

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019

PROGRAM: ART HISTORY AND PROFESSIONAL PRACTICES

CLUSTER: HUMANITIES

LAST YEAR CPPR COMPLETED: 2017-2018

NEXT SCHEDULED CPPR: 2022-2023

CURRENT DATE: 3/1/2019

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
- 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 degrees and/or certificates:

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

### GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

Art History is now operating on its two-year rotation supporting the local and transfer degrees in art history. All AAT courses have transferability.

In the last year, we had both a retirement and a hire. Bonnie Cullen retired after Spring 2018. In Spring 2018 we hired Hazel Antaramian Hofman to teach DE courses. She is teaching Art 204 DE in Spring 2019. Stephanie Fikri teaches Art 200, Art 204, and Art 205. Guy Kinnear teaches Art 200 face to face and online and Inga Dorosz teaches Art 200 online.

While Art 200 online courses continue to fill, and we regularly add 9-week courses in Fall and Spring terms to meet demand. Concurrent Art 200 classes are offered at Paso Robles High School (Spring 2018) and Central Coast New Tech High (Spring 2019). Art History major classes are growing now that CSU offers transferability. For the first time in Summer 2019 we will offer a 6-week early summer DE section taught by Guy Kinnear. It starts during Spring 2019 finals week so the college can capture Spring enrollment.

### 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

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

necessary, your Program Sustainability Plan.

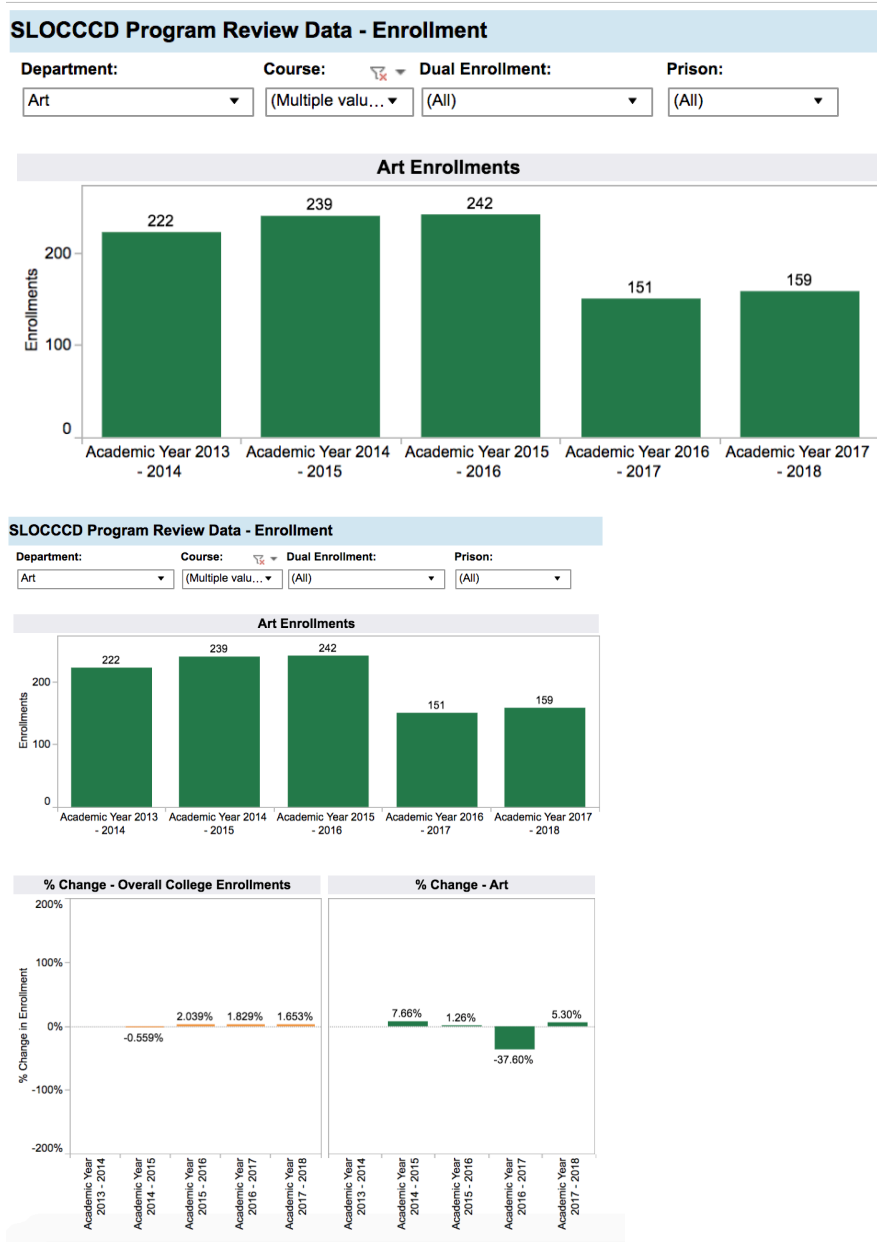
### DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

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.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### [General Enrollment \(Insert Aggregated Data Chart\)](#)

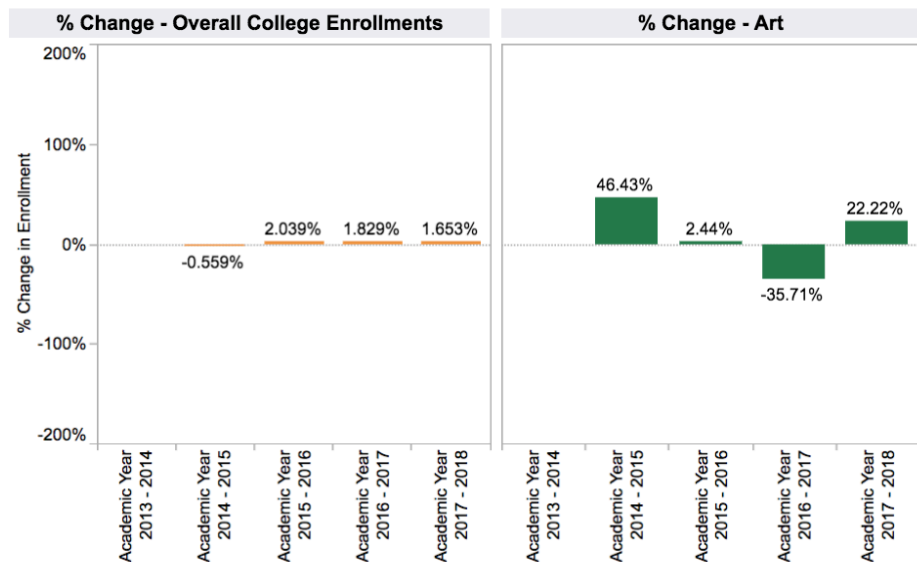
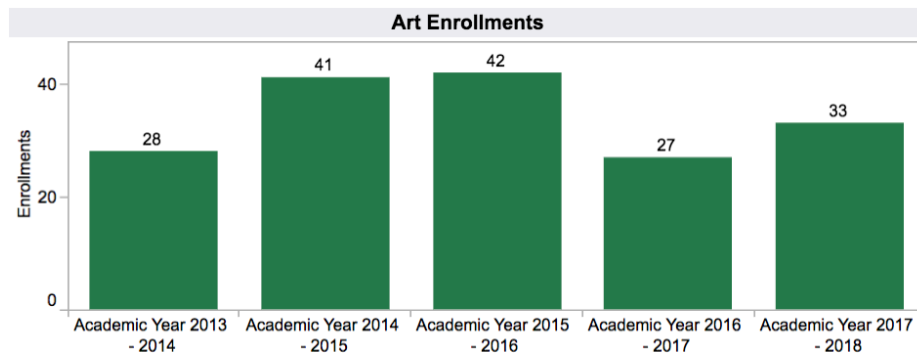
Insert the data chart and explain observed differences between the program and the college.



### Art History Major Enrollment

Art History enrollment has varied significantly over the last 5 years, considerably more so than the college as a whole. This variation can be attributed to a number of factors. Art History developed a number of courses to increase the diversity of material taught. The new courses (Art 207, Art 208, Art 209, Art 210) finally received transferability in Spring 2018. Enrollment will continue to increase from the 2016-2017 low point.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET



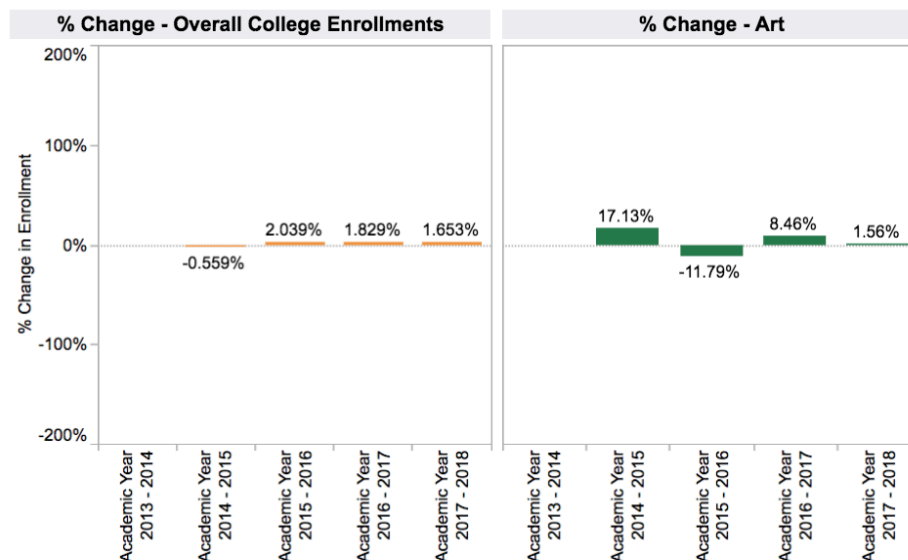
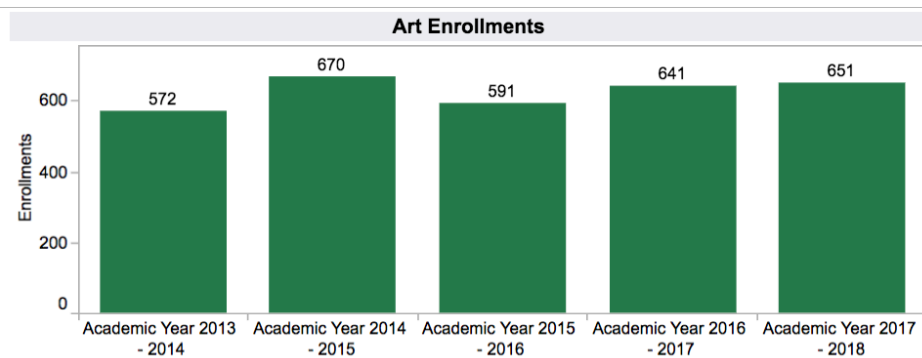
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

### Non-western enrollment (New courses 207, 208, 209, and 210)

Offerings in non-Western art are finding a footing. 2016-2017 saw a significant drop as Art 206 was discontinued and non-Western courses did not yet have transferability. This changed in Spring 2018. 2018-2018 shows an improvement even before the transferability. New course enrollment increased at 22.22% vs 5.3% for all major courses.

Numbers continue to improve in 2018-2019. ART 207 was offered on a 15-week schedule in Fall 2018. This allowed the course to fill to the highest enrollment in the three times it has been offered. Art 208 was offered for the 2<sup>nd</sup> time in Spring 2019 and enrollment was over twice the enrollment of its first offering in Spring 2017. It filled to the highest enrollment of face to face art history courses.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

### Art 200 Enrollment

Enrollment for Art 200 has seen greater ranges than art history classes. Enrollment in Art 200 rose by 99 students in 2014-15 and dropped 79 students in 2015-16. Our gains and losses were contrary to overall college enrollments and do not correlate to the number of sections offered. One factor was the replacement of face-to-face courses with caps of 40 with online courses that had caps of 30. In 2015-16, we went from offering two online courses a year to five. Enrollments continue to rise in 2016-2017 and 2017-2018. 9-week sessions and summer sessions are currently added. For 2018-2019 15 sections of Art 200 are offered in face to face, online, and high school concurrent courses. This is before summer sections are added.

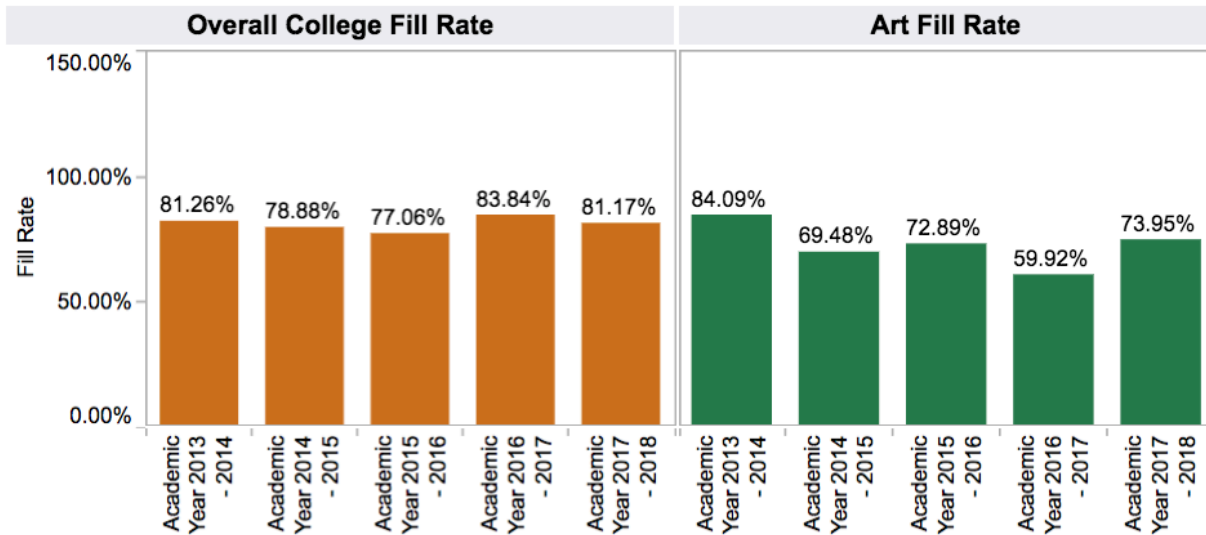
## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### [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:  Course:  Dual Enrollment:  Prison:



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 Fill Rate

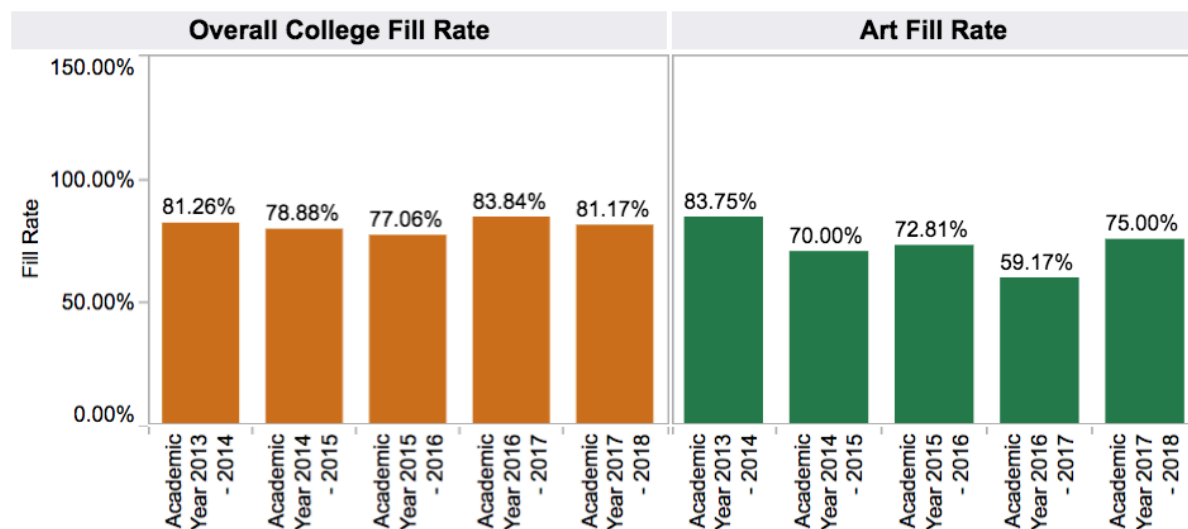
Fill rates have steadily declined in the past five years, but are rising again. Although the trend mirrors the decline in overall college fill rates, 2014-16 saw significantly lower fill rates. We think the popularity of DE Art Appreciation courses for students fulfilling a general education requirement may be drawing students from face-to-face courses. Another factor may be the time lag between courses being approved and their inclusion in our AAT. In 2015, based on the transfer model curriculum, we divided our one non-Western course (Art 206- now deactivated) into four new courses: Art 207: Mexican Art I (Pre-Columbian), Art 208: Mexican Art II (Colonial to Contemporary), Art 209: Asian Art, and Art 210: Art of Africa, Native America, and Oceania. Students may not have enrolled in Art 207, which was very low enrolled when offered in Spring 2016, because these changes were not reflected in the catalogue for either of our AATs (Art History and Studio Art) due to the slow State approval process. That same lag has possibly affected Art 207 and Art 208, which were offered this year. Although low enrolled, the courses were not cut because these courses are geared specifically at better serving our local San Luis

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

Obispo county population, which has an increasing number of Latino students who may be attracted to our campus because of these new course offerings and may help address the mandate to help increase student success, particularly of underperforming student populations such as young, male Latino/Hispanic students. Even though it is still lower than the College average 2017-2018 saw a significant improvement (14%) in student demand. We will continue to watch the fill rate as students are more familiar with the AAT requirements and the course reputations grow.

### SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  Course:  Dual Enrollment:  Prison:



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.

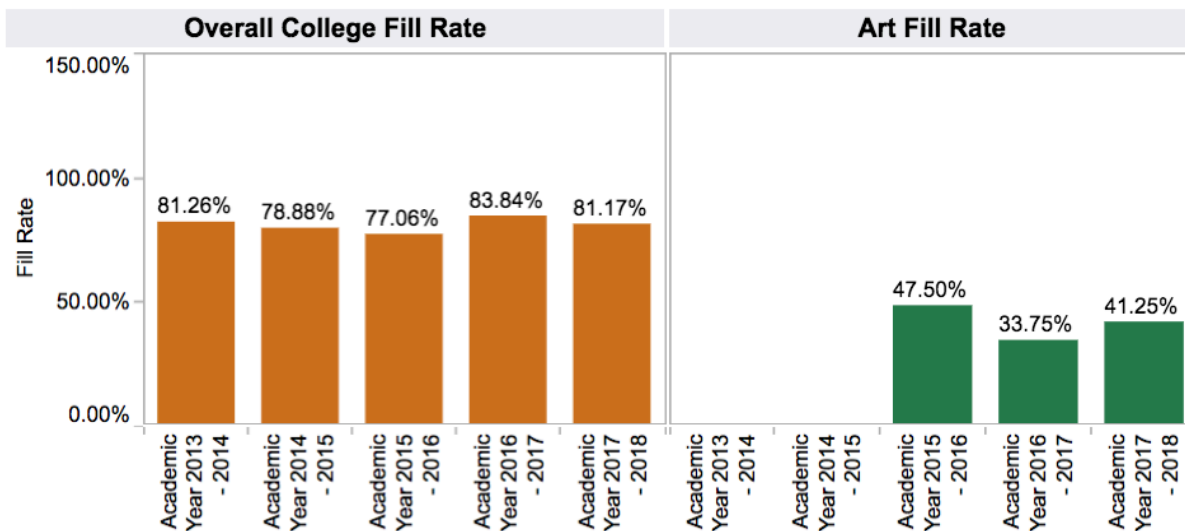
### Art History Western Demand

The chart above shows data for our three western art history courses (Art 203, 204 and 205). Fill rates are the same as the overall college. With inclusion in the AD-Ts and outreach we hope our non-western series of courses will have healthy fill rates. Offering fewer face-to-face art history courses and exploring DE art history are strategies being considered to improve fill rates for all art history courses.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Art
 Course: (Multiple valu...
 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.

#### Art History Non-Western Demand

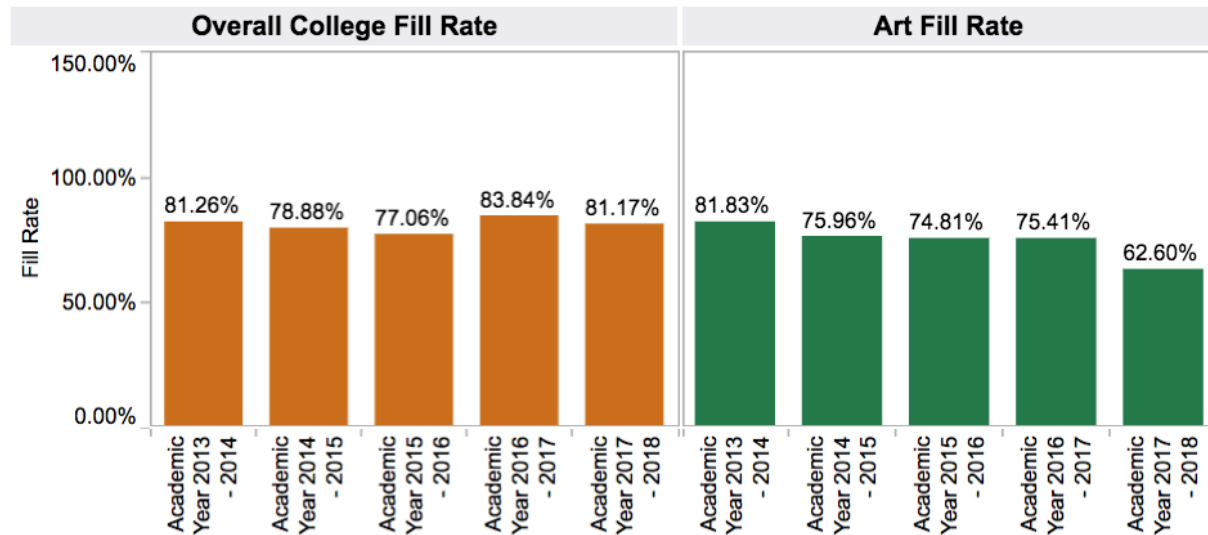
The changes to the curriculum and delay in AAT and transferability are apparent for the low demand for non-Western courses. Demand continues to improve with Art 208 having the highest demand for a face-to-face art history class in Spring 2019.



## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### SLOCCCD Program Review Data - Student Demand (Fill Rate)

<b>Department:</b>	<b>Course:</b>	<b>Dual Enrollment:</b>	<b>Prison</b>
<div style="border: 1px solid black; padding: 2px;">Art ▼</div>	<div style="border: 1px solid black; padding: 2px;">ART 200 ▼</div>	<div style="border: 1px solid black; padding: 2px;">(All) ▼</div>	<div style="border: 1px solid black; padding: 2px;">(All) ▼</div>



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.

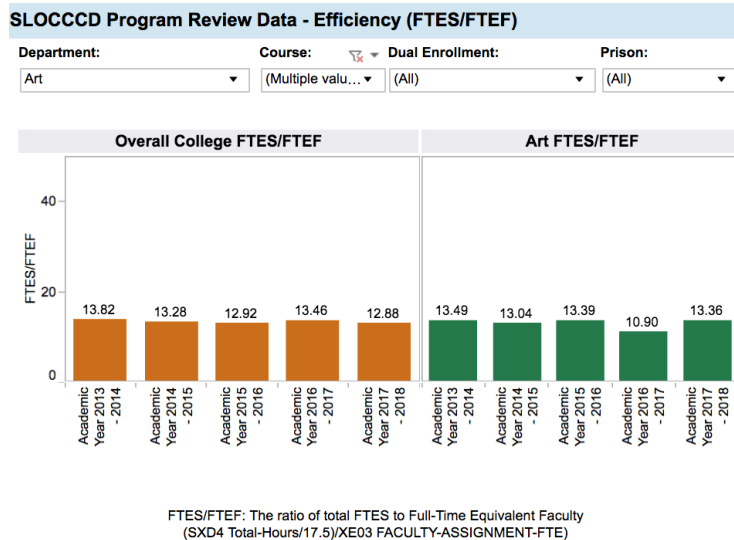
#### Art 200 Fill

In an attempt to capture more students and increase efficiency we began offering Art 200 in the humanities forum. The first year the course filled well but it has not filled since. This inefficient practice in combination with low enrolled North County and high school classes affected our fill rates. The fill rate belies our student enrollment, which has increased over the last three years.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

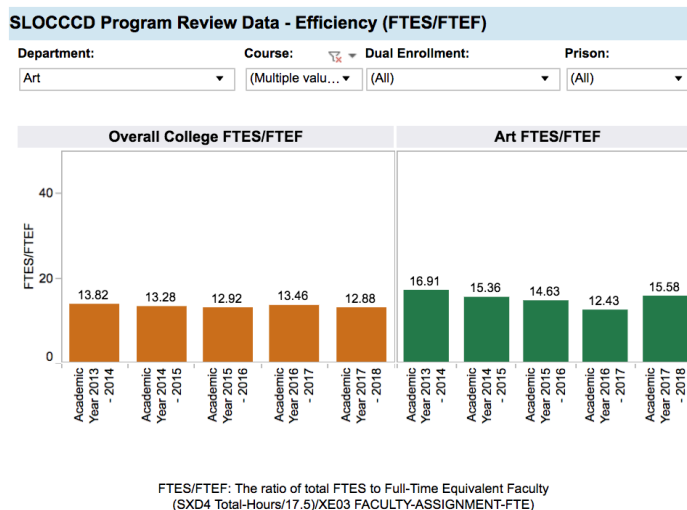
### General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

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



### Art History Efficiency

Efficiency for AHPP courses is similar to overall college efficiency with the exception of 2016-2017.



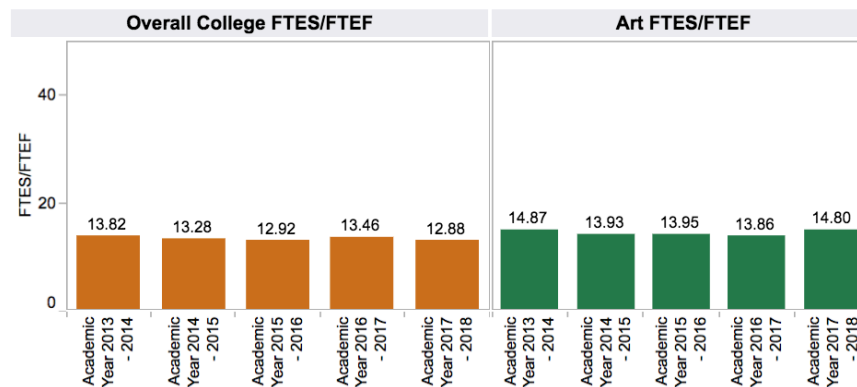
### Art History Efficiency without 202 and 295

Art History as most efficient when not considering the low-capped capstone courses (historically 12 and now 15) of Art 202 (Museum Studies) and Art 295 (Art Gallery). With the exception of 2017-2017, art history efficiency is above the College average.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: 
 Course: 
 Dual Enrollment: 
 Prison:



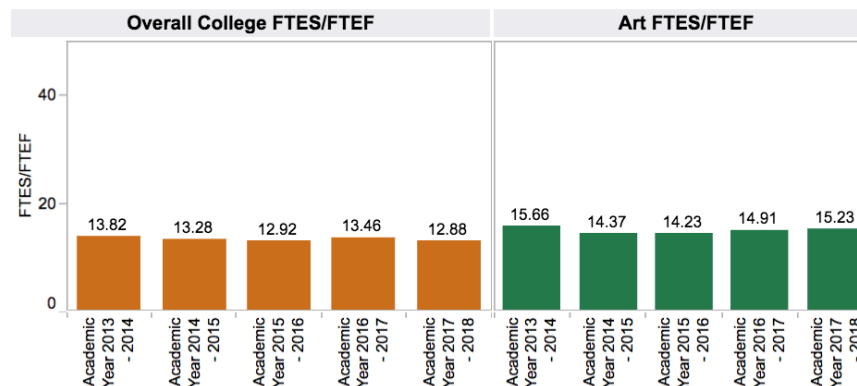
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Art History and 200 efficiency

Efficiency for art history courses is significantly above the college mean.

### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: 
 Course: 
 Dual Enrollment: 
 Prison:



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

Art 200 Efficiency

Efficiency for Art 200 is consistently higher than the overall college. It helps to boost the division's efficiency.

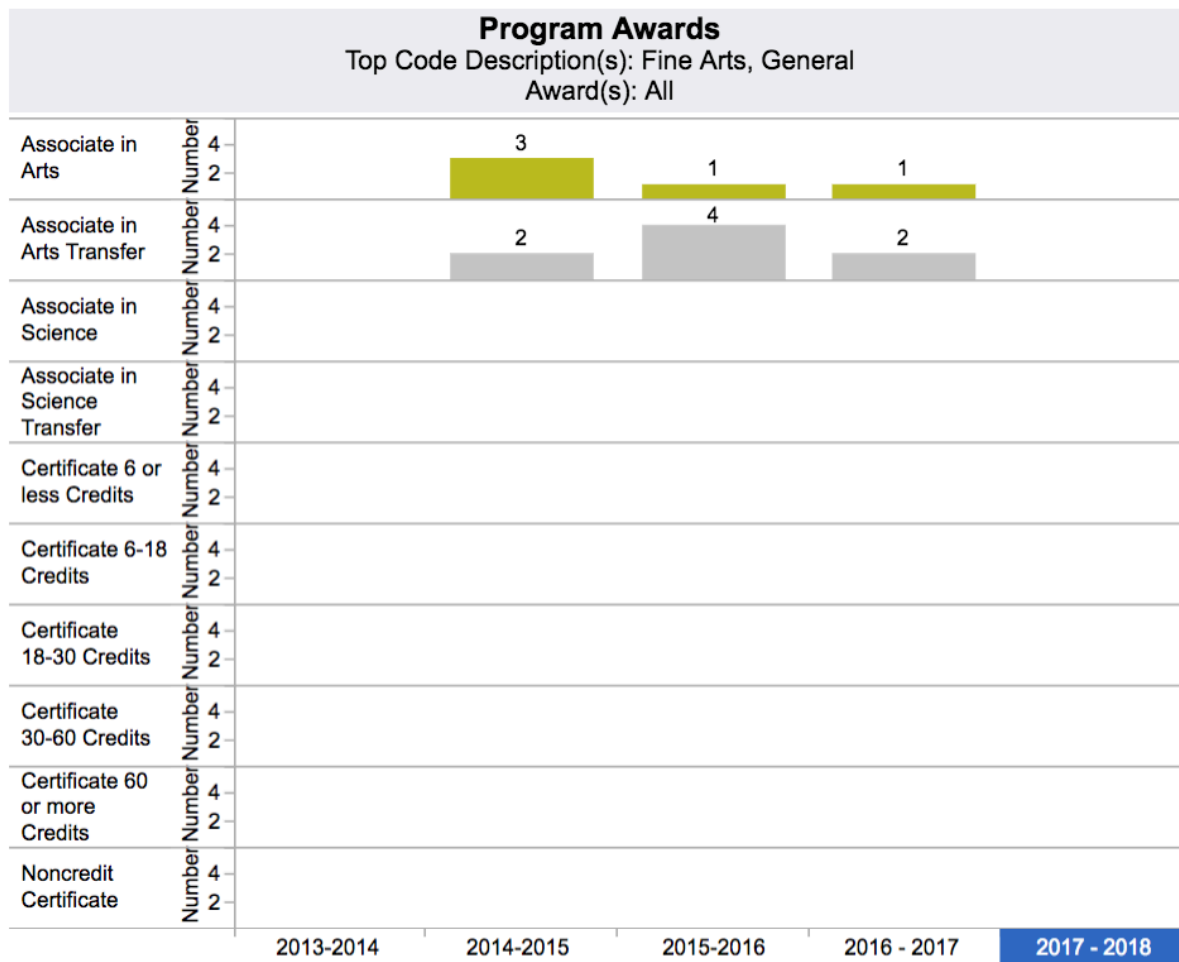
## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### [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) ▼



Program Awards Table						
Award T..	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Arts	Art History & Prof Pract (AA)		3	1	1	
	<b>Total</b>		3	1	1	
Associate in Arts Tr..	Art History (AAT)		2	4	2	
	<b>Total</b>		2	4	2	
<b>Grand Total</b>			5	5	3	

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

Missing 2 AATs for 2017-2018. One of the AATs was accepted into UCSB and hopes to transfer to the University of Wisconsin-Madison in Fall 2019. A Cuesta studio major successfully transferred to Loyola Marymount University in Los Angeles in 2018-2019 where she is majoring in art history. This is in addition to another Cuesta student who transferred to UCLA to major in art history after receiving an Liberal Arts degree. A Cuesta student also transferred to the University of Connecticut for Spring 2018 without earning a degree.

This year we know we have several students enrolled in the Art Gallery class who are close to completing both the AAT and AA AHPP. As of Spring 2018 we had 23 students identified as AAT or AA AHPP majors, with the majority seeking an AAT.

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

#### SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Art

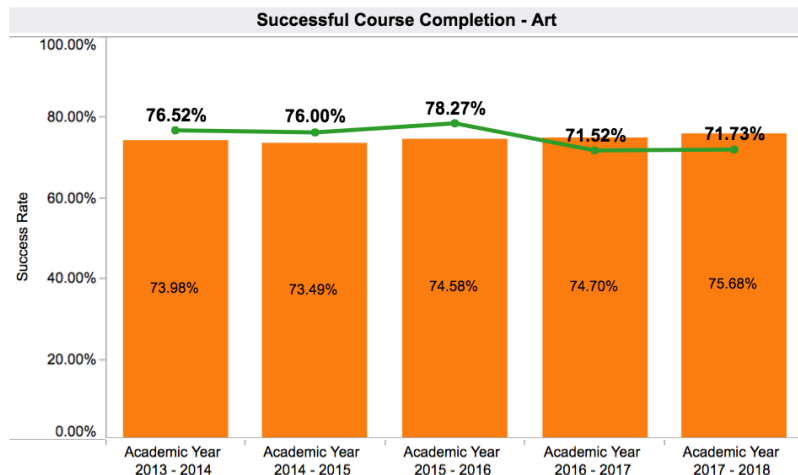
COURSE

(Multiple valu...

Measure Names

Department Success Rate

Overall College Success R...



**Art Success Rate Table**

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	76.52%	76.00%	78.27%	71.52%	71.73%
Total Enrollments	822	950	856	790	810

### Art History and Art 200

Art history has consistently had higher student success rate than the college until 2016-2017, but this drop below the college average is largely due to one course, Art 200 DE.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Art

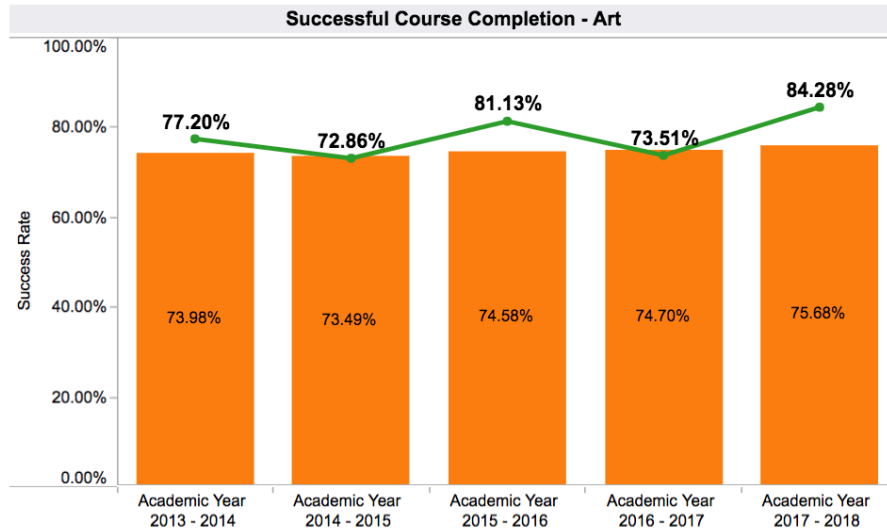
COURSE

(Multiple valu...

Measure Names

Department Success Rate

Overall College Success R...



**Art Success Rate Table**

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	77.20%	72.86%	81.13%	73.51%	84.28%
Total Enrollments	250	280	265	151	159

### Art History Major Course Completion

Success in Art History has been very close to or well above the College average. Success in art history courses is no small feat. The discipline is known for its intellectual rigor. It requires material memorization as well as application, critical thinking, and a strong initiative as well as commitment on the part of the student.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:

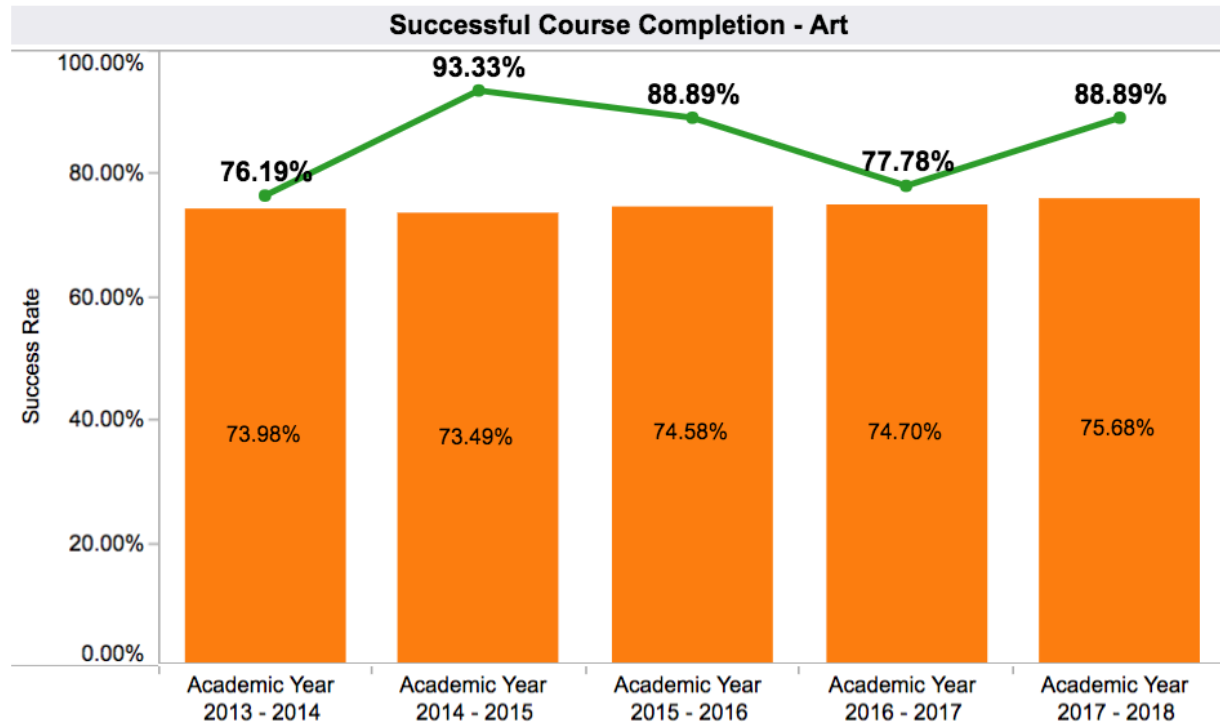
Art

COURSE

(Multiple valu...

Measure Names

- Department Success Rate
- Overall College Success R...



**Art Success Rate Table**

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	76.19%	93.33%	88.89%	77.78%	88.89%
Total Enrollments	21	15	9	9	9

#### Art 202 and 295 Completion

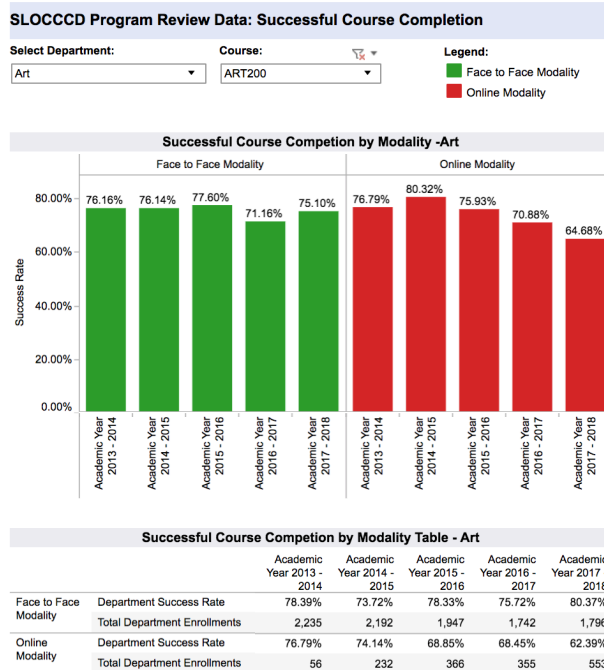
The success rates of our low-capped (12/15) capstone courses of Art 202 and Art 295 show the excellent of student-centered learning. When students have the time to discuss critical issues in their chosen discipline and conduct work in the field, they excel well beyond the College average.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### Student Success—Course Modality (Insert Data Chart)

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

Art History major course are not offered online in 2017-2018. Will have data for 2018-2019. This will give us some idea about major classes, but we recognize that the data will be for a new instructor who is teaching that particular course as a DE course for the first time. The modality comparison will not be comparing courses offered by the same instructor.



### Art 200 Success by Modality

Art 200 ground students are more successful than online students for the last three years. This is not surprising. Faculty hear again and again that students take DE courses for subjects they care less about than ones for which they take face to face. Compounding the potential for apathy is that Art Appreciation is not a major course, but rather a course designed for non-majors seeking GE credit. This data compares DE courses by four different instructors whereas ground courses are taught by six instructors with three of instructors teaching both modalities over the last five years. That said, ground Art 200 success rates have been fairly consistent for the last five years. Art 200 success is still the highest success rate for DE in the department.

Art History instructors are encouraged to reach out to students who are struggling or have missed more than one deadline. Students are asked to seek additional help in office hours and are made aware of services offered by the college.

Student success in the ground core art history courses have been traditionally higher than DE success rates. This will be something to watch as Art History courses are added to DE.



## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

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.

Art History data cannot currently be separated from Fine Arts. Rather, individual instructors reach out to assess the needs and struggles of students. Because success in art history classes is often connected with the student's ability to write, instructional time now includes review and reinforcement of good research and writing techniques.

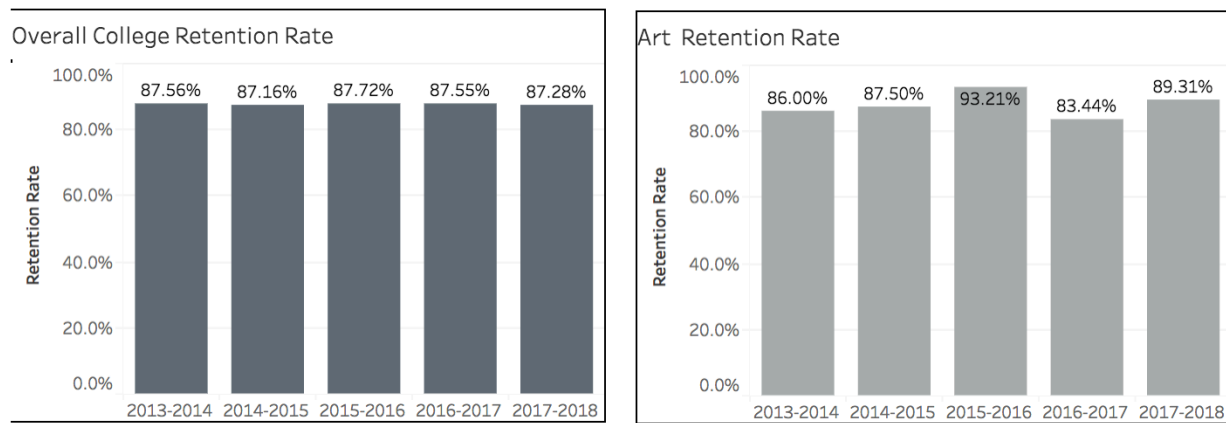
Disaggregated Student Success will be discussed in the Art CCPR.

### 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.

#### SLOCCCD Program Review Data: Intra-term Course Retention

Department:  Course:



Course Retention Definition: *Percentage of students who do not withdraw from class and who receive a valid grade. Invalid grades include: DR, IP, MW, UD, XX*

Retention for Art History is similar to the college average: College - 87.45 and AH - 87.92

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### 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.*

In reviewing past text-based assessments, and comparing Cuesta courses to those offered at other California Community Colleges, CSU, and UCs, our art history courses and programs are excellent. The courses and programs are in good shape and appropriate for the community college level. That said, our excellence is confirmed by students who have successfully transferred to UCs and other national R1 institutions.

As not many courses have multiple eLumen assessments, no changes have resulted from looking at that data, but rather each professor engages with her or his unique cohorts to best guide their study of art history and corresponding development of critical thinking, writing, and oral skills. She or he modifies pedagogy as needed to support a particular class succeed. Please consult with individual faculty to see how they rise to the challenge of teaching the 100% of students navigating their tenure at Cuesta. eLumen assessments reveal how students fail to submit assignments or take exams, and, therefore, they cannot be assessed. Assessments do remind faculty that students may meet SLOs but still fail the course or perform poorly. Of those who do show up and participate, assessments suggest the actual knowledge gained exceeds the success rate corresponding to grade.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### 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.
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

#### A. Curriculum and scheduling

A late start 15-week Art 207 in Fall 2018 successfully increased enrollment. Students increasingly want to take shorter courses. We cannot wait until the College moves to a 17- or 16-week calendar. We will continue to use this schedule and may consider 15-week Art 209 and Art 210 after we assess their enrollments in 2019-2020.

We must continue to plan courses around popular (and required) art studio courses and by using fill-rate analysis.

Both morning and afternoon face to face Art 200s low enrolled for Spring 2019 despite the elimination of a face to face section from Spring 2018. We hope the fill rates will improve in the fall, but this is something to watch, especially as online enrollment, if not retention, thrives. We will continue to offer 9-week intensive Art 200 DE as demanded.

We brought Art 204 back online and to plan bring Art 203 and Art 205 online. We hope this will allow us to offer Art 203 every year, either ground or online. Due to low fill rate, Art 203 was only offered once for 2016-2018. Art 205 did not enroll as high as expected in Spring 2019.

#### B. Support services to promote success, persistence and retention

Art 200 has had tours of the library to help with their research projects. The library has course guides for Art 200, Art 203, Art 204, Art 204, and Art 207. We may add guides for Art 208, Art 209, and Art 210. Students also use the writing center to help them succeed in art history and art appreciation classes.

All classes coordinate with DSPS to help our students succeed. DSPS continues to expand the resources allowed for students. These accommodations, selected by the students, do not always support the pedagogy used or encouraged in the classroom. Many students thrive with the assistance of DSPS.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

Currently embedded tutors are not used. While there are wonderful potential tutors taking Art 200, the current hiring process is prohibitive.

C. Facilities needs: none

D. Staffing needs/projections:

We ran a part-time pool for DE Art History and Art Appreciation in Spring 2018. Our staff of one Full-time and four Part-time professors are currently meeting the needs of Cuesta students.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

Art history is growing most online. The vast majority of students who take art history courses are not art history majors. We hope that Art 200 continues to act as a gateway to other art history courses. We plan to bring two other Art History core courses into DE rotation over the next five years, Art 203 and Art 205, but are cognizant that successful online courses often require faculty hours and attention far exceeding what is required of a successful ground course.

As we move towards the Guided Pathways plan, we hope to reach out to the history division as well as to the medical field programs to coordinate supportive education plans. Dr Craig is participating on the Guided Pathways Meta-Major Task Force. We are already seeing Business Administration majors taking Art 200 as it is including in their Guided Pathway plan. Cross-discipline education shows strong benefit of complementing other majors with art and art historical studies.

We intend to update curriculum to apply for GE diversity credit for Art 203, 204, 208, and 209. The curriculum supporting a diversity designation is already taught, but not apparent in our curriculum documents and students.

We would like to create a certificate that may help offset decreasing AHPP degrees. This certificate would target our courses with the lowest fill rates but the most engaged students. Furthermore they support all the ADT's PLOS. A certificate would consist of Art 202, Art 295, and two non-Western art history courses (Art 207, Art 208, Art 209, Art 210), one Western art history course (Art 203, Art 204, Art 205), and a studio course. Another option is to assess interest in a global studies certificate.

## 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

**Not necessary**