

**APR Report for the Academic Year 2020-2021
2021-2022 Cycle**

Section I: Program Description

IA1. Program Title

BAH ADT-Art History for Transfer

IB. Program Contact (Your first and last name)

Debora Rodenhauser

IC. Program Mission Statement

Provide the Program’s Mission Statement.

The mission of the Art History and Studio Art program is to provide students with knowledge, skills, and a variety of techniques to create and evaluate artwork that lead students to succeed in the global economy. The students will gain a knowledge base that is transferable to a CSU or UC university to further an education and career in the Arts. We provide all college students and communities with the opportunity to view and experience original works of art by our students, faculty and other professional artists that students can use to successfully meet their educational goals.

ID. Program Summary

Provide a brief summary on the current status of the program being reviewed.

The purpose of the Art History program is to provide courses meeting the General Education Requirements for Art and Humanities, and provide required courses for three different, but related degrees. All courses are either required for the AA-T Art History, AS-T Studio Arts or the AA in Liberal Arts with an Emphasis in Arts and Humanities. Program SLOs support the mission of the “Art Program” which aligns with the mission statement of Taft College.

Section II: Looking Back—2020-2021

IIA. Present the Results (Rubric Criterion 3)

Provide a descriptive summary of the outcomes from the 2020-2021 cycle of program review –if your program’s 2019-20 goals have been funded, please provide updates here as well.

Taft College Majors by Count AY 2016/17 through 2020/21 ADT-Art History for Transfer 2016/17 4 2017/18 5 2018/19 6 2019/20 6 2020/21 5 Taft College Awards Count 2016/17 - 2020/21 ADT-Art History for Transfer 2016/17 0 2017/18 0

IIB. Probe the Results: I Wonder . . . (Rubric Criteria 1, 3)

In this section, judge whether the activities you implemented in 2020-2021 to reach your goals were effective. Did the activities have an effect on the outcome? Please describe WHY you believe your outcomes came out the way they did. Did you reach your goals? If yes, explain why. If you did not reach your goals, explain why.

The goal of hiring an Art Historian/Gallery Coordinator was not prioritized this year. I wonder if creating a degree that balances Art Gallery management with Business would foster the understanding of how one with an art degree is employable? Courses offered to obtain the associate’s degree in this area would be foundational in transferring forward to pursue a bachelor’s degree. Most gallery administrator/coordinator job postings call for a bachelor's degree in fine arts, business, finance or a related field.

IIC. Ideate Innovations: What if . . . (Rubric Criteria 1, 5)

In this section, describe activities you believe would have an effect on your 2021-2022 outcome measures.

The visiting artist activity is still in progress and will be implemented 2018/19. Actives, such as, field trips to museums, galleries, and industries that educate students is important to impact the awareness of employability. These activities also educate the importance of acquiring an associate’s degree leading to a bachelor’s degree in the employable area of the Studio Art’s and Art History.

Section III: Looking Forward—2020-2021

III. List Your 2021-2022 Goals—Be Quantitative!

List your 2021-2022 APR goals in terms of their expected changes on the outcome measures as indicated earlier. Each goal that requires resources, impacts other areas, or otherwise is substantive requires the submission of an APR Goal form. Keep in mind the scoring rubric criteria:

1. The relationship between program review narrative and the APR Goal is evident and strongly supported by evidence.
2. The APR Goal directly implements institutional planning document goals.
3. The outcome directly implements institutional planning outcomes, and is transferrable and/or scalable institutionally.
4. APR Outcome indicators, methods and/or timelines use institutional measures, transferrable/scalable institutionally
5. Before/after benchmarks and timelines are completely specified, identical methods, transferrable/scalable.

<ol style="list-style-type: none">1. Increase student awarded success rate by 2%2. Create a guided pathway2a. Guided pathway created
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Section IV (Optional): Evaluation of Program Review and Planning Process

IVA. Evaluation of Program Review and Program Planning Process

In this cycle of program review, what aspects of the program review and program planning process worked best and why?

IVB. Evaluation of Program Review and Program Planning Process

In this cycle of program review, what aspects of the program review and program planning process would you change and why?