

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-2024 PROGRAM(S): ART HISTORY (AH-AAT AND AHPP)

CLUSTER: Click here to enter text. AREA OF STUDY: CREATIVE ARTS, HUMANITIES, AND COMMUNICATION

LAST YEAR CPPR COMPLETED: 2023 NEXT SCHEDULED CPPR: 2028 CURRENT DATE: 3/1/2024

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [Resource Plan](#), which can be downloaded from this [SharePoint folder](#). Please review the [Resource Allocation Rubric](#) when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

Art History and Professional Practices AA and Art History AA-T

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. DE is currently the preferred modality for most students taking Art History/Art Appreciation for GE credit. All faculty have been trained to teach DE courses. Our newest part-time art history instructor, Dr. Ruta Saliklis, complete DE training in 2022-23 Part-time faculty Inga Dorosz joined the inaugural J.E.D.I. Academy in Summer 2021 and improved her Art 200. She also designed a Correspondence Education Art 200 course for CMC during the Covid-19 pandemic and has taught in-person sections of Art 200 at CMC as well. Faculty lead Dr Michelle H. Craig participated in the Summer 2023 J.E.D.I. Academy. While Art 204 was her target course for the academy, equitized syllabi, transparent assignments, and culturally relevant course materials have also been added to Art 200, Art 202, Art 203, Art 210, and Art 211. New scheduling options are being tested to better serve student needs. Our most popular art history course, Art 204, is offered both online and in-person in Spring 2024. It is also offered in summer. Art 200 is offered as both an early and a late-start 9-week course. Part-time instructor Guy Kinnear brought in-person Art 200 courses back to the North County campus after the pivot to remote instruction.

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

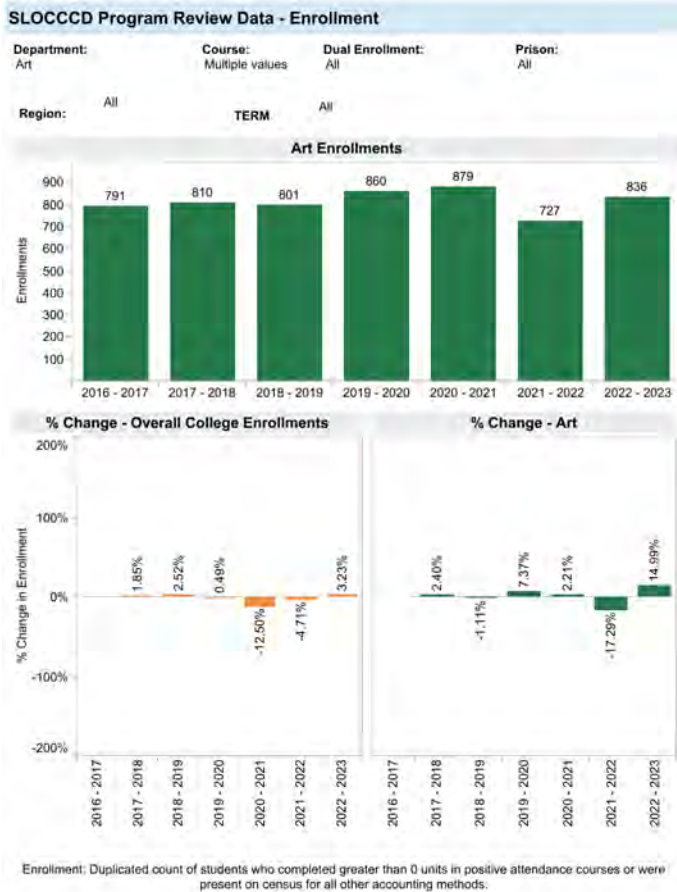
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

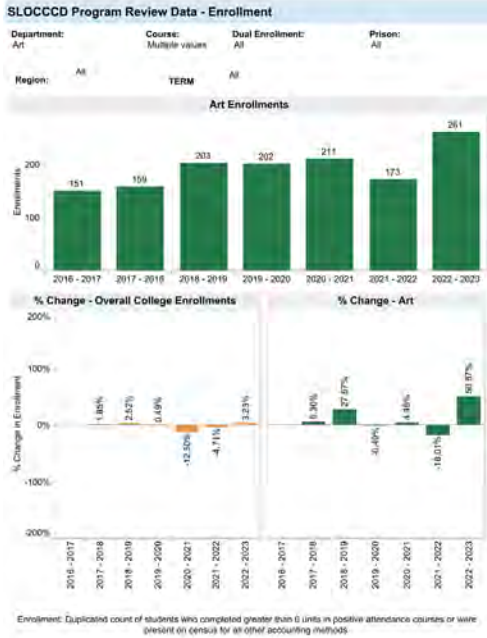
A. General Enrollment (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

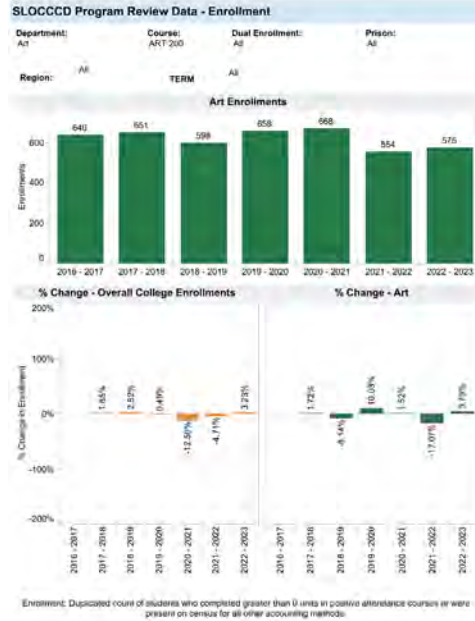


Art History and Art Appreciation Enrollment

Art history and art appreciation classes enrolled at a rate higher than the college average during the first two years of the pandemic. This indicates the demand for these online courses. While the College enrollment was down 12.5%, art history and art appreciation grew 2.2%. For 2022-2023, art history enrollment rebounded after the 2021-22 downward dip. While the college gained 3.23%, Art History and Art Appreciation increased just shy of 15%. This astonishing increase in enrollment was due almost entirely to the Art History surveys, not Art Appreciation.



Art History Enrollment



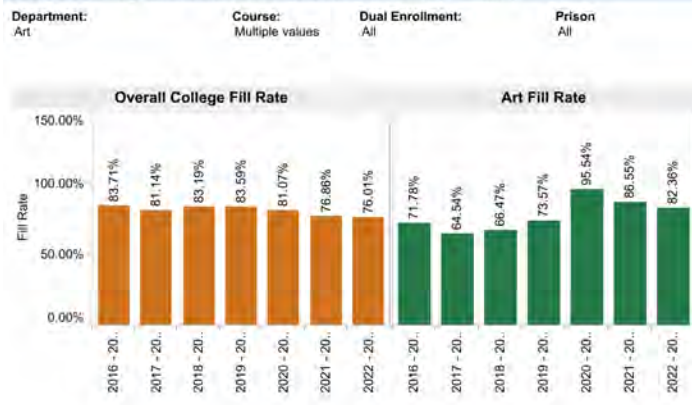
Art Appreciation Enrollment

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

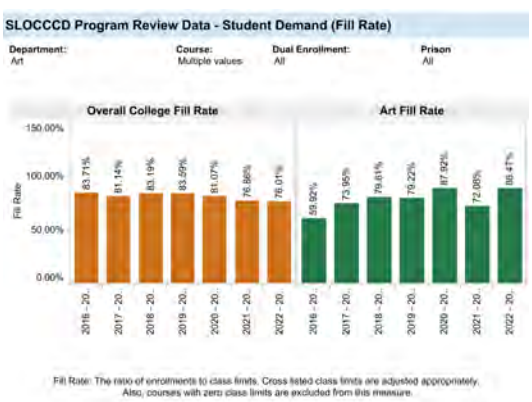
Our pivot to online education during the pandemic reveals student demand for online art appreciation and art history. 2021-22 reflected a return to in-person instruction, including evening and North County sections, which decreased fill rate but cater to underserved populations. That the fill rate is 6% higher than the College average suggests we are meeting multiple student populations where they are. While the demand in 2021-22 was driven by Art Appreciation (Art 200), students sought art history surveys in 2022-23 12 points over the college average. The demand for Western art history surveys (203, 204, and 205) was 98%!

SLOCCCD Program Review Data - Student Demand (Fill Rate)

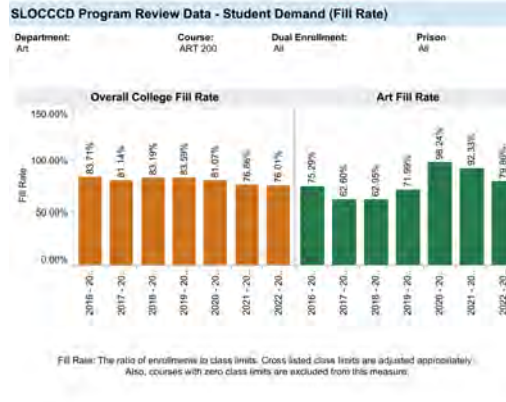


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Art History and Art Appreciation Demand



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Art History Demand

Art Appreciation Demand

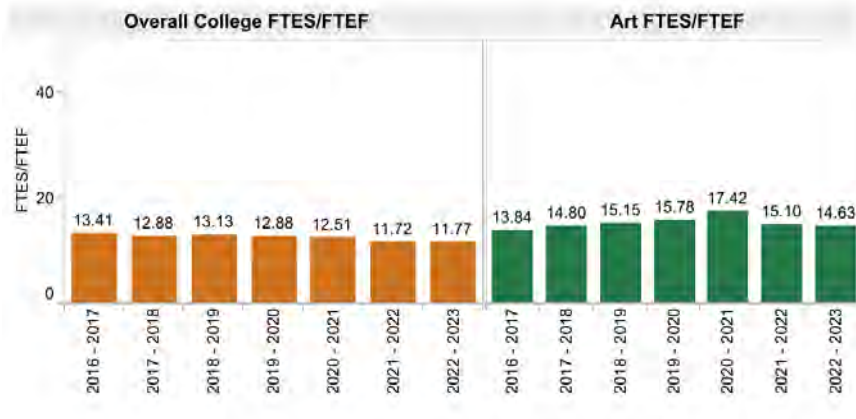
C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

Art Appreciation and Art History continue to demonstrate efficiency above the College average. Art History’s FTES/FTEF has consistently been higher than the college over the last five years. Not only does Art History help the College’s FTES/FTEF but is particularly helps its home division. Art History’s FTES/FTEF are significantly higher than studio classes due to the limited class size of studio courses. Art History exceeded Art Appreciation efficiency primarily due to the higher percentage of DE offering.

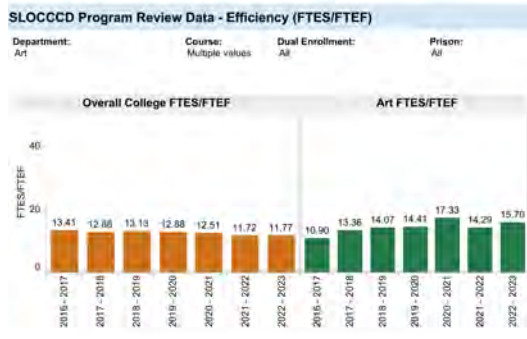
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Art Course: Multiple values Dual Enrollment: All Prison: All



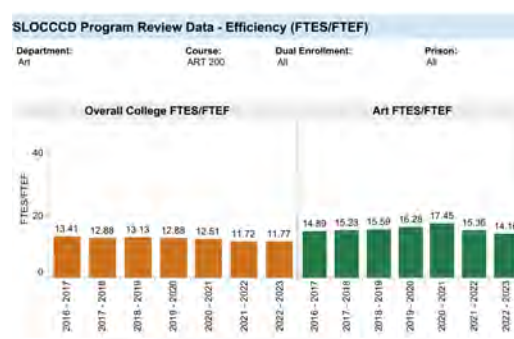
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

AH and AA Efficiency



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Art History Efficiency



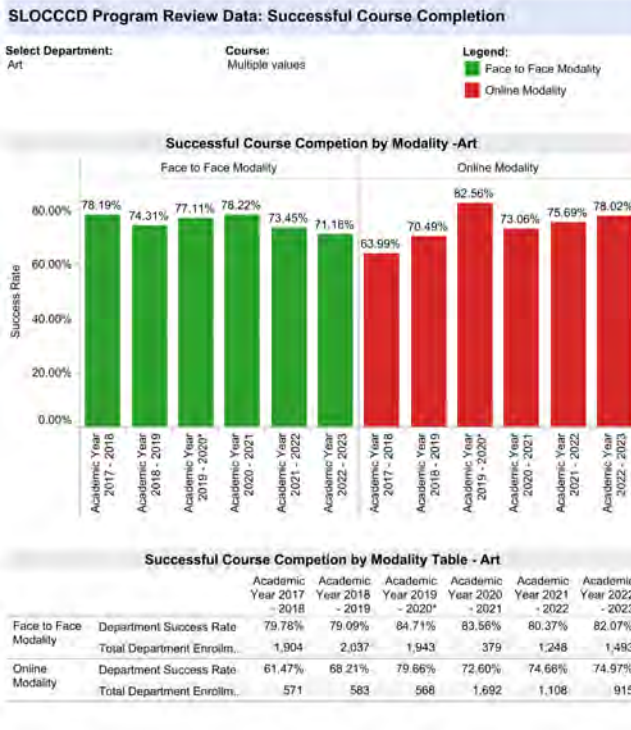
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Art 200 Efficiency

Western Art History surveys had their highest efficiency (19.58%) since 2017-18, and non-Western surveys grew in efficiency from 10.10% for 2021-2022 to 14.08% in 2022-2023 due to an effective switch from in-person instruction in the fall to online instruction in the spring.

D. Student Success—Course Completion by Modality (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

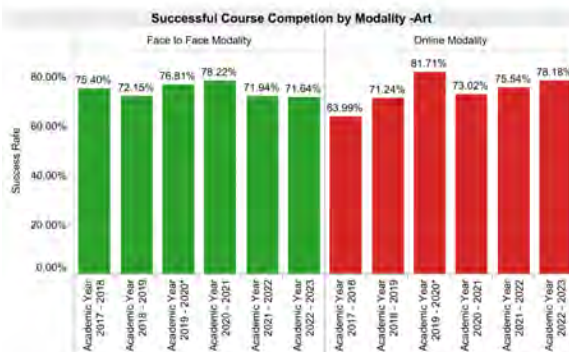


Art History and Art Appreciation Course Completion by Modality

This is my 2nd least favorite section to write every year. The faulty graphs do not change, even though I point out the error every year.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: **Art** Course: **ART200** Legend:
■ Face to Face Modality
■ Online Modality



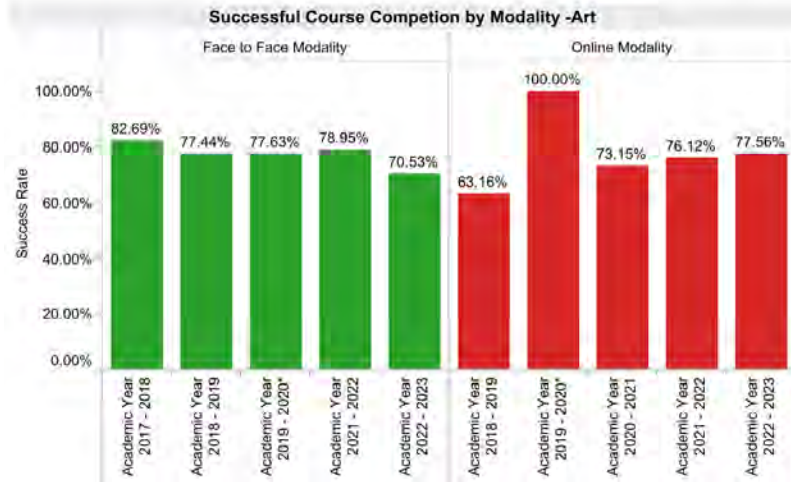
	Academic Year 2017-2018	Academic Year 2018-2019	Academic Year 2019-2020*	Academic Year 2020-2021	Academic Year 2021-2022	Academic Year 2022-2023
Face to Face Modality						
Department Success Rate	79.78%	79.09%	84.71%	83.56%	80.37%	82.07%
Total Department Enrollment	1,904	2,037	1,943	379	1,248	1,493
Online Modality						
Department Success Rate	61.47%	68.21%	79.66%	72.60%	74.66%	74.97%
Total Department Enrollment	571	583	568	1,692	1,108	915

Art Appreciation Course Completion by Modality

Student success in Art 200 is generally rising in the online modality. The dips in ground success rate suggests students are struggling with a return to the classroom and the difference in its demands.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Art Course: Multiple values Legend: Face to Face Modality Online Modality



		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	79.78%	79.09%	84.71%	83.56%	80.37%	82.07%
	Total Department Enrollm..	1,904	2,037	1,943	379	1,248	1,493
Online Modality	Department Success Rate	61.47%	68.21%	79.66%	72.60%	74.66%	74.97%
	Total Department Enrollm..	571	583	568	1,692	1,108	915

Art History Course Completion by Modality

This chart is flawed. The years do not match. 2017-2018 does not have an online data, and 2020-2021 does not have in-person data.

2018-19, only one art history course was offered - Art 204
 2019-20 is the beginning of the pandemic when everything went online. 2020-21 and 2021-22 show improvement in online success, suggesting faculty and students strengthening their skills.

E. Degrees and Certificates Awarded (Insert Data Chart)

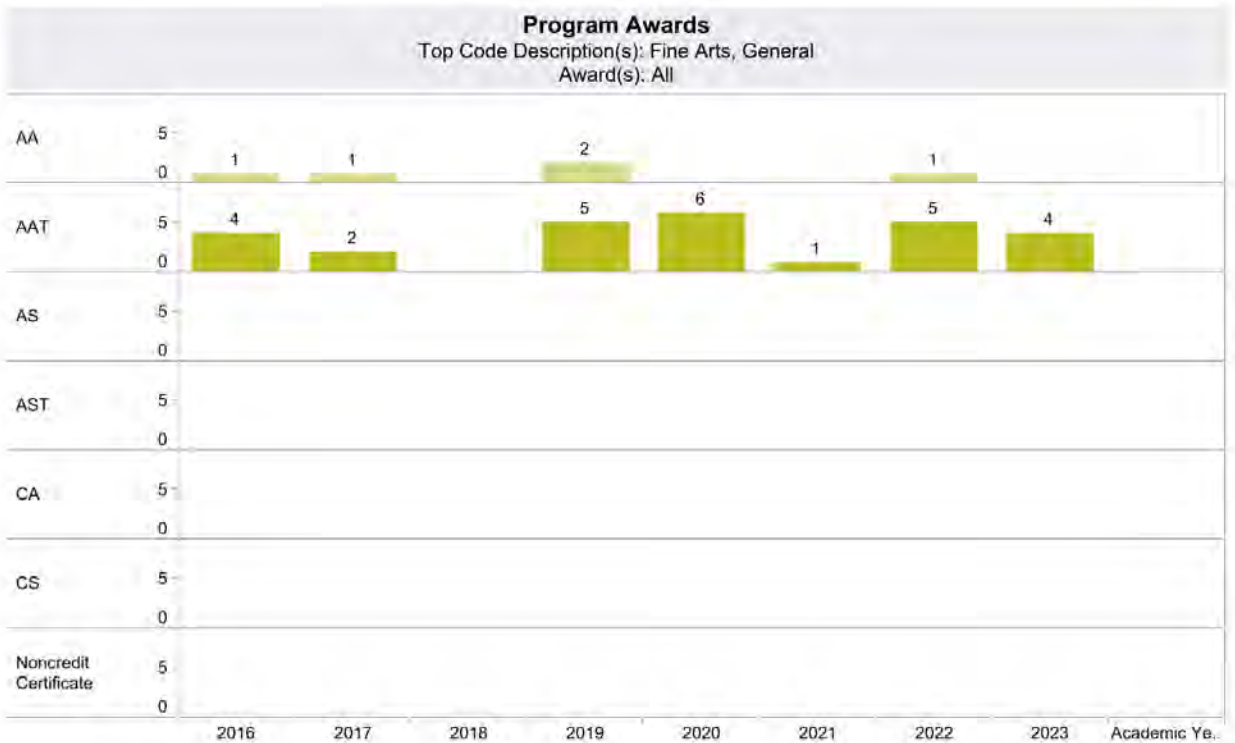
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Fine Arts, General

Award Type:
All

Area of Study
All



Program Awards Table										
Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023	Academi..
AA	Art History & Prof Pra..	1	1		2			1		
	Total	1	1		2			1		
AAT	Art History (AAT)	4	2		5	6	1	5	4	
	Total	4	2		5	6	1	5	4	
Grand Total		5	3		7	6	1	6	4	

Program Awards: The number of degrees and certificates awarded by program type

The College did not record AH or AHPP graduated in 2018. This is not alarming. No graduates were recorded in 2014 either. While more students are choosing the AAT, some still prefer the local AHPP degree.

What's missing? The individual success stories. Below are the ones we know about:

Rebecca Myers transferred to University of California Santa Barbara.

Summer Padilla transferred to the University of California San Diego and was hired by the Museum of Contemporary Art, San Diego.

Rebecca Rohmer-des Jardins transferred to UT-Austin.

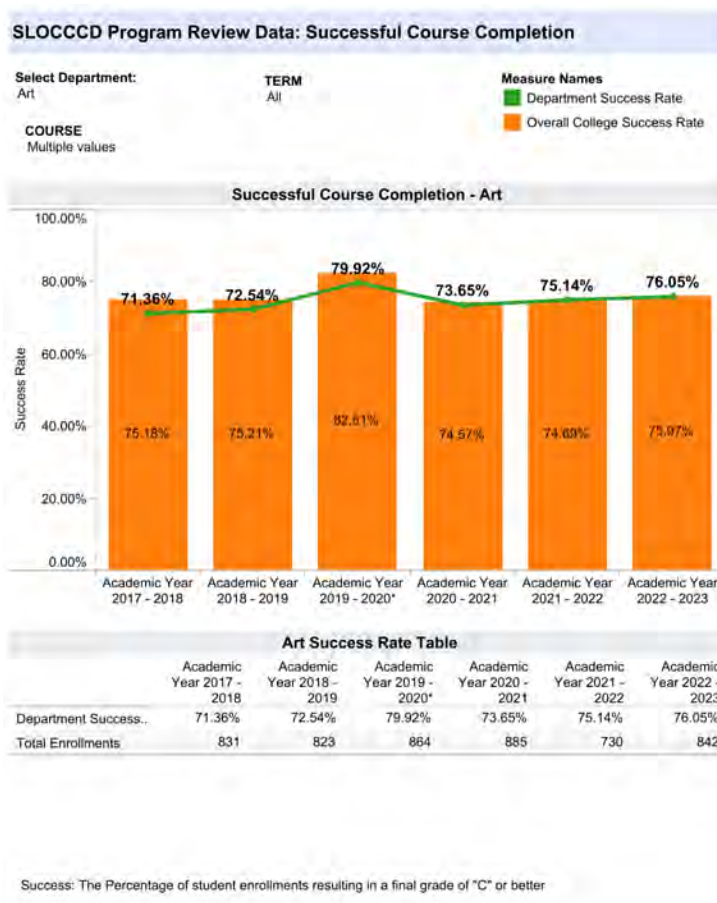
Abigail Luciano transferred to the University of California Santa Cruz.

Halden Willard transferred to the University of California Berkeley.

Above is the data chart as requested. The directions should be updated.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



Art History and Art 200 Course Completion

Students are currently completing Art 200 and Art History courses near the College standard.

- G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Resources needed:

- Courses need to be easier for students to find. The catalog is buried on the website, and the link to CurriQunet is not user friendly for students.
- Improve the library at CMC.
- Institutional Research could make disaggregated data available to individual degrees.
- Support campus culture where we can return to offering bus trips and other high impact experiences to major museums and other arts institutions.

Programs and Curriculum Review PROGRESS

- A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2023-24 year in the 5-year calendar of the Curriculum Review Worksheet.

ART 202, ART 207, ART 208, ART 211, ART 295

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
Art 207	Major	Fall 2023
Art 223	Major	Fall 2023

Art 224	Major	Fall 2023
Art 230B	Major	Fall 2023
Art 295	Major	Fall 2023
Art 203	Minor	Spring 2023
Art 204	Minor	Spring 2023
Art 205	Minor	Spring 2023
Art 208	Minor	Spring 2023
Art 210	Minor	Spring 2023
Art 211	Minor	Spring 2023

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the __23-24__ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
Art 202	9/1/23	I updated other courses unexpectedly (Art 223, 224, 230B, 230C, 243A, 243B in Fall 2023) due to the changes in CBA	4/1/24
Art 208	2/1/24	Textbook already updated in Spring 2023	2/1/25
Art 211	2/1/24	Textbook already updated in Spring 2023	2/1/25

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete

curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
NA			

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Program Outcomes Assessment Checklist and Narrative

Checklist

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

Narrative

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

NONE

Program Planning / Forecasting for the Next Academic Year

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below).* *If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps

Program-learning outcomes should remain but will seek to help students recover learning losses in history and geography and well as diminished skills in writing and critical thinking.

B. Anticipated changes in curriculum, scheduling or delivery modality

Will continue to assess student-centered schedule in light of Bot enrollment and AI academic dishonesty. Will promote in-person instruction but know that not every Cuesta student can attend the SLO or NCC campuses.

Faculty lead Dr Michelle Craig will be on Sabbatical Leave for Fall 2024. Part-time faculty will cover her courses.

C. Levels, delivery or types of services

D. Facilities changes

E. Staffing projections

F. Other

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.