Peralta Community College District

BCC Program Review Template 2011-2012

Below please find the program review form, to be filled out by department chairs and program leaders. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2012-13 budget year.

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| I. Overview |
| Date Submitted: |  | Administrator: |       |
| BI Download: |  | Dept. Chair: | Jennifer Braman and Laura Ruberto |
| Dept./Program(s):(List departments and programs, including all associate degrees and certificates and components of general education and basic skills) | Arts and Cultural Studies: ART * AA in Art
* Certificate in Figure Drawing currently under revision and approval
* Certificate in Public Art currently under revision and approval
* All of the Art History classes are transferable classes and part of the IGETC for UC and UCS.
* Studio courses also offer transfer units in art for numerous art schools in the nation.
* Both art history and studio classes offer a range of training of the following institutional outcomes: critical thinking, communication, information competency, self- and global awareness.
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| Campus | Berkeley City College |
| College Mission  | Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.*Adopted by the Peralta Board of Trustees April 12, 2005* |
| Unit/Dept/ProgramMission | The official mission of the art program at BCC is to provide courses leading to the following: an associate of arts degree in fine arts and a certificate of completion in figure drawing; careers in art or transfer to a university, including basic courses for the BCC Multimedia Program; the general requirements for the A.A. and A.S. degrees or transfer; and lifelong learning |
| II. Goals and Outcomes (add lines as needed) 1. Develop Transfer Model Curriculum in Art History and Studio Art for transfer students in the CSU system. This requires adding a three additional courses to curriculum.
2. Improved studio facilities and maintenance with goal of improving student retention in studio classes as well as safety and professional environment.
3. Increase visibility and viability of True Colors Mural Program.
4. Increased retention reduced sections with more effective pedagogy in climate of section and FTEF cuts
5. Develop comprehensive strategy for maintaining program integrity and viability in season of budgetary set-backs.
6. Complete assessment of individual courses and program level assessment by fall 2012.
7. Assess viability of building and implementing the Certificate in Arts Management.

TTMCMC? |
| II.a. Goals (for each one, cite Institutional Goal(s), Appendix II) |
| 1. Transfer Model Curriculum in Art History and Studio Art links to Institutional Goal A.1 ACCESS
2. Facilities links to Institutional Goal A.2 ACCESS, SUCCESS
3. Increase visibility and viability of Mural program True Colors links to Institutional Goal B.1PARTNERSHIPS
4. Retention in Budget Crisis links to Institutional Goal A.1 and A.2.1. ACCESS, IMPROVE RETENTION
5. Program Integrity in fiscal crisis links to Institutional Goal E.2. MANAGE RESOURCES
6. SLO’s and PLO’s link to Institutional Goal C.1. ASSESSMENT
7. Certificate in Arts Management links to Goal C.2 PROGRAMS OF DISTINCTION
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| II.b. Program Outcomes [for each one, cite ILO(s), Appendix I] |
| PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I).: |
| PROGRAM 1:AA in ART 1. communicate and problem-solve in at least 2 media. (Communication and Critical Thinking)
	1. Art 20, 21
2. write a visual analysis/ critique of their own and others’ art based on both form and content, and its relation to a global context. (Communication, Critical Thinking, Global Awareness and Valuing Diversity)

 a. Art 21, 24, 52, 541. recall and summarize key movements in the history of art and contemporary art on a global scale and understand and articulate how this legacy influences their artwork. (Information Competency, Communication, Critical Thinking, Global Awareness and Valuing Diversity, Self-Awareness and Interpersonal Skills)
	1. Art 1, Art 24, 54, 18
2. assemble a portfolio of strong artwork which collectively demonstrates skill, understanding of techniques in a given medium, originality, thoughtfulness, and personal expression. (Information Competency, Communication, Critical Thinking, Self-Awareness and Interpersonal Skills)

 a. Art 21, 24, 51, 54, 25, 18 |
| PRGRAM 2: AA Degree in Liberal Arts w/ emphasis on Arts and HumanitiesAssessed across ART, HUM, MUSIC, PHIL courses1.PO5 (from General Education Curriculum Alignment Matrix) Identify and explain the use of visual and expressive modalities as a reflection of diverse cultural and historical world views. ILO Global Awareness and valuing diversity 2. PO2Identify problems/ arguments, isolate facts related to arguments, generate solutions to problems, predict consequences, use evidence and sound reasoning to justify well-informed positions. ILO Critical Thinking 3. PO6 Fine, evaluate, use and use communicate information in all its various formats; demonstrate librabry literacy, research methodology, and technological literacy. ILO Information Competency |
| General Education component(s):Area 3/ARTS |
| Basic Skills component(s): |
| III. Evidence [To be pre-filled by District Research] |
| III.a. Institutional Data |
| Enrollment  | Fall 09 | Fall 10 | Fall 11 |
| Census Enrollment (duplicated) | 1026 | 944 | 836 |
| Sections (master sections) | 26 | 25 | 21 |
| Total FTES | 133.93 | 125.87 | 107.33 |
| Total FTEF | 6.09 | 5.59 | 4.77 |
| FTES/FTEF | 22 | 22.5 | 22.48 |
| **Retention**  |  |  |  |
| Enrolled | 1026 | 944 | N/A |
| Retained | 772 | 762 | N/A |
| % Retained | 81 | 86 | N/A |
| **Success**  |  |  |  |
| Total Graded | 946 | 876 | N/A |
| Success | 604 | 615 | N/A |
| % Success | 63 | 70 | N/A |
| Withdraw | 174 | 114 | N/A |
| % Withdraw | 18 | 13 | N/A |

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| **Faculty Data (ZZ assignments excluded)** |
|  | **Fall 2011** |
| Contract FTEF | 1.67 |
| Hourly FTEF | 3.11 |
| Extra Service FTEF | 0 |
| Total FTEF | 4.77 |
| % Contract/Total | 34.92 |

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| Faculty Data Comparables F2011 (ZZ assignments excluded) (Z assignments excluded) |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 0 | 1.67 | 2.55 | 1.55 |
| Hourly FTEF | 1.25 | 3.11 | 3.02 | 1.39 |
| Extra Service FTEF | 0 | 0 | 0.22 | 0.03 |
| Total FTEF | 1.25 | 4.78 | 5.79 | 2.96 |
| % Contract/Total | 0 | 34.91 | 44.06 | 52.24 |
|  |  |  |  |  |
| **V. Accomplishments and Goals - Course SLOs and Assessment** |  |  |  |  |
| Number of active courses in your discipline |
| Number with SLOs |  |
| % SLOs/Active Courses |  |
| Number with SLOs that have been assessed |  |
| % Assessed/SLOs | Click here to enter text. |
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| III.b. External Evidence |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  | Recent studies by ABAG and the Oakland Chamber of Commerce suggest that Art and Design will be in the top three areas of growth in the next five years in the Bay Area. The Bay Area is known for its concentration of artists and creative people. The Art Department at BCC (as part of the Department of Arts and Cultural Studies) provides a unique center for professional artists to have community and learn new skills, as well as for non-artists to experiment and develop their creativity. Signature classes unique to the District include Painting the Narrative: Figure Painting in Context, Critique and the Creative Process, Introduction to Conceptual Art, and traditional Photography, Introduction to Islamic Art and Architecture, and History of Women in Art History. Local exhibitions of student work as well as community involvement in art projects such as the mural class provide unique opportunities for students and contribute to the Bay Area art scene at large. |

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| III.c. Program Outcome Assessments Since Last Reported (add rows as needed) |  Findings | Action Plans |
| PROGRAM 1:AA in Art  | N/A  | To be assessed by Fall 2012 |
| PROGRAM 2:AA in Liberal Arts w emphasis in Arts and Humanities | N/A | To be assessed Fall 2012 |
| General education component: |  |  |
| Basic skills component: |  |  |
| Program Outcome Assessments Narrative:Still in process  |
| III.d. Institutional Goals -- Narrative of Unit/Dept/Program activities in support of institutional goals [Please refer to Appendix II for full description of goals/objectives.] |
| Discuss all that apply.Advance Student Access, Success & EquityIncrease Transfer and Program Completion RatesEngage our Communities & PartnersBuild Programs of DistinctionCreate a Culture of Innovation & CollaborationDevelop Resources to Advance & Sustain Mission | 1. Access, Success, Equity: The Art program has a retention rate of 86%, higher than the college average, and the withdrawal rate has gone down in recent years. We have met the college goal of improving retention by 3%, in fact improving by 5%.

 Assessment of courses, developing courses and certificates that reflect contemporary trends and global culture, i.e. murals and public art; engagement with the resources in the Teaching and Learning Center program-wide, new ideas in scheduling, and excellence and diversity among faculty provide art students with a strong foundation for access, success, and equity. Other stategies include tracking art majors and students seeking certificates and hosting events such as Art program days, gallery receptions and artist’s talks that strengthen a sense of a student community. Creating a learning environment that is adequate to accommodate high enrollment and student needs also includes employing a Studio Assistant (classified staff or student worker) who maintains high safety standards and organization of studios (existing room 514 and in the near future, the two studios located on the fourth floor) for 10 hours per week. Hiring one other fulltime instructor in art who can contribute to the dynamic quality, diversity, and growing needs of the program and students is also critical. 1. Communities and Partners: Mural Design and Creation class and projects forge relationships with community; courses will be part of a new Certificate in Public Arts scheduled for Fall 2012.
2. Distinction: The Art program rates high in productivity and success and was presented as a Program of Distinction at BCC in 2008. Signature classes include Figure Painting in Context, Mural Design and Creation, Critique and Creative Process, Islamic Art and Architecture, Conceptual Art, and History of the Women in Art History, Introduction to Visual Culture, and Artist as Citizen. Two revised certificates will make it possible to offer Certificates in Figure Studies, a cross-disciplinary study in the figure, and one in Public Art beginning in Fall 2012. Creating a learning environment that is adequate to accommodate high enrollment and department growth with new studios on fourth floor will also increase our success and capacity for a distinguished foundation in the arts.
3. Innovation: Both in the classroom and in the local community the art program at BCC is integrating new technology and mulitcultural methods in pedagogy; several faculty including the two fulltime faculty in the program are involved in Title III supported instrucotr development including FIGs and Inclusive Classroom workshops; seeking to create courses and programs that are new and necessary such as in Art Education, Arts Administration, and contemporary art trends.
4. Maintain Resources: The Mural Design and Creation classes are working with Earth Island Institute for managing of funds and future fundraising; investment in new facilities promises continued growth at low cost. Careful editing of the catalogue updates the program and its offerings… MORE
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| IV. Action Plans ( how do these correspond to goals? ) |
| Please describe your plan for responding to the above data. Consider program learning outcomes, institutional goals, external evidence, and BI data. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Add rows as needed.  |
| Action Item | Steps/Timeline | Person(s) Responsible | Supporting Data Source(check all that apply) |
| Develop Transfer Model Curriculum in Art History and Studio Art to better serve transfer students to CSU.  | Add course outlines, work with Curriculum Chair for necessary approval of sequence of courses | Jennifer Braman | \_\_Assessment Findings\_\_BI Data\_x\_Insitutional Goals\_x\_Other: statewide implementation of the TMC |
| Implement Certificate in Figure Studies (interdisciplinary certificate across ART and MMART) and Certificate in Public Art  | Initial courses offered for Fall 2012  | Jennifer Braman  | \_\_Assessment Findings\_\_BI Data\_x\_Insitutional Goals\_x\_Other : Research supporting the development of Art and Design as careers in the Bay Area  |
| Create area of specialization different from other Art programs in the district; BCC’s Art emphasis in contemporary art in studio art and art history reflected in certificates and courses offered  | Develop specific courses for undergraduate emphasis  | Jennifer Braman  | \_\_Assessment Findings\_\_BI Data\_x\_Insitutional Goals\_\_Other |

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| Mural program True Colors continues to engage community partners and increase visibility in the local area with four major completed works to date; continue to fund and collaborate with Earth Island Institute | Fall and Spring courses and fundraising activities  | Juana Alicia Araiza | \_\_Assessment Findings\_\_BI Data\_x\_Insitutional Goals\_\_Other |
| Work to increase or maintain offerings with attention to transfer, diversity and success with the limited FTEF now allotted to the program.  | Perform program level assessment and strategize for schedule reductions | Jennifer Braman | \_\_Assessment Findings\_\_BI Data\_X\_Insitutional Goals\_\_Other |
|  |  |  | \_\_Assessment Findings\_\_BI Data\_\_Insitutional Goals\_\_Other |

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| V. Resource Needs  | Link to Action Plans (Section IV) |
| Please describe and prioritize any **faculty, classified, and student assistant** needs. - Hire 1 fulltime faculty in art to teach drawing, painting, 3-D and oversee studios work on out-reach and continued development of new, more culturally current programs in art. The program requested a fulltime faculty in art under the voluntary transfer program, but the position was not filled. - Hire 1 classified staff or student assistant to maintain studios.* Professional
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| Please describe and prioritize any **equipment, material, and supply** needs. - Ongoing yearly access to ARTstor, digital image database. - Yearly supply budget of $2500 - Yearly model budget of $6500 |  |
| Please describe and prioritize any **facilities** needs.- Complete fourth floor studios with appropriate furniture and studio equipment.  |  |

Appendix I

**Berkeley City College Institutional Learning Outcomes**

Berkeley City College’s Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO’s. In addition, students achieve these ILO’s throughout their experiences at BCC, for example, with student services and student clubs.

Communication

Students show that they communicate well when they

* *Critically read, write, and communicate interpersonally, with audience awareness; and*
* *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking

Students demonstrate critical thinking skills when they

* *identify problems or arguments and isolate facts related to arguments;*
* *use evidence and sound reasoning to justify well-informed positions; and*
* *generate multiple solutions to problems and predict consequences.*

Computational Skills

Students demonstrate computational skills when they

* *master computational concepts and apply them to concrete problems; and*
* *demonstrate algorithmic competence.*

Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

* *analyze the consequences of their actions and the impact of these actions on society and the self; and*
* *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity

Students demonstrate global awareness and show that they value diversity when they

* *identify and explain diverse customs, beliefs, and lifestyles; and*
* *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency

Students demonstrate information competency when they

* *find, evaluate, use, and communicate information in all its various formats;*
* *use library and online resources and research methodology effectively; and*
* *use technology effectively.*

Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

* *analyze their own actions and the perspectives of other persons; and*
* *work effectively with others in groups.*

Appendix II

**Institutional Goals**

**NOTE: The short term goals for Peralta District and for BCC are derivative from the long term goals within the district strategic plan. The Peralta Strategic Plan can be found on the Peralta District website:** [**http://eperalta.org/wp/pbi/**](http://eperalta.org/wp/pbi/)**.**

1. **ADVANCE STUDENT ACCESS, EQUITY, AND SUCCESS**

**Peralta District Short Term Goals, 2011-2012**

**A.1 Access:** Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing enrollment to 18,500 FTES (variable based upon funding variations). In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments.

**A.2 Success:** Implement identified institutional, instructional, and student support changes to improve by 10 percentage points student movement through basic skills/foundation course sequences by 2014-2015.

**A.3 Equity:** Plan, design and implement structural changes to increase fall to fall persistence among major ethnic groups and bring all groups to within 2 percentage points of the highest group by 2014-15.

**BCC Short Term Goals, 2011-2012**

**A.2 Improve persistence, retention, and success by 3 percentage points.**

 A.2.1 Implement best practices in basic skills and other pedagogy to improve student persistence, retention and transfer rates.

 A.2.2 Implement acceleration models to improve course completion, particularly in basic skills.

 A.2.3 Improve student retention in the PACE program.

 A.2.4 Attain proficiency in the assessment of learning outcomes by spring 2012.

**A.3 Implement changes to increase fall to fall persistence among major ethnic groups.**

 A.3.1 Pilot innovative programs designed to increase student persistence among major ethnic groups.

1. **ENGAGE AND LEVERAGE PARTNERS**

**Peralta District Short Term Goals, 2011-2012**

**B.1 Partnerships:** Leverage, align, and expand external (i.e., community, business) partnerships to improve student learning and success in core educational functions.

**BCC Short Term Goals, 2011-2012**

**B.1 Strengthen community partnerships to enhance career pathways.**

B.1.1 Activate CTE Advisory Committees to meet at least once a school year in order to maintain currency.

B.1.2 Host a spring semester event that highlights the career pathways related to instructional programs (this will include support and involvement of community partners.)

1. **BUILD PROGRAMS OF DISTINCTION**

**Peralta District Short Term Goals, 2011-2012**

**C.1 Assess SLO’s and SAO’s and ensure their analysis, adjustments and priorities are incorporated in Program Reviews and Annual Program Updates:** Close the assessment loop by using program reviews and annual program updates in instruction and student services to improve student learning and student success.

**C.2 Create Alternatively Designed Programs:** Continue to create or expand programs exemplifying alternative and innovative designs with promise for substantially improving student success.

**BCC Short Term Goals, 2011-2012**

**C.1 Incorporate learning outcomes assessment into program review and budget allocation processes and plans.**

1. **CREATE A CULTURE OF INNOVATION AND COLLABORATION**

**Peralta District Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation:** 1. Implement ways to make connections and build bridges across the district and colleges that would promote an ethic of care and create a welcoming environment that permeates the colleges and the district; and 2. Improve the Planning-Budgeting Integration Model in order to a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges and b) ensure PBI committees set and achieve key milestones/goals.

**D.2 Use Technology in Redesign of Educational Experiences:** Enable more efficient and deeper student learning and student success through the creative use of technology.

**BCC Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation**

 D.1.1 Select a BCC representative from each PBIM committee to serve as communication liaison with a monthly report at Roundtable.

 D.1.2 Promote a focus on student learning and success in all committee activities.

1. **DEVELOP AND MANAGE RESOURCES TO ADVANCE OUR MISSION**

**Peralta District Short Term Goals, 2011-2012**

**E.1 FTES Target**: Achieve FTES target within the state allocation for the district of 18,500 FTES (variable depending on funding variations) and attain a productivity level of at least 17.5 FTES/FTEF.

**E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes:** Respond to projected state deficits and budget cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on program review and strategic directions; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.

**E.3 Fiscal Stability:** Continue comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders. Ensure expenditures for all cost centers stay within the established budget to maintain a balanced budget.

**BCC Short Term Goals, 2011-2012**

**E.1 FTES Target**

E.1.1 Achieve enrollment target and productivity.

**E.2 Focus Budgeting on Improving Student Success through support for structural changes:**

E.2.1 Advance resource parity for BCC including the transfers of funds or faculty and classified positions as a necessary means of fiscal stability.

 E.2.2 Generate general fund savings and leverage funding from other resources.

 E.2.3 Monitor annual program budgets to ensure timely expenditures.