

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2025 PROGRAM(S): ART HISTORY

CLUSTER: CREATIVE ARTS, HUMANITIES, & COMMUNICATION

AREA OF STUDY: FINE ARTS

LAST YEAR CPPR COMPLETED: 2024 NEXT SCHEDULED CPPR: 2029 CURRENT DATE: 3/4/2025

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 the [IPPR Program Review Documents 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 (AAT); Art History and Professional Practices (AA)

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. Our newest part-time art history instructor, Leah Halliday, joined the faculty in Fall 2024. Part-time faculty covered Dr Michelle Craig's courses during her Fall 2024 Sabbatical Leave. Dr Ruta Saliklis and Leah Halliday are participating in the J.E.D.I. training in Spring 2025. All faculty have been trained or are scheduled to train to teach DE courses. Leah Halliday will undertake DE training in Spring 2025. New scheduling options are being tested to better serve student needs. DE continues to be the preferred modality for most students taking Art History/Art Appreciation for GE credit. Our most popular art history course, Art 204, was 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. An early afternoon North County section in Spring 2025 has a significant enrollment increase over the previously offered late afternoon session. Most art history and art appreciation courses use OER texts and readings. Timed requirements for image identifications and online quizzes/exams have been removed to improve accessibility.

¹ San Luis Obispo County Community College District
Instructional Annual Program Planning Worksheet

Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

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 was particularly impacted by the low enrollments in Spring 2024. Enrollment for 2023-24 surpassed that for 2016-2017, and 2021-22. It was comparable to 2017-18 and 2018-2019.

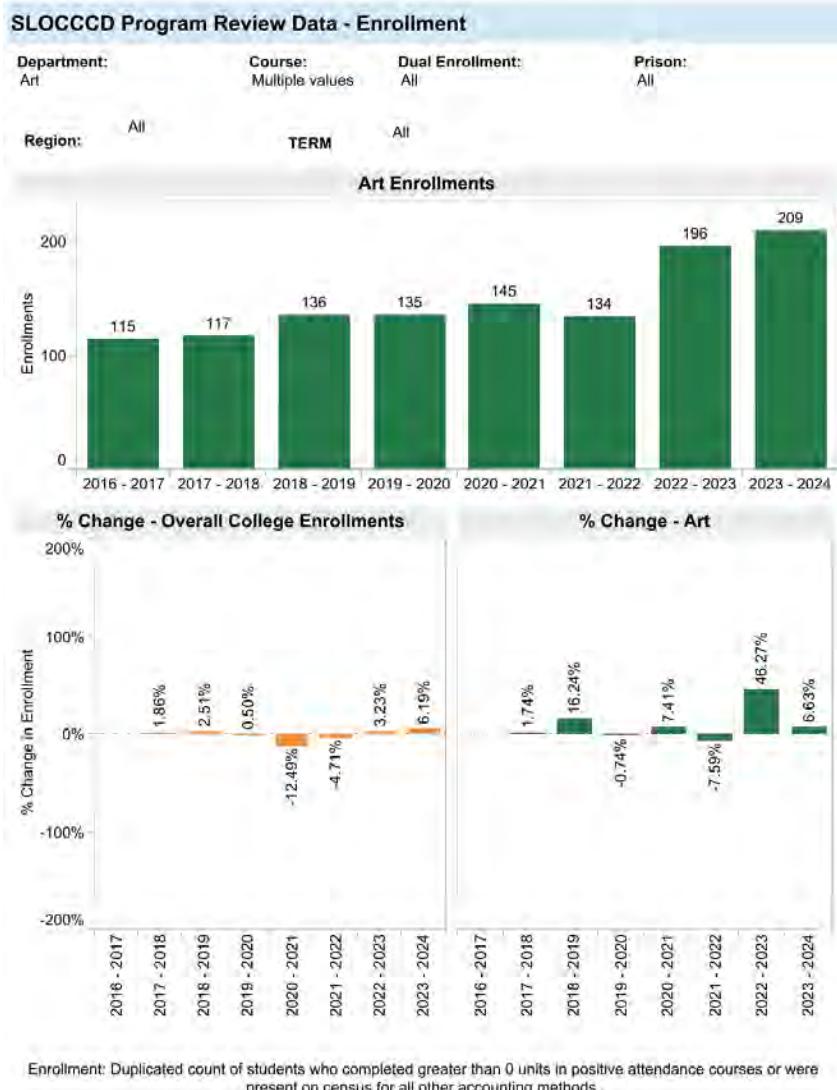


Art History Enrollment

While Art History courses had a significant increase in enrollment in 2022-23 (50.87%), they saw the first significant decrease (5.36) since the pandemic. Because of the extraordinary growth of 2022-23, the decline in 2023-2024 still served as the 2nd highest enrollment of the last eight years!

The 4.52% decline in Art Appreciation enrollment is only slightly larger than the post pandemic boost of 3.79% in 2022-23. The decline is likely due to the attempt to offer in-person sections at SLO and NCC.

Art Appreciation Enrollment



Art 203, Art 204, and Art 205 Enrollment

The Western Art History surveys were the only courses unaffected by the decline. Art 204 deserves the credit as it is now offered in summer and had two sections in Spring 2024. Enrollment in this course grew 11.11% in 2023-2024 and has sustained positive growth since 2020.

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

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

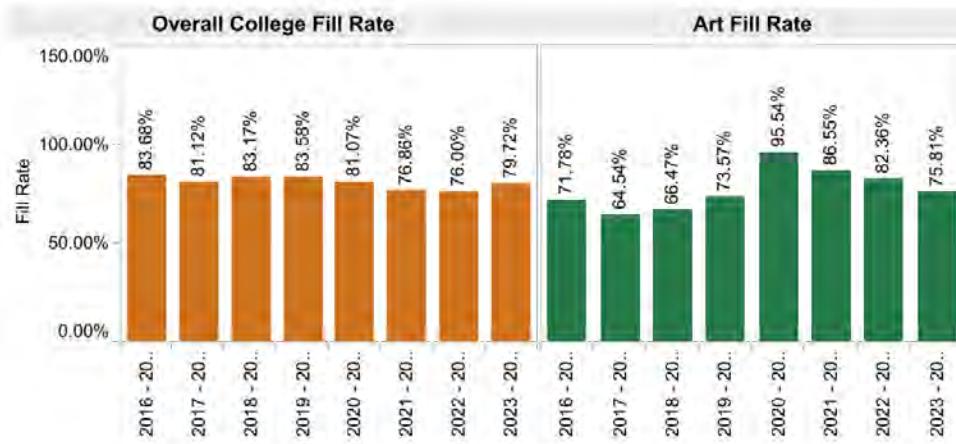
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Art

Course:
Multiple values

Dual Enrollment:
All

Prison
All



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 for Art History and Art Appreciation

The Fill Rate for Art History and Art Appreciation was lower than the College for the first time since 2019-2020, but still better than any of the rates from 2016-2020. Art Appreciation courses filled better than Art History at a rate of 76.78% compared to 73.73%.

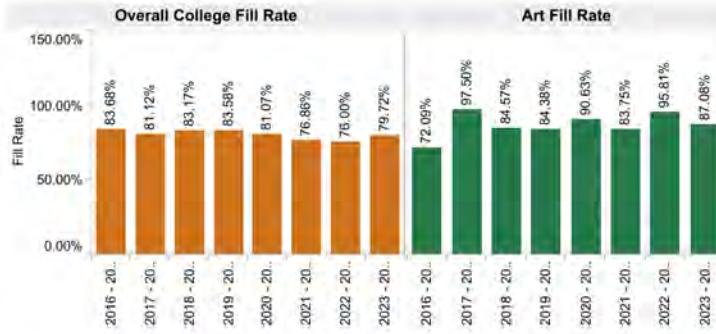
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Art

Course:
Multiple values

Dual Enrollment:
All

Prison
All



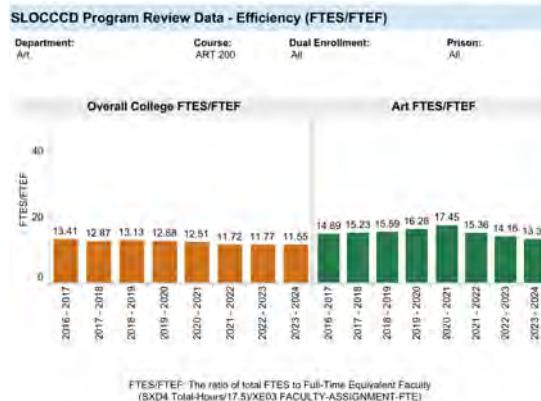
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

Fill Rate for Western Surveys

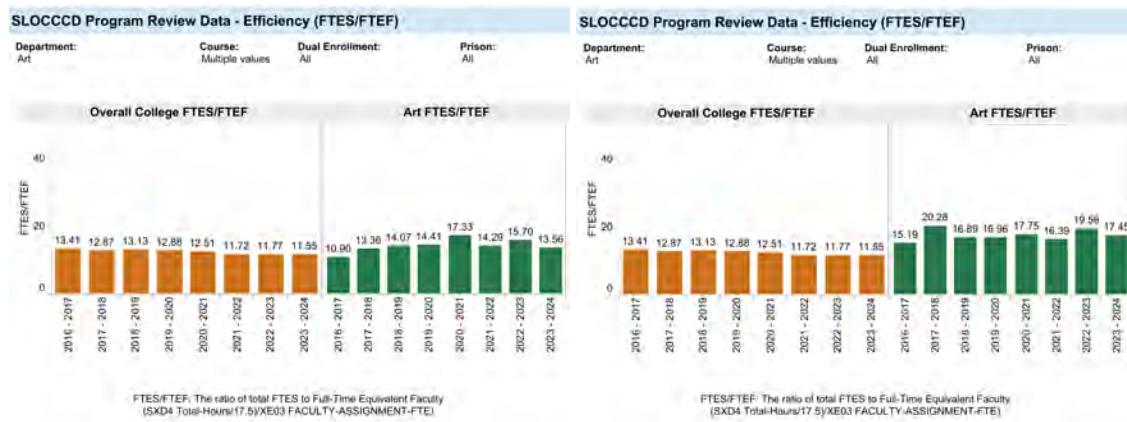
Following Demand, the Fill Rate for the Western Surveys has performed above the College average since 2016-2017.

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 Efficiency



Art History Efficiency

Western Art History surveys Efficiency

Both Art History and Art Appreciation courses continue to exceed the College average. Art History efficiency is currently higher than Art Appreciation for the last two years. The Western Art History surveys particularly drive this efficiency.

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

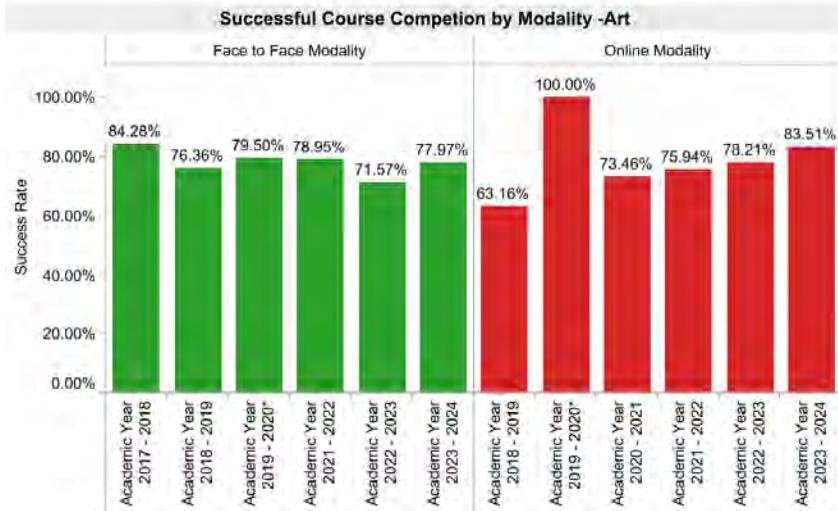
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Art

Course:
Multiple values

Legend:
Face to Face Modality
Online Modality



Successful Course Completion by Modality Table - Art

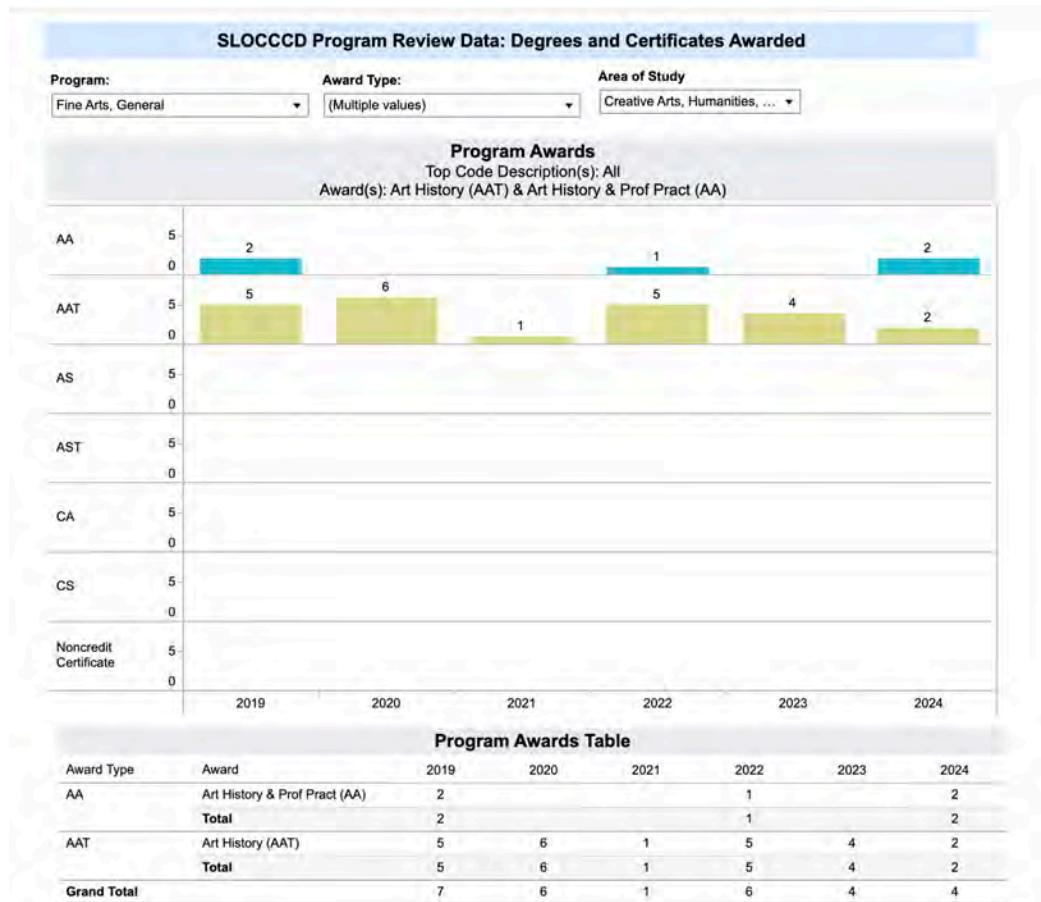
| | | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 | Academic Year 2021 - 2022 | Academic Year 2022 - 2023 | Academic Year 2023 - 2024 |
|-----------------------|-----------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Face to Face Modality | Department S... | 80.33% | 79.76% | 84.75% | 83.42% | 80.36% | 81.96% | 82.53% |
| | Total Depart.. | 1,795 | 1,917 | 1,923 | 376 | 1,232 | 1,472 | 1,541 |
| Online Modality | Department S... | 62.39% | 68.00% | 79.66% | 72.83% | 74.70% | 75.14% | 76.37% |
| | Total Depart.. | 553 | 576 | 568 | 1,675 | 1,100 | 911 | 861 |

Art History Success by Modality

Students in online art history courses continue to improve and now succeed more than their peers in in-person courses, although face-to-face students succeeded more in 2023-24 than they did the previous year. The success in the online modality may also indicate student use of AI platforms. Learning loss from the pandemic is now reaching the college and more apparent in the face-to-face classroom.

E. Degrees and Certificates Awarded (Insert Data Chart)

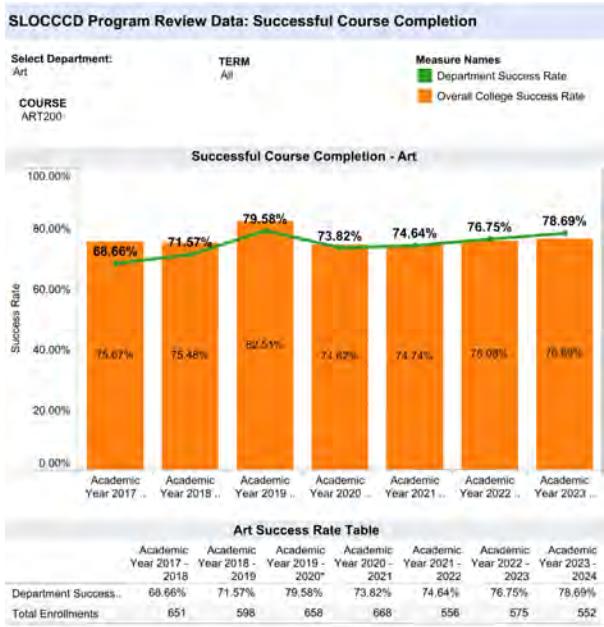
Insert the data chart and explain observed differences between the program and the college.



Both degrees continue to be meaningful for our students. Two of our 2024 graduates transferred to UC-Berkeley and were accepted to UC-Berkeley, UCSC, UCSB, and UC-Davis.

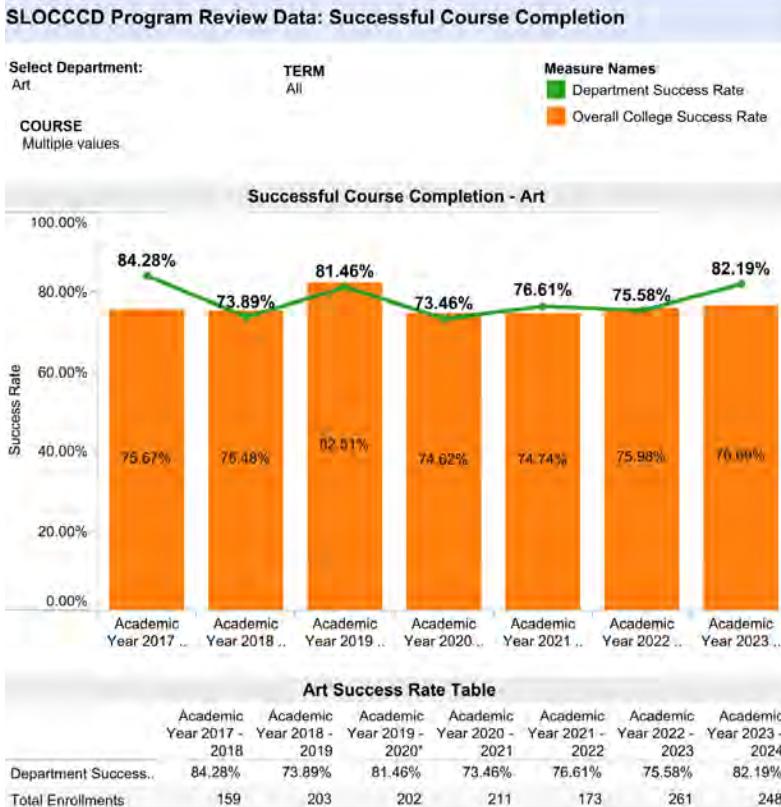
F. General Student Success – Course Completion (Insert Aggregated Data Chart)

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



Art Appreciation Success

Art Appreciation Success continues to be similar to the college average.



Art History Success.

Art history success curiously significantly outpaced the college average for the first time since 2017-2018. More in-person sections were offered, and more students relied on AI

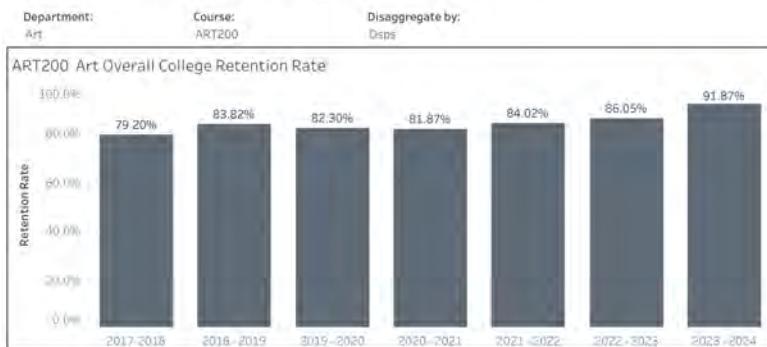
to complete online assignments.

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.

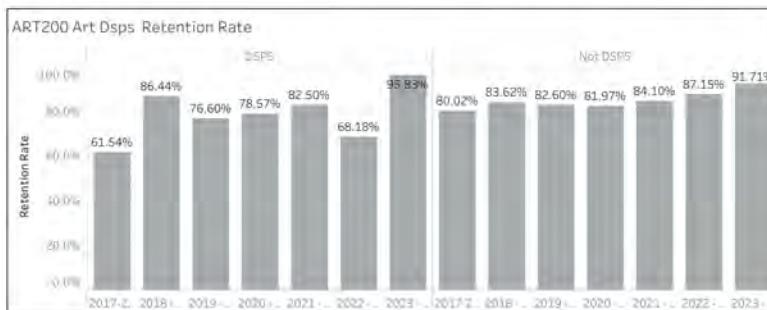
The following are some questions you might want to consider:

- 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?

SLOCCCD Program Review Data: Intra-term Course Retention



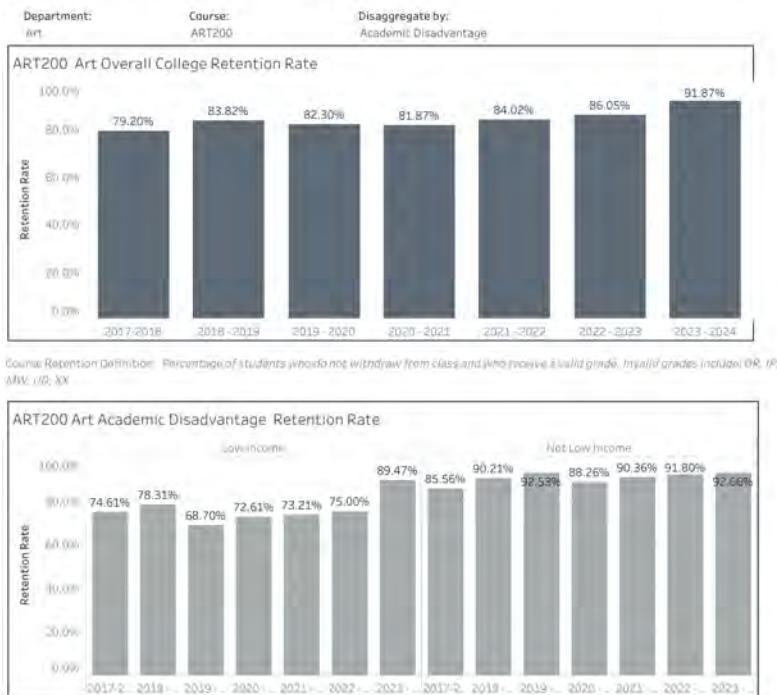
Course Retention Definition: Percentage of students who attend with intent to earn credit and successfully earn credit. Invalid grades include: CR, I, W, NW, I/D, XX.



Art 200 DSPS Retention

DSPS retention appears more variable than non-DSPS retention. DSPS retention was significantly higher than non-DSPS retention in 2019-2020 and 2023-2024 but lagged the other 5 years.

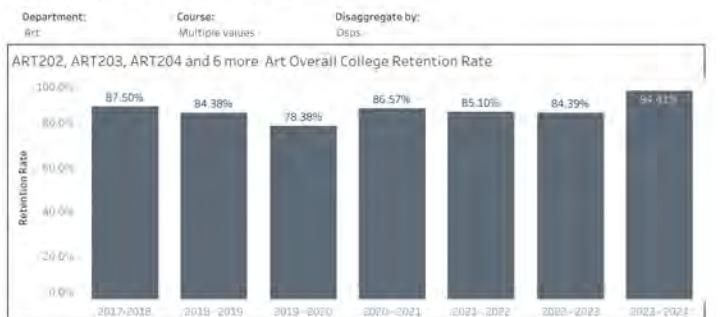
SLOCCCD Program Review Data: Intra-term Course Retention



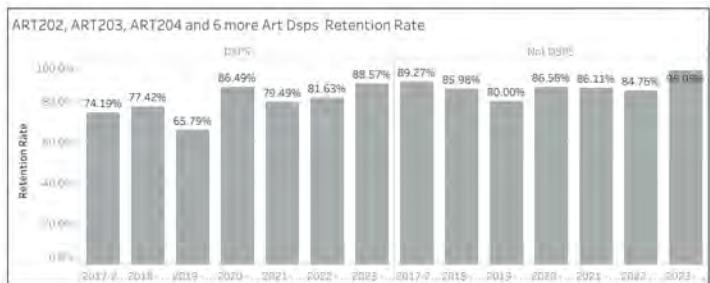
Art 200 Retention Academic Disadvantage

Art 200 Retention for Academic Disadvantaged student tends upward since a 2019-20 low, but it still has a gap.

SLOCCCD Program Review Data: Intra-term Course Retention



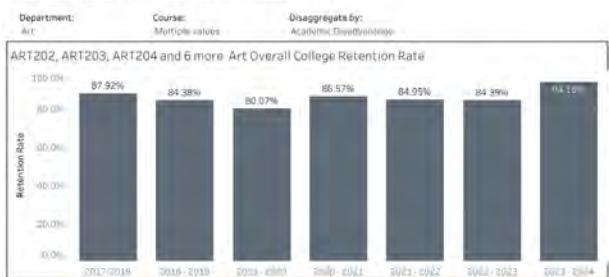
Course Retention Definition: Percentage of students who do not withdraw from classes and who receive a valid grade. Invalid grades include D, F, N, W, I, O, X.



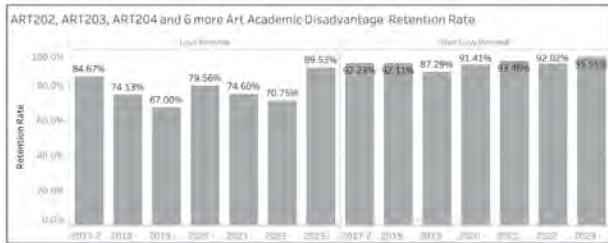
Art History DSPS Retention

Like Art Appreciation, DSPS Retention in Art History courses is more variable than non-DSPS students, but the Retention gap is generally larger.

SLOCCCD Program Review Data: Intra-term Course Retention



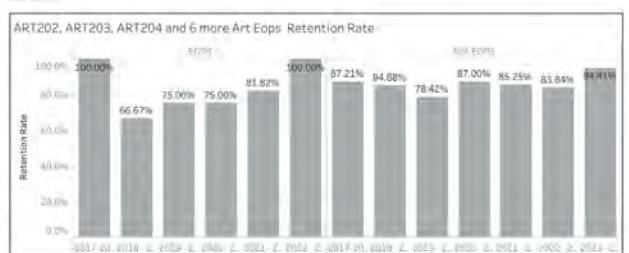
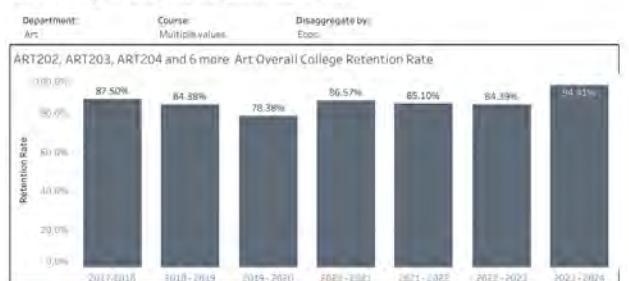
Course Retention Definition: Percentage of students who do not withdraw from classes and who receive a valid grade. Invalid grades include D, F, N, W, I, O, X.



Art History Retention Academic Disadvantage

The retention gap for academic disadvantaged students appears similar to the DSPS retention for art history.

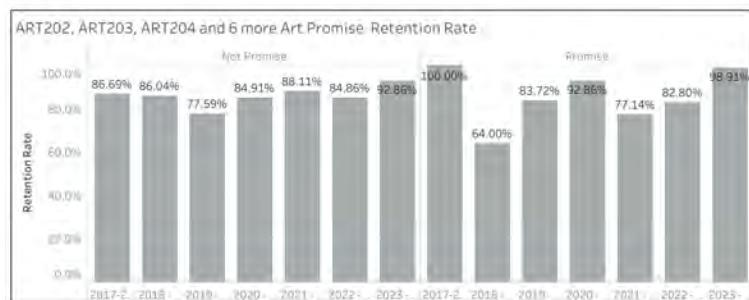
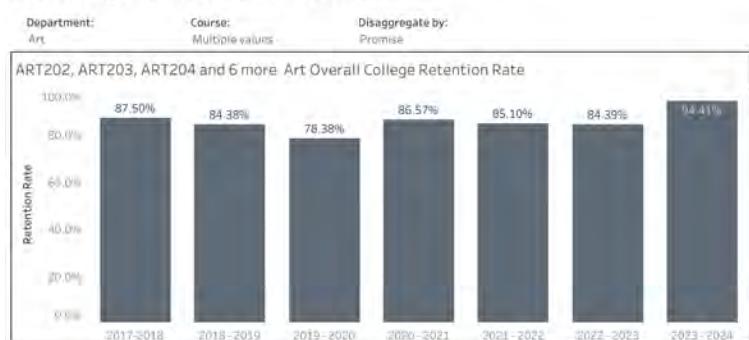
SLOCCCD Program Review Data: Intra-term Course Retention



Art History Retention EOPS

EOPS retention for Art History courses exceeded non-EOPS twice in the last six years and has improved sine 2018-2019.

SLOCCCD Program Review Data: Intra-term Course Retention



Art History Retention Cuesta Promise

Cuesta Promise retention exceeded non-Promise retention for four of the last seven years.

This is the first year that we have been able to single out art history courses using Disaggregated Student Success data after years of commenting that we had not been able to complete this section.

Programs and Curriculum Review PROGRESS

Section 1: Progress Check on Scheduled Curriculum Updates from CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

ART 202, ART 207, ART 208, ART 295

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic 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 | 11/23 |
| Art 295 | Major | 11/23 |

3. 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 2024 academic 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 | No modification truly needed to COR. Not a priority. Textbook does need update in 2025 | 9/1/25 |
|---------|--------|--|--------|

Section 2: Progress Check on Previously Out-of-Date Curriculum Updates from CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #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 box of 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) |
|---|--------------------------------|------------------------------------|-----------------------|
| Art 205 | 2/1/24 | 2/1/25 | Yes, launched 2/25 |
| ART 208 | 2/1/24 | 2/1/25 | Yes, launched 2/25 |

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic 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) |
|----------------|--------|---|-------------------------|
| ART 210 | 2/1/24 | Textbooks updated. COR otherwise in good shape. Will need review in 2026. | 9/1/2026 |

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.*

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
- B. Anticipated changes in curriculum, scheduling or delivery modality

Curriculum changes are actively coming from the state:

Art History will soon gain its own prefix: ARTH.

ART 203 and ART 204 will be modified as part of the Common Course Numbering. Full-time and part-time faculty were surveyed. All those surveyed were shocked and disappointed by the proposed modifications to the Course Outline of Record. We hope appropriate revisions will soon follow.

Anticipated local changes for 2025-2026:

ART 200 – Major modification

ART 202 – Major modification

Art 210 – Major modification

Art 295 – should be renumbered to appear with art history. It did not run in Spring 2025 due to lack of enrollment. It is highly likely that students were not aware of it.

Online continues to be the preferred modality, but rampant AI use makes teaching online soul-crushing for faculty.

In-person students show significant declines in writing abilities, level of historical awareness, and appropriate classroom behavior.

Course content must be reduced to teach remedial skills to improve student success.

- C. Levels, delivery or types of services
- D. Facilities changes
 - o Projector in 7120 needs replacing. IT has needed to assist nearly every week of Spring 2025. Instructional time has been lost by multiple faculty. This is not acceptable.
- 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.