

## 2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021-2022

PROGRAM: ART HISTORY AND PROFESSIONAL PRACTICES

CLUSTER: HUMANITIES

LAST YEAR CPPR COMPLETED: 2017-2018

NEXT SCHEDULED CPPR: 2022-2023

CURRENT DATE: 2/4/2022

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 continues to thrive via remote teaching during the Covid-19 pandemic. All Art Appreciation and Art History courses went online (DE) in Spring 2020 and remained online for 2020-2021. Some face-to-face offerings began in Fall 2021 and increased in Spring 2022. Art History continues operate on its two-year rotation supporting the local and transfer degrees in art history. All AAT courses have transferability. Stephanie Fikri teaches Art 200, Art 204, and Art 205. Hazel Antaramian Hofman, who usually teaches Art 204, is teaching Art 200 in Spring 2022. Guy Kinnear and Inga Dorosz teach Art 200. Kinnear and Dorosz offer regular and early summer session sections, including early start. Kinnear brought face-to-face Art 200 sections to the North County Campus for 2021-2022. Fikri is teaching Art 200 and Art 205 face-to face in Spring 2022, and Craig is teaching Art 210 face-to-face as well. All three courses are offered at the SLO campus. Faculty elected to teach these face-to-face sections well before the Omicron surge significantly impacted enrollment numbers. Dorosz continues to teach Art 200 as a correspondence course at California Men's Colony during the pandemic. It may be taught in person in Summer 2022. A part-time pool was conducted in Fall 2021 to seek a part-time professor for Art 295 - Art Gallery. The course will next be offered in Spring 2023.

### 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.

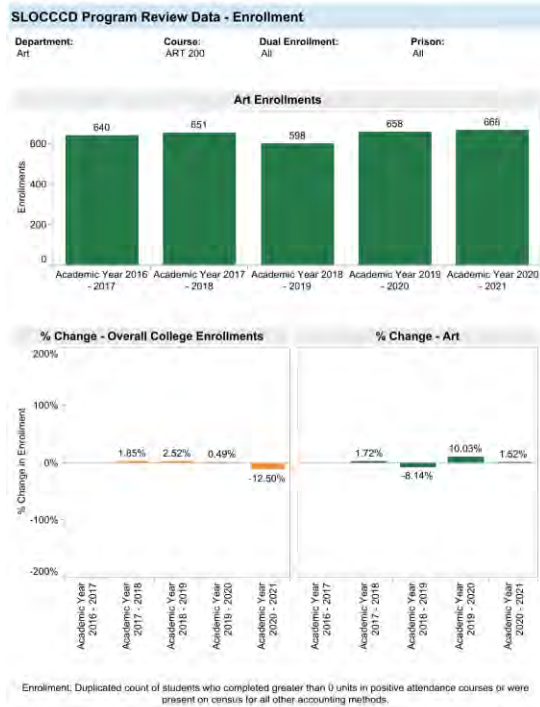
#### [General Enrollment \(Insert Aggregated Data Chart\)](#)

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



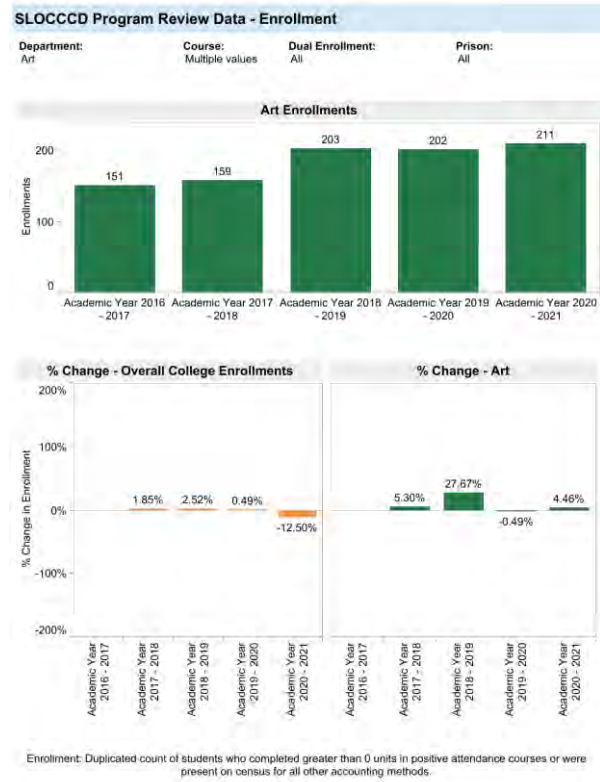
#### Art History and Art Appreciation Enrollment

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%



Left: Art Appreciation Enrollment

Right: Art History Enrollment

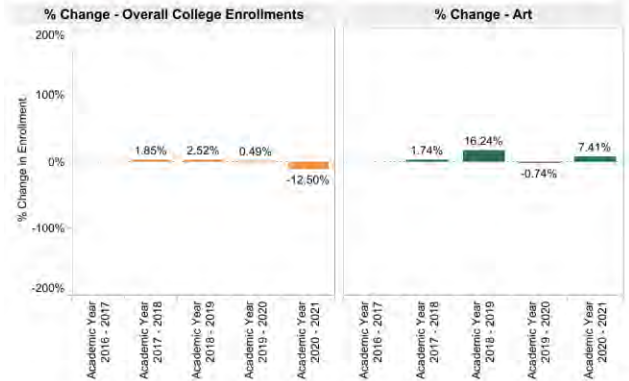
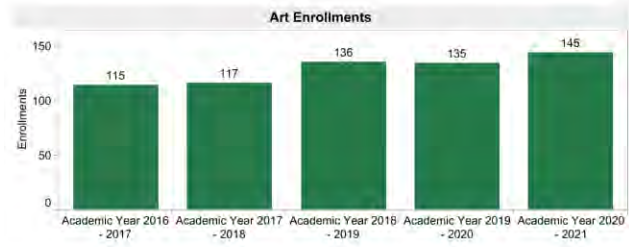


After falling in 2018-2019, Art 200's enrollment bounced back in 2019-2020 to its highest number in the last five years. It continued to grow despite the pandemic. 9-week sessions and summer sessions continue to appeal to students seeking alternative schedules. CMC correspondence sections also support the demand from our incarcerated students.

Art History courses have gained in popularity during year two of the pandemic.

**SLOCCCD Program Review Data - Enrollment**

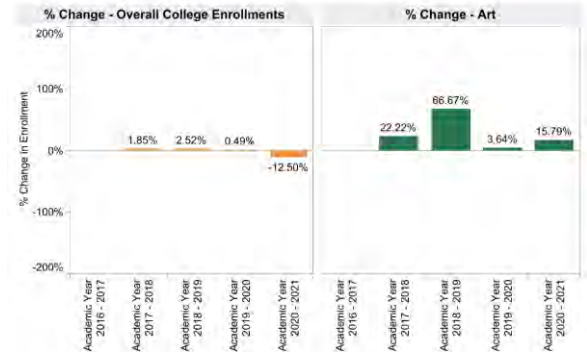
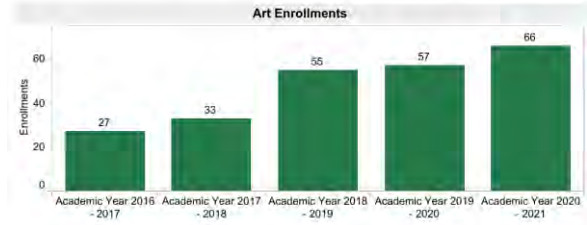
Department: Art Course: Multiple values Dual Enrollment: All Prison: All



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.

**SLOCCCD Program Review Data - Enrollment**

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



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.

Left: Western Art History Enrollment  
Right: Non-Western Art History Enrollment

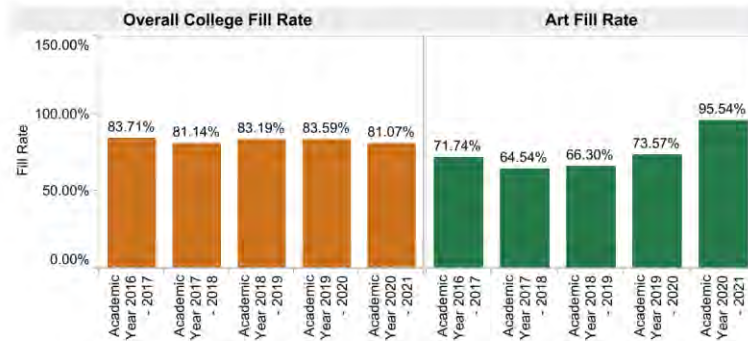
Our non-Western course offerings particularly grew in enrollment despite being offered remotely. We hope the new ethnic-studies designated courses will also encourage continued growth in the global arts classes.

[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

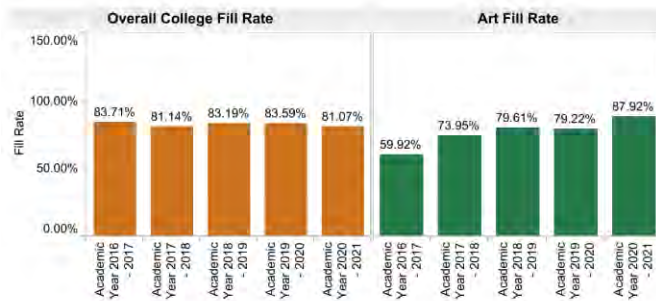


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

### Art History and Art Appreciation Student Demand (fill rate)

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

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



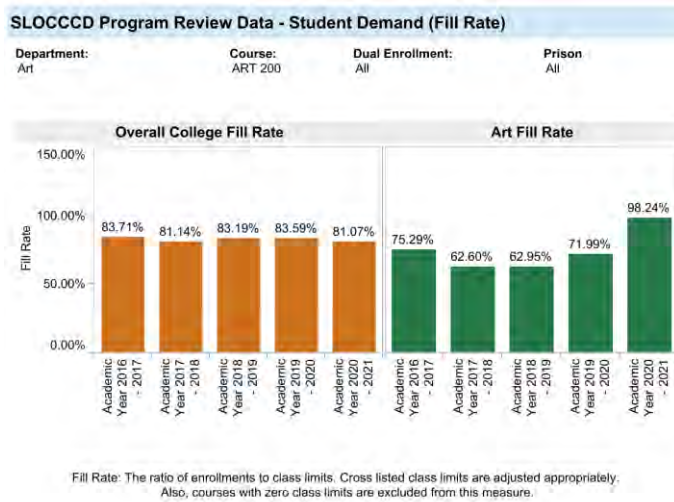
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

### Art History Student Demand (fill rate)

After years of art history fill rates slightly below the College average, they exceeded the College average in 2020-21. This remarkable improvement suggests students are more familiar with the AAT requirements and art history course reputations are growing. (Background - 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. Art 211 (Survey of African Art History) was added in 2021. There was a lag in the new courses obtaining transfer credit due to the State Approval schedule. 2018-2019 was the first year in which all new courses were visible to students as eligible for GE credit. Moreover, it shows the demand for these courses to be offered remotely. Students who cannot come to campus for



whatever reason, are willing to take them online. Discussions have been robust and student work encouraging.



### Art Appreciation Student Demand (fill rate)

Art 200 fill rates were also traditionally lower than the college average, in part, due to courses offered in larger capacity rooms on SLO and NCC campuses, and our commitment to teaching at NCC and in the evening to increase equity to underserved populations. In an attempt to capture more students, we began offering Art 200 in the humanities forum and a large lecture hall on NCC. 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 2020-21 year shows strong student demand when all sections are offered remotely.

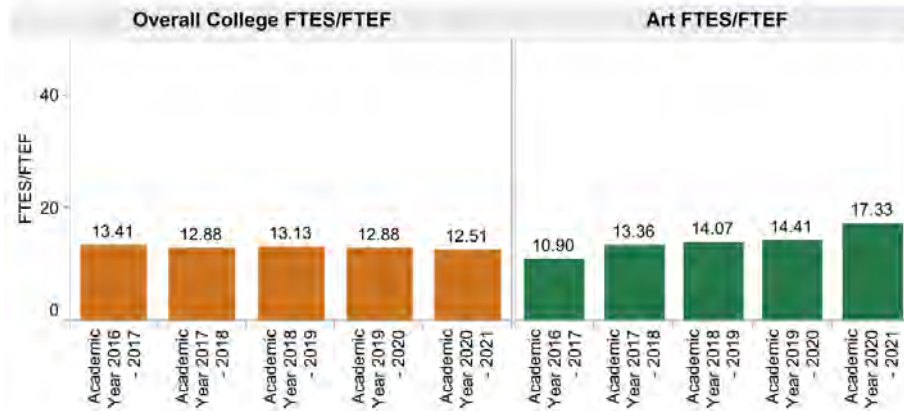
### [General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

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

While the College and the Fine Arts department have seen decreased efficiency since the beginning of the pandemic, art history and art appreciation have become more efficient.

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

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



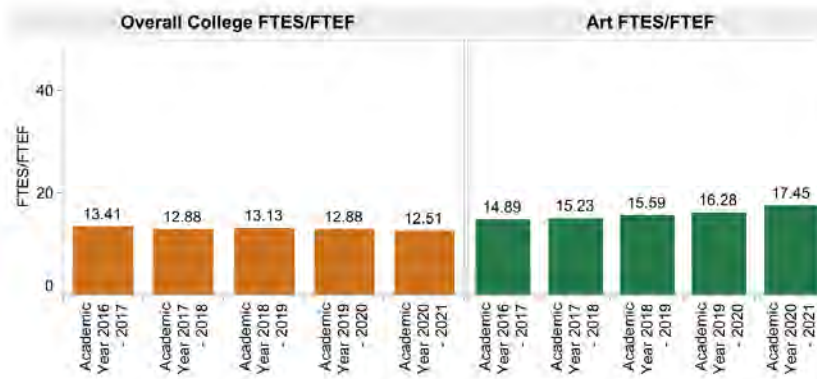
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

### Art History Efficiency

Art History experienced remarkable growth from 2019-20 to 2020-21. This is a lovely development as it is a significant aid to the department and College.

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

Department: Art Course: ART 200 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)

### Art Appreciation Efficiency

Art Appreciation has experienced a steady increase in efficiency over the last five years.

[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

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



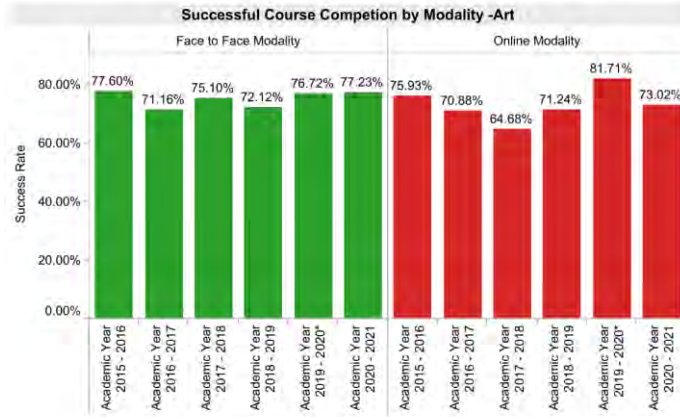
**Art History Success by Modality**

This data is quite limited at this time. Art 203, 205, 207, and 208 were all taught remotely for the first time in 2020-21. No face-to-face courses were offered. The Spring 2020 face-to-face courses all ended remotely. It would not be prudent to comment on drop in online success from 2019-2020 to 2020-21 during the pandemic when student learning abilities remain highly compromised. It is noted that more art history students struggled during 2020-21 than the College average.



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

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



		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	78.33%	75.76%	80.33%	79.76%	84.70%	83.15%
	Total Department Enrollm...	1,947	1,741	1,795	1,917	1,923	376
Online Modality	Department Success Rate	68.85%	68.45%	62.39%	68.00%	79.66%	72.83%
	Total Department Enrollm...	366	355	553	576	568	1,675

**Art 200 Success by Modality**

It is noted that more Art 200 students struggled during 2020-21 than the College average. It is also noted that art appreciation and art history numbers are very similar.

It would not be prudent to comment on drop in online success from 2019-2020 to 2020-21 during the pandemic when student learning abilities remain highly compromised.

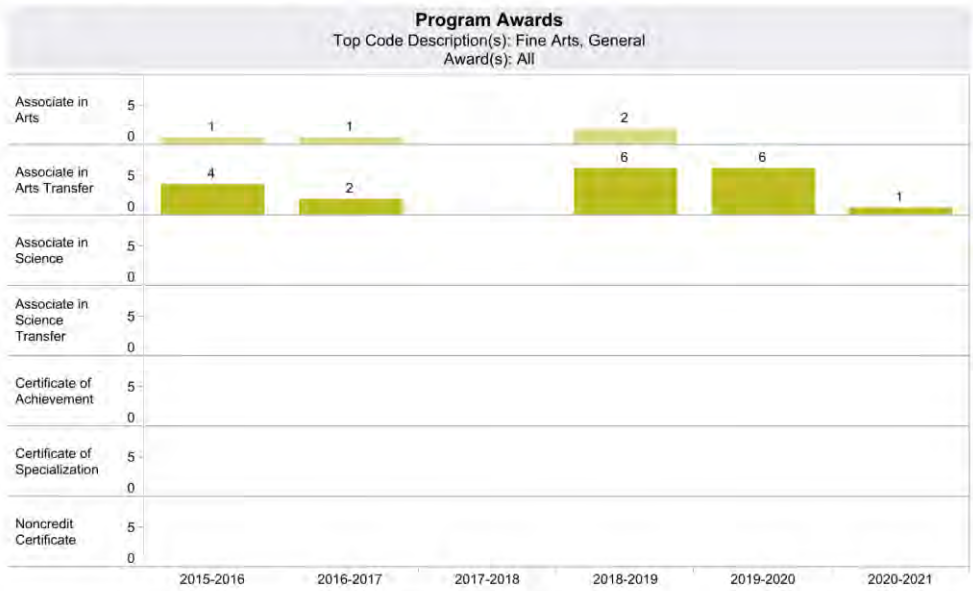
[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

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 Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts	Art History & Prof Pract (AA)	1	1	0	2	0	0
	<b>Total</b>	1	1	0	2	0	0
Associate in Arts Transfer	Art History (AAT)	4	2	0	6	6	1
	<b>Total</b>	4	2	0	6	6	1
<b>Grand Total</b>		5	3	0	8	6	1

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

We are so proud of our art history graduates who graduated and/or transferred in 2021. After two strong graduation years in 2019 and 2020, the dip in 2021 could be related to multiple variables. There are new majors taking courses in 2021-22. At least two art history major should graduate in Spring 2022.

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

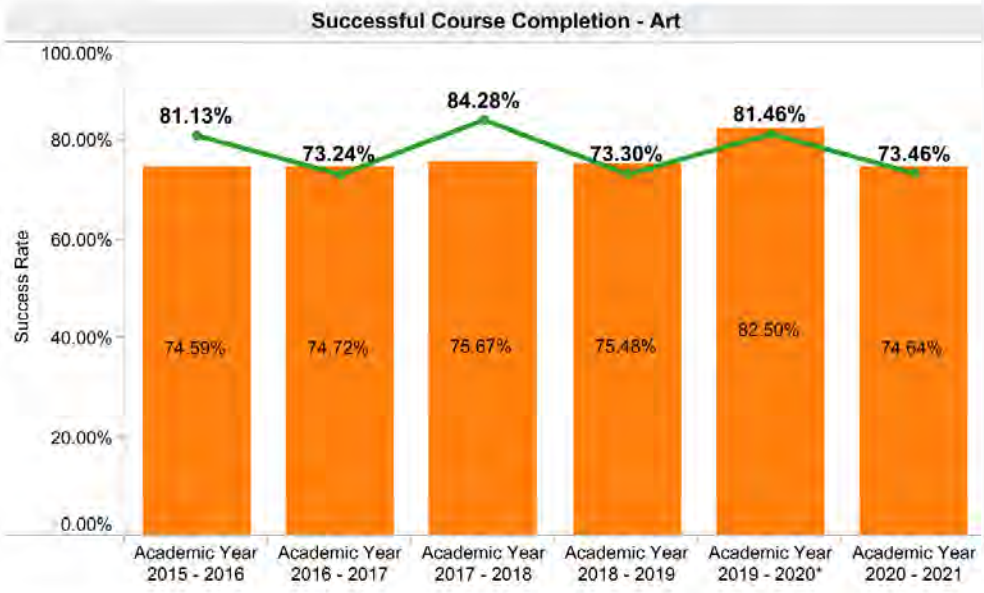
Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of

programmatic discussion regarding the data presented.

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

Select Department: Art      TERM: All      Measure Names: Department Success Rate (green), Overall College Success Rate (orange)

COURSE: Multiple values



	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	81.13%	73.24%	84.28%	73.30%	81.46%	73.46%
Total Enrollments	265	142	159	191	202	211

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

**Art History Course Completion**

Art history course completion has remained consistently near the College average for the last three years.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Art

TERM  
All

Measure Names  
■ Department Success Rate  
■ Overall College Success Rate

COURSE  
ART200



**Art Success Rate Table**

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	76.99%	71.05%	68.66%	71.57%	79.58%	73.67%
Total Enrollments	591	639	651	598	658	668

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

### Art 200 Course Completion

For 2020-21, art appreciation course completion was the closest it's been to the College average out of the last six years.

### 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.

Art history emphasizes active engagement with the visual arts and historical context. Students hone their written and analytical skills. They learn to think critically during a time when colleges are failing to help students think critically. Student voices are critical. Below is a selection of what they wrote when students were asked to comment on their experiences in virtual art appreciation and art history classrooms in discussions at the end of the semester:

- Before taking this class, I never realized how much art is actually involved in my life. From advertisements on billboards, to in person displays of protest, I have become much more aware of the art that takes shape in my community. This semester was particularly stressful, with other classes, a full-time job, and working through an illness; however, I found that when I sat down to do the assignments for this class, I was able to relax and find some enjoyment in learning and analyzing different works. Because I found these assignments to be "the calm within the storm" so to speak, I hope that I can turn to art in the future as both a hobby and a way to destress. As life slowly crawls to some sense of normalcy, I hope to be able to visit museums and art shows, in order to expand my knowledge and appreciation for different outlets of artistic expression.
- The most valuable thing that I took away from this class is the overwhelming sense of self and experimentation that many of the artists had. It encouraged me to also challenge myself to find more creative outlets during day-to-day life. I really enjoyed the discussions, and I am glad that we were able to have such a vibrant group, even though an online class.
- We see art all around us. Whether it is an architectural structure or a painting, there is always something to see and interpret its meaning. For me, art is a way to understand a certain part of history, but it's also a way for me to see how other view life and how their lives are different than mine. Art is already part of my life. We are surrounded by it daily, but now I take more time to look and comprehend its purpose. This is the main way that my view of art has altered over the past couple weeks.
- One of the most valuable things I've learned through this course is to be open to several contrasting opinions and to accept that not everyone is impacted the same way by a piece. Also, I've learned the importance of symbols and how they help convey a certain message. I've really enjoyed seeing what pieces my peers have brought into discussion posts and collection projects!
- I appreciated the structure of the class. Everything was well-organized and expectations were clear, which made it easy to complete the work. I knew every week that there would be: a class announcement, roughly a chapter of reading, class lecture, a quiz, a class discussion, and an assignment. When you're juggling other classes, a job, family commitments, etc. it is a major reduction in stress to have such a consistent work load.
- This course is not a course you can breeze through, which I initially thought, but I am happy it is not. I felt like I was forced to know the material and really think about the



artwork, and I appreciate this, because I feel like I took away so much more from this class than I thought I would.

- I appreciated all your feedback and concern of making sure students pass your class, as well as helping a student have a growth mindset.
- This was a fanatic class! It could definitely be a bit mentally laborious and calls for one's dedication, but that was balanced with the satisfaction and excitement of gaining new knowledge. The material was also incredibly enjoyable, which helps spur motivation.

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

B. The ongoing pandemic poses continuing difficulties with enrollment for Art 202 (Introduction to Museum Practices) and Art 295 (Art Gallery). These are our two local courses supporting the AHPP local degree. The low enrolled classes allow for greater interaction between faculty and students and have historically resulted in some of the highest success rates for the discipline. Museum and gallery practitioners adapt to the extraordinary changes experienced by their institutions during the pandemic. Both courses will be able to address current developments should student enroll.

We must serve all of our community as safely and prudently as possible. Art history and art appreciations sections will be offered online. Ground sections, including north county and evening sections will be offered in line with public health guidance. All ground courses offered in Spring 2022 were low enrolled due to the omicron surge. New populations of students desire asynchronous online sections.

Hybrid courses with a synchronous component may also be considered. Art 204 may soon have multiple sections offered each term.

D. Classroom technology should be updated to feature excellent image-projection and streaming capabilities. 7120 is already in the queue for this upgrade.

E. Part-time pools were run in Fall 2020 and Fall 2021 in response to part-time retirement and changing instructional load to meet studio as well as art appreciation instructional needs.

## 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.