

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

**Section I: Program Description**

**IA1. Program Title**

BAH ADT-Studio Arts 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 Studio Art 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 ADT-Art History for Transfer, ADT- Studio Arts for Transfer 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.

Taft College Majors by Count AY 2016/17 through 2020/21  
AA Art  
2016/17 55  
2017/18 59  
2018/19 41  
2019/20 41  
2020/21 23

**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.

Goals not funded.

**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 visiting artist activity is still being considered for the 2022/2023 academic year. Students will interact with an established visiting artist and learn work experiences that will prepare graduates for jobs and careers in the art and other art related fields.  
I also wonder if adding a kiln in the science area will allow for collaboration to take place with the Geology 1500 students and increase interest of the disciplines.  
I wonder if the reconfiguration of the T9 classroom will create an environment that increases learning and application in the classroom. As the room is set up now it hinders creativity, critical thinking, and productivity.

**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. Adding a kiln in the science area will allow for collaboration to take place with the geology students and increase interest of the disciplines. This activity will all for collaboration across the campus with other disciplines as well. Reconfiguration of the T9 classroom will create an environment that increases learning and application in the classroom. Creativity, critical thinking, and productivity will be assessed through the SLOs.

**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"><li>1. Increase student awarded success rate by 3%</li><li>2. Create a guided pathway.</li><li>2a. Guided pathway created</li></ol>
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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?

Move students from local degree into art history for transfer and Studio Art's for transfer by way of discontinuing local art degree.