in Area C/3—"Arts" courses, chose Art History to fulfill this GE area.

2. Preliminary data for AA-T in Art History completers in 2017-2018 = 4. Previous years' completers totalled 12 (2014–2015 = 2; 2015–2016 = 7; 2016–2017 = 3).

3. The number of AA-Humanities completers totalled 39 (2014–2015 = 11; 2015–2016 = 15; 2016–2017 = 13)

4. Adjunct AHIS instructor, Dan Staylor, has volunteered his time at Mt. SAC's Pride Center.

5. The following AHIS courses have earned Area D status (IN ADDITION TO Area C–Arts):

- AHIS 9 and 12 (Area D–Ethnic Studies)
- AHIS 15 (Area D– Archaeology)

6. The following courses have been submitted for Area D status and are pending:

- AHIS 3 (Area D–Gender Studies)
- AHIS 11 and AHIS 13 (Area D–Ethnic Studies)
- AHIS 14 (Area D– Archaeology)

7. AHIS professor, Ellen Caldwell, contributed a new AHIS 13 course (World art and visual culture) to the AHIS Department curriculum. This is an area of expertise and will directly serve student diversity and those interested Ethnic Studies and Social Justice Studies.

8. HUMA 1 was revised and returned to the schedule with plans to expand offerings of this popular course.

9. The AA-T in Art History has been modified to include new courses.

10. Single-click access to all AHIS Department SLOs on AHIS Department website.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: 1. Faculty hire in (non-Western) Art History has allowed for program continuity, especially in non-Western areas to meet the needs of Mt. SAC's ethnically diverse student body and the emerging Ethnic and Gender studies programs.

2. Sandra Esslinger secured another important digital image collection (Archivision) to add to our Scholars Resource collection, now accessible via ArtSTOR, housed in the Library. The current collection numbers some 40,000 licensed images for instructor and student educational use.

3. Communicated with Dean Karelyn Hoover, Mika Klein, and Chris Rodriguez to secure additional classroom space and author a proposal for a smart-classroom technology overhaul.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: 1. AHIS professor, Sandra Esslinger has completed a year on sabbatical.

2. AHIS professor, Cristina Hernandez, has completed her second full year as department Chair for Art History with excellent reviews. This year follows 18 years as "de facto" Chair of the Art History program and one year as co-Chair for the (former) department of History and Art History.

3. AHIS Department worked with Counseling to designate Daisy Basurto as counselor liaison for Art History.

4. Cristina Hernandez worked collaboratively with Melissa Macias in Fine Arts to review the AHIS 1/ARTB 1 courses, as required by the Curriculum Office.

5. Collaborated with Heidi Lockhart, Director of Honors, to reintroduce AHIS Honors to the regular rotation.

6. Communication with Ignacio Sardinias and Mitchell DeJarnett (both, Architecture Department) to integrate digital modelling into our knowledge base.

Contributors to the Report: Cristina Hernandez – Art History

Sandra Esslinger – Art History

Ellen Caldwell – Art History

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

Faculty Hire - Although a new AHIS hire was completed for 2016-17, we are still understaffed. Therefore, the

Report directly on Goal

Reporting Year: 2017-18

% Completed: 0

In progress

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>hire one full-time faculty person in Art History (general Art History with experience in Humanities instruction) is ongoing. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19</p>	<p>Report directly on Goal</p> <hr/> <p>In Progress - Full-time hire in Art History Describe Plans & Activities Supported: Full-time faculty Lead: Chair Type of Request: Human Resources Planning Unit Priority: High</p>	<p>Course offerings in Spring 2018 increased by 10% DL offerings have increased in number and kind Enrollment at census in Spring 2018 = 95% full (04/05/2018)</p>
<p>Smart Classrooms - We need updated hardware, software, and a wireless configuration in classroom technology in order to make use of iPads, virtual reality and digital reconstructions of artworks and built environments in the classroom. Status: Active Goal Year(s): 2017-18 Date Goal Entered (Optional): 06/01/2017</p>	<p>Report directly on Goal</p> <hr/> <p>In Progress - Classroom and technology (Building 26D-2220, 26D-2411, and third classroom [26B-3555?]) or comparable new classrooms/relocation) Describe Plans & Activities Supported: Technology improvement for Art History and Humanities courses. The quoted project cost is \$48,000 for EACH room, with the first as a pilot and second two rooms to follow, for a total projected project cost of \$144,000. EACH project will consist of the following, per Chris Rodriguez (Presentation Services):</p> <ol style="list-style-type: none"> 1. Dual projectors, dual Brightlink, or dual combination presentation set-up 2. Dual screens, large Brightlink screens, or combination (3. Lighting redesigned to accommodate projection, with dimmers and zones — not included in project cost) 	<p>Reporting Year: 2016-17 % Completed: 0 In progress (04/05/2018)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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4. Updated instructor AV station with separate sit-to-stand desk/table
5. Upgraded AV, wiring; infrastructure upgrades; dual controls
6. Flooring, paint and furniture necessary to accommodate redesign.
7. Existing furniture removal
8. Install

A dual projection Brightlink classroom will be the first of its kind on campus, per Chris Rodriguez.

Lead: Chair and Art History faculty; in consultation with Mika Klein, Chris Rodriguez, and Dean Karelyn Hoover. Meeting with Chris Rodriguez took place on May 15, 2018, with a follow-up EMAIL on May 16, 2018, quoting project costs.

One-Time Funding Requested (if applicable): 144000

Type of Request: Facilities

Planning Unit Priority: High

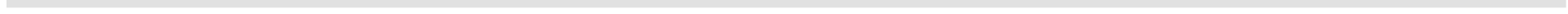
What would success look like and how would you measure it?: increased student learning environment; expansion of instructor pedagogical possibilities.



Visiting Speakers - The AHIS Department would like to use part of its supply budgets or acquire new funds to compensate speakers to visit our classrooms or present on campus on behalf of the AHIS program.

Status: Active

Goal Year(s): 2018-19



Professional Development -

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Departmental and institutional membership in CAA (The College Art Association) and AIA (Archaeological Institute of America).
 Departmental/Institutional membership (paid yearly) will allow full-time and part-time faculty members to attend the yearly conferences at the member-rate. Attendance at annual conferences will allow faculty members to engage in regular professional development, ongoing learning, currency in the discipline which is required to maintain a current, rigorous, and relevant art history program for art majors, art history majors, and GE students campus-wide.
Status: Active
Goal Year(s): 2018-19

Universal Design and ADA
Accessibility - The AHIS Department needs the College to enter into a contract with a vendor to provide timely captioning services for videos and video clips used for instruction.
Status: Active
Goal Year(s): 2018-19

Administrative Support -
 Administrative needs
Status: Active
Goal Year(s): 2018-19

Partial Funding Requested -
 Department faculty and Chair need an administrative assistant to complete a variety of support tasks, such as photocopying, communicating deadlines and tasks to department faculty, couriering confidential documents (such as evaluations), obtaining signatures, ordering routine office supplies,

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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communicating classroom maintenance and repair needs to appropriate offices on campus.

Describe Plans & Activities

Supported: To free faculty to focus on their primary responsibility, which is to teach and mentor students.

Lead: Department Chair and Division Deans

Type of Request: Staffing

Planning Unit Priority: Medium

What would success look like and how would you measure it?: Time spent on tasks can be measured.

Classroom technology budget -
Emergency funds budget
Status: Active
Goal Year(s): 2018-19

Partial Funding Requested -
Presentation Services should have a yearly budget for the replacement or repair of classroom projectors. IT should have a yearly budget for the replacement or repair of classroom computers (hardware and software).

This year, our program was in need of a projector (defunct due to age) and a replacement computer (due to damage caused by student club that used our classroom). In both cases, instruction was negatively impacted and, therefore, the student learning environment was negatively impacted. Presentation Services did not have a budget in place to replace an antiquated projector, which should have been done before the semester started. IT, fortunately, had a back-up computer. A replacement/repair budget should be in place for emergencies.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Describe Plans & Activities
Supported: Quality instruction, student satisfaction and success
Lead: Department Chair
Type of Request: Instructional Equipment, Instructional Supplies, IT Support
Planning Unit Priority: Medium

<p>Classroom Space - The AHIS program is in demand but is artificially limited by the lack of classroom space (Possible participation in 26A remodel and pilot classrooms renovation) Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2016-17 % Completed: 0 In progress (04/05/2018)</p>
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In Progress - Request for a third "designated" classroom for AHIS Department scheduling. The AHIS Department has absorbed HUMA and LATN sections but has not received an additional classroom in which to schedule these courses, which are (at present) entirely taught by a full-time faculty member.

Describe Plans & Activities
Supported: Additional classroom
Lead: Chair, Art History faculty, in consult with Mika Klein
Type of Request: Facilities, Furniture, Workstation , Technology Equipment - new, Technology Equipment - replacement/upgrade
Planning Unit Priority: High
What would success look like and how would you measure it?:
increased enrollment
increased number of sections offered
ability to maintain a stable course rotation

<p>Office and Workspace - Acquire additional office and workspace for</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2016-17 % Completed: 0</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>full-time faculty and designated Chair space. We are in need of a third office space to accommodate four (total) faculty members and provide for confidential meeting space for the Chair. The Chair office can also function to store department instructional supplies, records, and meeting space.</p> <p>Status: Active Goal Year(s): 2017-18, 2018-19 Date Goal Entered (Optional): 06/10/2017</p>	<p>Report directly on Goal</p> <p>In Progress - Request for additional office and workspace</p> <p>Describe Plans & Activities Supported: Possible participation in 26A remodel office and workspace furniture</p> <p>Lead: Chair, AHIS faculty; in consultation with Mika Klein</p> <p>Type of Request: Facilities, Furniture Planning Unit Priority: High What would success look like and how would you measure it?: Increased student satisfaction</p>	<p>ongoing (04/05/2018)</p>
<p>Afternoon Program - expand afternoon program (increase number and type of courses offered at 3:00 pm time slot)</p> <p>Status: Active Goal Year(s): 2017-18, 2018-19</p>		
<p>Evening Program - Evening enrollment is down across the campus. AHIS would like to discover why this is and meet the needs of evening students.</p> <p>Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19</p>	<p>Report directly on Goal</p> <p>In Progress - Diversify the evening offerings. Increase the number of evening offerings.</p> <p>Describe Plans & Activities Supported: Facilities: Classroom space Human Resources: Faculty hire</p> <p>Lead: Chair Planning Unit Priority: Medium What would success look like and how would you measure it?: Increased enrollment numbers</p>	<p>Reporting Year: 2017-18 % Completed: 50 In progress (04/05/2018)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Program Diversity - Establish program continuity through the regular offering and stabilization of degree-applicable AHIS courses; this includes the expanded and regular offering of Honors courses.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19</p>	<p>Report directly on Goal</p> <hr/> <p>In Progress - Maintain a reliable adjunct pool Faculty hire</p> <p>Describe Plans & Activities</p> <p>Supported: Adjunct and full-time faculty</p> <p>Lead: Chair</p> <p>Type of Request: Human Resources</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: Regular rotation of courses on at least a yearly – if not semester-to-semester – basis.</p>	<p>Reporting Year: 2016-17</p> <p>% Completed: 75</p> <p>This is an ongoing goal All AHIS courses are offered each year, at least once, meeting GE and major needs (04/05/2018)</p>
<p>HUMA courses and program development - Development of HUMA courses, regular offering of HUMA courses, revision of AA-Liberal Studies (Humanities)</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18</p> <p>Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>In Progress - Write new HUMA courses Revise AA-Liberal Studies (Humanities)</p> <p>Describe Plans & Activities</p> <p>Supported: Curriculum support Classroom space</p> <p>Lead: Chair</p> <p>Type of Request: Facilities</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: Increased enrollment Increased GE completers and degree completers</p>	<p>Reporting Year: 2016-17</p> <p>% Completed: 0</p> <p>ongoing (04/05/2018)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Humanities Center - Establish a Humanities Center and program of activities</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18, 2018-19, 2019-20</p> <p>Date Goal Entered (Optional): 06/10/2017</p>	<p>Report directly on Goal</p> <hr/> <p>In Progress - Taskforce formation, discussion Plan speaker Secure space for Humanities Center Establish an online visibility</p> <p>Describe Plans & Activities</p> <p>Supported: Facilities Faculty Speaker venue Center budget</p> <p>Lead: AHIS Department (this is low priority because the magnitude of the project is at present difficult to accomplish with the limited number of faculty in the AHIS Department.</p> <p>Type of Request: Marketing</p> <p>Planning Unit Priority: Low</p> <p>What would success look like and how would you measure it?: Visibility Increased number of degree completers</p>	<p>Reporting Year: 2016-17</p> <p>% Completed: 0 ongoing (04/05/2018)</p> <hr/>
<p>Partnership with CSU Long Beach - Establish partnership with CSU Long Beach in order to support their program (with our lower-division offerings) and direct students into their Art History program (BA and MA opportunities).</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18, 2018-19</p> <p>Date Goal Entered (Optional): 06/10/2017</p>	<p>Report directly on Goal</p> <hr/> <p>In Progress - communicate with Counseling communicate with Art History program director at CSU Long Beach</p> <p>Describe Plans & Activities</p> <p>Supported: Faculty</p> <p>Lead: Chair</p> <p>Type of Request: Human Resources</p> <p>Planning Unit Priority: Medium</p> <p>What would success look like and how would you measure it?: Increased number of AA-T completers</p>	<p>Reporting Year: 2016-17</p> <p>% Completed: 0 ongoing (04/05/2018)</p> <hr/>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Increased number of transfers to CSU
Long Beach