Peralta Community College District
Annual Program Update Template 2013-2014

DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

I.	Overview			
BI Download:	10/23/2013 17:41	Dept. Chair:	Jennifer Braman and Laura Ruberto	
Subject/Discipline:	ART	Dean:	Antonio Barreiro	
Campus:	Berkeley			
Mission Statement	The Department of Arts and Cultural Studies mission is to promote students' interdisciplinary perspective on culture, critical theory, and the visual and performing arts through a number of degrees, certificates, learning communities and transfer courses. The department is divided into distinct disciplines and programs all within the liberal and applied arts, including: Art History, Communication, Humanities (Film Studies, Religious Studies, Liberal Arts), Music, Philosophy, and Studio Art (Mural Art, Figure Drawing, Painting, etc.). Together these programs all support BCC's overall goals, missions, and ILOs. 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; - an AA-T in Art History; - an AA-T in Studio Arts; - a recently revised Certificate of Completion in Figure Studies; - a recently approved Certificate in Public Arts; - 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 (GE and IGETC) and the AA in Liberal Arts and Arts and Humanities; - and lifelong learning.			

II. Enrollment

	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	321	941	1,145	468	2,875
Census Enrollment F11	323	842	973	404	2542
Census Enrollment F12	247	801	952	387	2387
Sections F10	6	25	26	11	68
Sections F11	6	21	22	10	59
Sections F12	5	21	25	10	61
Total FTES F10	36.74	125.37	151.34	65.73	379.18
Total FTES F11	36.7	107.93	130.64	57.99	333.26
Total FTES F12	26.3	104.44	128.93	52.1	311.77
Total FTEF F10	1.25	5.59	6.65	3.19	16.68
Total FTEF F11	1.25	4.77	5.79	2.96	14.77
Total FTEF F12	1.08	4.83	6.63	2.81	15.35
FTES/FTEF F10	29.31	22.41	22.74	20.62	22.7326
FTES/FTEF F11	29.28	22.61	22.57	19.59	22.5633
FTES/FTEF F12	24.28	21.64	19.45	18.52	20.3107

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	301	876	1066	438	2681
Total Graded F11	319	804	935	390	2448
Total Graded F12	234	770	919	380	2303
Success F10	230	615	828	327	2000
Success F11	218	509	735	287	1749
Success F12	178	557	684	301	1720
% Success F10	0.76	0.7	0.78	0.75	0.75
% Success F11	0.68	0.63	0.79	0.74	0.71
% Success F12	0.76	0.72	0.74	0.79	0.75
Withdraw F10	40	115	126	62	343
Withdraw F11	39	187	119	59	404
Withdraw F12	29	106	101	40	276
% Withdraw F10	0.13	0.13	0.12	0.14	0.13
% Withdraw F11	0.12	0.23	0.13	0.15	0.17
% Withdraw F12	0.12	0.14	0.11	0.11	0.12

IV.   Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0	1.67	2.55	1.55	5.77
Contract FTEF F11	0	1.67	2.55	1.55	5.77
Contract FTEF F12	0	1.72	2.95	1	5.67
TEMP FTEF F10	1.25	3.93	3.67	1.62	10.47
TEMP FTEF F11	1.25	3.11	3.02	1.39	8.77
TEMP FTEF F12	1.08	3.11	3.51	1.79	9.49
Extra Service FTEF F10	0	0	0.44	0.03	0.47
Extra Service FTEF F11	0	0	0.22	0.03	0.25
Extra Service FTEF F12	0	0	0.17	0.03	0.2
Total FTEF F10	1.25	5.6	6.66	3.19	16.7
Total FTEF F11	1.25	4.78	5.79	2.96	14.78
Total FTEF F12	1.08	4.83	6.63	2.82	15.36
% Contract/Total F10	0	0.3	0.38	0.49	0.346
% Contract/Total F11	0	0.35	0.44	0.52	0.3904
% Contract/Total F12	0	0.36	0.44	0.36	0.3691

V. Qualitative Assessments

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 three years in the Bay Area. The Bay Area is known for its concentration of artists and creative people. The Art Program at BCC (as part of the Department of Arts and Cultural Studies) provides a unique center for transfer students, professional artists to have community and learn new skills, as well as for non-artists to experiment and develop their creativity. 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. This is the first year the Art program was awarded a Perkins grant to investigate the CTE potential of the Art program. This collaboration will impact the vision and development of courses and programs in the future.
Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.	Reflecting current trends at the state and local college level, the Art program is focused on the creation of educational pathways for students. The program's efforts align with the goals of the college to create programs of distinction with: "high transfer rates, increased transfer to under-represented, under-served, and non-traditional populations", and support and engage with the Applied Arts in the STEAM initiative (See BCC Goals C3.1, 3.2, 3.3). The new AA-T's in Art History, an AA-T in Studio Arts reflect this push towards transfer and clarified student pathways. This emphasis serves transfer students to both public and private universities, while de-emphasizing lifelong learners, also encouraged at the state level. Courses that were originally created with this latter population in mind have been altered to reflect an emphasis on completing pathways and therefore exiting

	the program and community college system with tangible and marketable skills.

VI. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

Note: If program assessment has not been completed, describe assessment plan, including date, under "Assessment Findings" and put "NA" under "Action Plan."

Program	Outcomes	Assessment Findings	Action Plan
Program 1: **AA in Art**	Communicate and problem-solve in at least 2 media; write a visual analysis/ critique of their own and others' art based on both form and content, and its relation to a global context; 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; assemble a portfolio of strong artwork which collectively demonstrates skill; understanding of techniques in a given medium, originality, thoughtfulness, and personal expression. ILO's: Communication, Critical Thinking, Information Competency, Self-awareness and Interpersonal Skills	Assessment will happen in Spring 2014, using the data gathered from Art 18, Critque and the Creative Process, the capstone course of the AA in Art. Seth Eisen, Jennifer Braman and other participating art faculty assess results from Art 18.	N/A
Program 2: AA-T in Art History	Identify, examine, and assess representative works of art and architecture from	Transfer rates, enrollment; advertising, education and surveys important for this data;	**N/A**

	prehistory through contemporary art employing appropriate art historical terminology; analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values; analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through contemporary art. ILO's: Communication, Critical Thinking, Information Competency, Global Awareness and Valuing Diversity	assessment will be on a 3 year cycle; next assessment Spring 2017	
Program 3: AA-T in Studio Arts	Assemble a portfolio of strong drawings, painting, sculptures or digital media that demonstrate skill and understanding of techniques in various media; assemble a portfolio of strong drawings, painting, sculptures or digital media that combine personal style and technical skills to create a provocative, insightful, and inventive compositions; produce artworks in various media reflecting an understanding of line, shape, value, texture, space, color, scale, proportion, balance, mood, movement, mass, and emphasis; write a visual analysis/ critique of their own and others' art on both form and content, and its relation to a historical and global context. ILO's: Communication, Critical Thinking,	Transfer rates, enrollment; assessment will be on a 3 year cycle; next assessment Spring 2017	**N/A**

	Information Competency, Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills		
Program 4: Certificate in Figure Studies	Assemble a portfolio of strong drawings, painting, sculptures or digital media featuring the human figure that demonstrate skill and understanding of techniques in various media; assemble a portfolio of strong drawings, painting, sculptures or digital media featuring the human figure that combine personal style and technical skills to create a provocative, insightful, and inventive composition that integrates the figure with its environment; produce drawings in various media reflecting an understanding of anatomical function, surface depiction, skeletal and muscle attachments, proportion and physicality particular to the human form; write a visual analysis/ critique of their own and others' art of the figure based on both form and content, and its relation to a historical and global context.

ILO's: Communication, Critical Thinking, Information Competency, Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills | Completion of Certificate - will be on a 3 year cycle; next assessment Spring 2017 | **N/A** |
| Program 5: Certificate in Public Arts | Produce and present works of public art which reflect collaboration with | Completion of Certificate; next assessment Spring 2017 | **N/A** |

	peers and public and address the critical issues identified with local organization; research the history, problems and needs of their community using interviews, written, drawn and photographed observations, and collected source materials and develop a visual project proposal applying this information; produce written works regarding the public art process, including visual analysis/ critique of their own and others' public art based on both form and content, and its relation to a historical and global context, produce written works regarding the public art process, including press releases and other forms of journalistic documentation for the development of their respective artistic voices, and for the public education and promotion of artworks. ILO's: Communication, Critical Thinking, Information Competency, Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills		
Any general education components: Liberal Arts	Designated courses are transferable, GE courses		**N/A**
Any basic skills components:	1.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. PO2 Identify 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 library literacy, research methodology, and technological literacy. ILO Information Competency		

Describe assessment methods you are using:

Assessment of final portfolios and essays in various the AA, and certificates. Enrollment and transfer rates will reflect success of AA-Ts in Art History and Studio Arts.

Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:

Program-level assessment in process; certificates a result of current market trends and enrollment data.

VII. Action Plans

Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed.

Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
1. Strengthen newly created AA-Ts in Art History and Studio Arts and certificates with additional new courses such as courses that	Create additional courses and begin approval process Spring 2014	Jennifer Braman	_____P.O. Assessment Action Plans _____BI Data X____BCC Institutional Goals X____PCCD Institutional Goals _____Other

reflect greater non-western Art History offerings and Studio Art electives that reflect greater diversity of medium, or required resources.			
2. Review role of Mural program True Colors and its goals of engaging community partners and increasing visibility in the local area.	Assess Fall and Spring courses and fundraising activities	Juana Alicia Araiza	_____ **P.O. Assessment Action Plans** _____ **BI Data** **X** ____ **BCC Institutional Goals** **X** ____ **PCCD Institutional Goals** _____ **Other**
3. Create stronger links between Public Arts and CTE for increased funding and re-branding of aspects of Art program	Spring 2014	Juana Alicia Araiza	_____ **P.O. Assessment Action Plans** _____ **BI Data** **X** ____ **BCC Institutional Goals** **X** ____ **PCCD Institutional Goals** **X** ____ **Other**
4. Increase efficiency of art labs for student safety and quality instruction	Spring 2014; ongoing Student worker as lab assistant	Art Faculty oversee activities	_____ **P.O. Assessment Action Plans** _____ **BI Data** **X** ____ **BCC Institutional Goals** **X** ____ **PCCD Institutional Goals** **X** ____ **Other**
5. Increase safety, effectiveness of Art faculty and student success by reducing class size from 40 to 30 for select studio art classes.	Spring 2014	Jennifer Braman, Juana Alicia and Office of Instruction	**P** ____ **P.O. Assessment Action Plans** **X** ____ **BI Data** **X** ____ **BCC Institutional Goals** **X** ____ **PCCD Institutional Goals** _____ **Other**
6. Increase student retention, success, and enrollment by raising visibility of student artwork in 4th Floor Gallery, biannual Art Showcases, True Colors murals. Schedule Art History courses in designated Art History room on the fourth floor.	Spring 2014; ongoing Install hanging devices, and coordinate faculty-led student shows	Art Faculty, Office of Instruction' Engineering	**P** ____ **P.O. Assessment Action Plans** _____ **BI Data** **X** ____ **BCC Institutional Goals** **X** ____ **PCCD Institutional Goals** _____ **Other**
7.Complete assessment of individual courses and program level assessment, with emphasis on allocated resources where appropriate (Figure Drawing, etc).	Identify courses for assessment; gather resources for program level assessment for AA in Art; assess reduced budget for models	Needed SLO coordinator for Department; Figure Studies Faculty	**P** ____ **P.O. Assessment Action Plans** _____ **BI Data** **X** ____ **BCC Institutional Goals** **X** ____ **PCCD Institutional Goals** _____ **Other**
8. Create an effective system to track success in art students transferring to other art institutions but not reflected in institutional data	Spring 2014-Fall 2014	Jennifer Braman and other art faculty	_____ **P.O. Assessment Action Plans** _____ **BI Data** _____ **BCC Institutional Goals** _____ **PCCD Institutional Goals** **X** ____ **Other**

9.Assess viability of building and implementing the Certificate in Arts Management	Spring 2014	Juana Alicia Ariaiza	**Plans** **___BI Data** **X___BCC Institutional Goals** **X___PCCD Institutional Goals** **X___Other**
10. Institute Artist Speakers Series to increase visibility of BCC, Art and MMART departments and to create greater community partnerships	Develop speaker series, invite speakers, procure funds and support from Office of Instruction and College President	Jennifer Braman, Juana Alicia, MMART faculty	**P___P.O. Assessment Action Plans** **___BI Data** **X___BCC Institutional Goals** **X___PCCD Institutional Goals** **___Other**
11. Hire new fulltime faculty in Art to teach drawing, painting, 3-D and oversee studios, contribute to the dynamic quality, diversity, and growing needs of the program	Spring 2015-Fall 2015	Art Faculty and College representatives	**P___P.O. Assessment Action Plans** **X___BI Data** **X___BCC Institutional Goals** **X___PCCD Institutional Goals** **___Other**
12. Support faculty professional development both within BCC (by service outside the classroom/department) and outside BCC	Ongoing; technical training in media arts, photoshop, animation and digital printmaking for Art faculty to be current in the field and build a stronger bridge between ART and MMART.	Chair, librarian, dean, VP	**P___P.O. Assessment Action Plans** **X___BI Data** **X___BCC Institutional Goals** **X___PCCD Institutional Goals** **___Other**
13.Support the need for evening and weekend student services and other support (counseling, library, computer, tutoring) as well as basic skills classes offered evenings and weekends	Ongoing	Prof. development committee, Office of Instruction, Chair	**P___P.O. Assessment Action Plans** **___BI Data** **X___BCC Institutional Goals** **X___PCCD Institutional Goals** **___Other**
14. Proper technology in classrooms and offices for all faculty. Office space and basic teaching supplies for all faculty	Ongoing; includes larger monitors for Art faculty	Office of Instruction, Office of Student Services	**P___P.O. Assessment Action Plans** **___BI Data** **X___BCC Institutional Goals** **X___PCCD Institutional Goals** **___Other**
15. Identify other potential community partnerships for innovation in that arts.	Ongoing	Jennifer Braman, Juana Alicia Araiza, other Art Faculty	**P___P.O. Assessment Action Plans** **___BI Data** **X___BCC Institutional Goals** **X___PCCD Institutional Goals** **___Other**

VIII. Narrative: For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.

Many of the current degrees in Art are interdisciplinary and innovative and reflect the evolving market trends of interrelationship between Fine Art and Multimedia, and current educational models. In addition to several degrees and certificates containing required MMART courses, the Certificate in Public Arts contains a large service learning component. Additionally, art history classes are included in learning communities at BCC such as Global Studies and in the future, PACE.

IX. College Strategic Plan Relevance

Check all that apply

X New program under development
X Program that is integral to your college's overall strategy
X Program that is essential for transfer
X Program that serves a community niche
☐ Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
☐Other

X. **Resource Needs:** Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts**.**	**Link to Action Plans (Refer to # of item in section VI)**	**Estimated Cost:** Please use Excel template to estimate costs.
Please describe and prioritize any **faculty, classified, and student assistant** needs.		
- Continued budget for lab assistant in the studios	#4	$5000.
- Continued budget for models that are critical for Figure Drawing, Anatomy, and Painting the Figure in Context, courses that are the cornerstone of the Figure Studies Certificate, and, in the case of Painting the Figure in Context is a signature course in the District. Please note that our request of $8000 in Spring 2013 was not awarded, despite the fact that an additional figure drawing class was added successfully to the summer schedule. *The $5000 that was awarded is not adequate.* The requested amount here of $7000 reflects a reduced budget, with the expectation that the budget will eventually be restored to the $8000.	#1, 7	$7000
- Qualified and experienced Assistants for managing and assisting instructor for Art 133 B, Mural Design and Creation II to insure quality instruction and painted mural, safety for the students, and clear communication and facilitation between community partners such as Youth Works.	#2, 4, 6	$1000 per assistant, $2000 total
- Additional 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.	#11	$97,000
Please describe and prioritize any **equipment, material, and**		

supply needs.		
Ongoing annual supply and equipment budget of $4000, which supports instructional needs for faculty, general department needs and lab efficiency, and support to True Colors Mural Program through materials and supplies.	#4, 5	$4000
Ongoing yearly access to ARTstor, digital image database	#1, 14	$900
Ongoing support for True Colors Mural Program in the form of supplies,equipment, and select studio assistant hours.	#2, 6	$3000
High quality LED projector for use in Art History classes; designate one classroom for Art History use on fourth floor	#6, 7, 14	$4000
Light track to highlight student work on the fourth floor	#6, 7	$2000
Please describe and prioritize any **facilities** needs.		
Dedicated art gallery in new building to provide venue for hands-on learning for transfer and art students alike, receptions for select BCC events, and community partnerships with growing emphasis on the Arts corridor in Downtown Berkeley.	#6, 10	$20,000

Appendix I: BCC Institutional Learning Outcomes (ILOs)

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 (Quantitative Reasoning*)
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 (Intercultural Competency*)
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.*

*Proposed changes as of November 2013

Appendix II: Goals

Berkeley City College
Institutional Goals 2013 - 2014

1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
3. Ensure BCC programs and services reach sustainable, continuous improvement level
4. Collaborate to ensure Fiscal Stability
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources

Peralta Community College District
Strategic Goals 2013 - 2014

A. Advance Student Access, Equity, and Success

B. Engage and Leverage Partners

C. Build Programs of Distinction

D. Create a Culture of Innovation and Collaboration

E. Develop and Manage Resources to Advance Our Mission

BCC Goals	Alignment with PCCD Goals Below
1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students	A. Advance Student Access, Equity, and Success B. Engage and Leverage Partners C. Build Programs of Distinction
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)	A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
3. Ensure BCC programs and services reach sustainable, continuous improvement level	B. Engage and Leverage Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration
4. Collaborate to ensure Fiscal Stability	D. Create a Culture of Innovation and Collaboration E. Develop and Manage Resources to Advance Our Mission
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources	E. Develop and Manage Resources to Advance Our Mission