Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College

Instructional Program Review Handbook

Fall 2015
Version 4.

The Comprehensive Instructional Program Review Report

1. College: Berkeley City College

Discipline, Department or Program:
Department of Arts and Cultural Studies (ACS)
Programs: Art, Communication, Humanities, Music, Philosophy, and Women's Studies

Date: Nov. 2, 2015

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2. Narrative Description of the Discipline, Department or Program:

The interdisciplinary Department of Arts and Cultural Studies **(ACS)** was formed in Fall 2008 out of a number of pre-existing departments and programs. The department is divided into distinct disciplines and programs all within the liberal and applied arts, including: Art, Communication, Humanities, Music, Philosophy, and Women's Studies.

ACS joins general education programs focusing on the critical study of creative expressions, thoughts, practices, and products in relation to social, political, historical, rhetorical, and economic contexts. In addition, ACS houses programs allowing for the practical study of such expressions as painting, mural production, music, speech, and performance. We are invested in developing inter- and cross-disciplinary educational environments where students can think and create critically about themselves and the world around them.

Collectively ACS contains 4 AA-T degrees, 2 AA degrees, 2 certificates, and offers courses that support IGETC and GE for other degrees as well as support four learning communities. Together the Department promotes students' interdisciplinary perspective on culture, critical theory, and the arts and support BCC's overall goals, missions, and ILOs.

Collectively, our courses serve a very high number of students. In ACS, we serve the same number of students as COA's and Merritt's art, communication, humanities, philosophy and music courses combined and we are only slightly smaller than the same group of classes at Laney

Enrollment for ACS combined

Enrollment headcounts for all ACS disciplines combined Spring 2015 = 2,388

Same disciplines combined at Merrit (1,022), Alameda (1,308), and Laney (2,784)

ART
(Department of Arts and Cultural Studies)
2015-2016

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2. Narrative Description of the Discipline, Department or Program:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

Art program mission:
- to provide courses leading to the following:

- AA-T in Art History;
- AA-T in Studio Arts;
- Certificate of Completion in Figure Studies;
- Certificate in Public Arts;
-Associate of Arts degree in Fine 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;
- necessary skills in creative problem-solving and visual thinking as part of the liberal arts experience and a culture of innovation and preparation at BCC;
- successful learning communities including FYE, Global Studies, and Elementary Teaching Education.

Each pathway (ADT's, certificates) in ART has been tailored to create strong academic and career preparation for our students; each is different from any counterpart in the District with this in mind. 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.

Highlights include:
The Public Art Program, including the True Colors Mural program, is unique in the district and partners with many local organizations, including Youth Works and other community venues for job placement and preparation, as well as builing self- and global awareness. The program contains a large service learning component. Future collaborations will include local museums, private art schools, and youth development organizations. A greater emphasis on CTE will further the goals of the program and support our students, faculty and staff to sustain and grow this vision of art and community.

Goals:
- Achieve fiscal sustainability for Art programs and specialized events for the visual arts on campus.

- Increase fulltime faculty to support diverse range of events and coursework in Art.
- Increase transfer degrees and accurate tracking of degree completers.
- Diversify current offerings to encourage greater participation and reflection among students in the program.
- Develop assessment tools for Art History and Studio Art and process by which faculty complete action plans.
- Offer unique educational opportunities through Interdisciplinary Teaching and Thematic Learning.
- Create stronger links between Public Art and CTE for increased funding and re-branding aspects of Art program; develop and strengthen relationships with local art institutions, and other communities on campus such as STEM.
- Participate in Faculty Advising, Interdisciplinary and Thematic Learning.
- Strengthen ties to local educational and art institutions to support students in transfer, exhibitions, and internships.

Trends affecting the Discipline:

- One out of three fulltime faculty is on reduced load, and impacting specialized program management.

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

COURSES	WHEN WAS THE CLASS LAST REVIEWED OR UPDATED?	WHEN ARE YOU PLANNING TO UPDATE THE COURSE? Please indicate the semester.
ART 001-Introduction to Art History	10/22/2013	Fall 2016
ART 002-History of Western Art from Prehistory through the Middle Ages	4/23/2013	Spring 2016
ART 003 History of Western Art from Renaissance to Contemporary Art	4/23/2013	Spring 2016
ART 004-History of Modern Art (1800 to Present)	4/23/2013	Spring 2016
ART 013-History of Women in Art History (19th and 20th Century)	3/21/2013	Spring 2016
ART 016- Introduction to Islamic Art	3/21/2013	Spring 2016
ART 018-Critique and the Creative Process	4/23/2013	In process
ART 020-Beginning Drawing and Composition	6/10/2014	Spring 2017
ART 022 Intermediate Drawing & Composition	4/23/2013	Spring 2016
ART 024- Special Projects: Drawing	4/24/2013	Spring 2016
ART 025-Beginning Figure Drawing and Composition	2009	In process
ART 026-Continuing Figure Drawing and Composition		In process
ART 029- Special Projects: Figure Drawing		Spring 2016

ART 030-Beginning Figure Drawing: Anatomy	2007	Spring 2016
ART 031-Continuing Figure Drawing: Anatomy		Spring 2016
ART 046 2-D Visual Design	4/23/2013	Spring 2016
ART 047 3-D Visual Design	4/23/2013	Spring 2016
ART 050-Beginning Painting	6/10/2014	Spring 2017
ART 052 Intermediate Painting	4/23/2013	Spring 2016
ART 054-Special Projects: Painting	2007	Spring 2016
ART 119-Figure Painting in Context	3/21/2013	Spring 2016
ART 133A Mural Design and Creation I	5/7/2009	Spring 2015
ART 133B Mural Design and Creation II	5/7/2009	Spring 2015
ART 175 Studio Art Laboratory	3/21/2013	Spring 2016
ART 175A Studio Art Laboratory	4/16/2015	Spring 2018
ART 175B Studio Art Laboratory	4/16/2015	Spring 2018
ART 180 Introduction to Conceptual Art	4/28/2011	Spring 2016
ART 181 Artist as Citizen: Community-Based Art Practices	6/09/2014	Spring 2017
ART 182 Intro to Visual Culture	4/18/2013	In process
ART 190A-Beginning Digital Fine Art Photography	1/22/2014	See MMART
ART 190B-Intermediate Digital Fine Art Photography	1/22/2014	See MMART
ART 190C-Advanced Digital Fine Art Photography	1/22/2014	See MMART
ART 190D-Digital Fine Art Photography: Portfolio	1/22/2014	See MMART
ART 230 Beginning Art Gallery Management	5/14/2013	Spring 2016

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

  Transfer: Curriculum development of the following courses for the ADT in Art History, which are currently non-duplicated courses in the district, fulfill the non-western requirement for the degree, and would be offered on a two-year rotation: Art of the African Diaspora, Art of the Americas, and Introduction to Asian Art.

  Additionally in Studio Art, Art 25 and 26 are being revised and enhanced to become a 3 unit course, in contrast to the current 2 units. This will make it easier for our students to transfer the Figure Drawing course to 4 year schools. It will also increase our electives for the AA-T in Studio Art.

  Development of a drawing class specifically for engineers and architects is also in the planning stage, as a bridge for the STEM students in Art.

  Distance Education: Develop hybrid courses in Art History that capitalize on the strengths of technology to impart information and the essential human dialogue of a face-to-face discussion.

  CTE: Pending approval is a new branch of the Art program, CTE in Public Art. It will offer course work to prepare students for jobs in two areas of concentration, as stackable certificates in Arts Entrepreneurship and Community Service. In both areas of concentration, the certificates are based on already existing courses from a range of disciplines including Studio Art, Art History, Multimedia, Business, Health and Human Serices, and Education. All courses listed are currently approved courses in the Berkeley City College curriculum, and are drawn from the disciplines of art, multimedia arts, business, psychology, education and public and human services.

  The Certificate in **Arts Entrepreneurship** will prepare students for work in paraprofessional positions in non-profit and for profit arts organizations, galleries, museums, on-line crowd-sourcing companies,

arts commissions, college and university art departments, as well as working on their own independent art careers through grant writing, other forms of fundraising and advertising.

The concentration in **Community Service** will prepare the students for work in youth centers, community centers, non-profit arts organizations, art therapy programs for the disabled, childcare centers, preschools, public schools, arts commissions, correctional institutions and community health clinics are available for students with this type of preparation.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

- AA-T in Art History
- AA-T in Studio Arts
- Certificate of Completion in Figure Studies
- Certificate in Public Arts
-Associate of Arts degree in Fine Arts
The above degrees currently offer one course in the summer, Art 46, through Distance Education.

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years Please review the "At a Glance" reports and answer the following questions.

COURSES	Data available from previous rounds?	Action Plan from Previous Rounds?	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	When will the action plan be created?	Status Report?
ART 001- Introduction to Art History	Y	N							Spring 2016	
ART 002- History of Western Art from Prehistory through the Middle Ages	Y	N							Spring 2016	
ART 003 History of Western Art from Renaissance to Contemporary Art	Y	N							Spring 2016	

ART 004- History of Modern Art (1800 to Present)	Y	N							Spring 2016	
ART 013- History of Women in Art History (19th and 20th Century)	Y	N							Fall 2015	
ART 016- Introduction to Islamic Art	Y	N							Spring 2016	
ART 018- Critique and the Creative Process	Y	Y				Changes implemented here			Spring 2017	
ART 020- Beginning Drawing and Composition	Y	Y								Action plan implemented
ART 022 Intermediate Drawing & Composition	Y	Y								Action plan implemented
ART 024- Special Projects: Drawing	Y	Y								Action plan in process
ART 025- Beginning Figure Drawing and Composition	Y	N							Spring 2016	
ART 026- Continuing Figure Drawing and Composition	Y	N							Spring 2016	

ART 029- Special Projects: Figure Drawing	Y	N							Spring 2016	
ART 030- Beginning Figure Drawing: Anatomy	Y	N							Spring 2016	
ART 031- Continuing Figure Drawing: Anatomy	Y	N							Spring 2016	
ART 046 2-D Visual Design	Y	N							Spring 2016	
ART 047 3-D Visual Design	Y	N							Spring 2016	
ART 050- Beginning Painting	Y	N							Spring 2016	
ART 052 Intermediate Painting	Y	N							Spring 2016	
ART 054- Special Projects: Painting	Y	N							Spring 2016	
ART 119- Figure Painting in Context	N	N							Spring 2016	
ART 133A Mural Design and Creation I	N	N							Fall 2016	
ART 133B Mural Design and Creation II	Fall 2015	N							Spring 2016	
ART 175 Studio Art Laboratory	N	N	New course						Spring 2016	

ART 180 Introduction to Conceptual Art	N	N	Course not taught						Spring 2016	
ART 181 Artist as Citizen: Community-Based Art Practices	Y	N							Spring 2016	
ART 182 Intro to Visual Culture	Y	N							Spring 2016	
ART 190A-Beginning Digital Fine Art Photography	Y	Cross-listed with MMART; please see MMART APU								
ART 190B-Intermediate Digital Fine Art Photography		Cross-listed with MMART; please see MMART APU								
ART 190C-Advanced Digital Fine Art Photography		Cross-listed with MMART; please see MMART APU								
ART 190D-Digital Fine Art Photography: Portfolio		Cross-listed with MMART; please see MMART APU								

ART 230 Beginning Art Gallery Management	Y	N	Not taught this year						Spring 2017	

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

  For course SLOs
  - Syllabi
  - Student Leaning Outcomes webpage: http://www.berkeleycitycollege.edu/wp/slo/student-learning-outcomes/

  For Program Learning Outcomes
  - College Catalog (printed and on the website http://www.berkeleycitycollege.edu/bccdocs/BerkeleyCityCollege_2015_17Catalog.pdf)
  - Program Assessment Matrices webpage: http://www.berkeleycitycollege.edu/wp/slo/program-assessment-matrices/
  - Degrees and Certificate Programs webpage: http://www.berkeleycitycollege.edu/wp/depts-progs/degree-certificate-programs/

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  Improvement 1. In Art 20 Beginning Drawing and Composition, (a cornerstone for all degrees and certificates offered in Art, and many in MMART) faculty have altered the sequence of activities on the syllabus. The change in the timeline gives students more time in the semester to develop and master the critical application of value, proportion, and gesture for the representation of three dimensions on a two-dimensional surface.

  Improvement 2. In Art 24 Drawing: Special Projects, the assessment results indicated that strong, personal style was developing, but the work was not viewed by an audience other than the small group. The action plan was to discuss with faculty how the program could support the students' exhibition of work. In response, discussions have taken place at Department meetings, and details of an Open House for the Art program are currently being discussed and may be implemented Fall 2015. Additionally, faculty members are working with students to create a student critique group that would unite advanced

students over the years to create, critique, and exhibit their work as a group. This supports their academic and professional development, and helps create community and distinction for Art at BCC.

Improvement 3. Results from the Program Review for the AA in Art indicated that more in-class time (as additional lab to the existing lecture) was needed to fully impart and achieve the outcomes. Students could benefit from having more time with the instructor and peers to fully develop their artistic voice and resulting body of work. This change in the structure of the class is currently under construction.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

  Plan 1. Art History and Studio Arts plan to develop a more comprehensive assessment tool, which uses more specific language and rubrics for the discipline so that results can be more comprehensive.

  Plan 2. In Art History, the following results were noted:
  Art 182: 18% of students expressed difficulty with active participation in class / ability to focus for reading and assignments.
  Art 13: 19% of students express that they were challenged by the reading.
  Faculty are working to implement the following:
  1. Assign a reading to a student each week as the expert on the reading who facilitates a discussion in class.
  2. Assign readings by artists that make the content feel more immediate.
  3. Assign short reading responses due before the beginning of class.
  4. Allot time each class for small group discussion based on readings.

  Plan 3. Art 3: Anatomy needs to be assessed and this is scheduled for Spring 2016. However future plans include analysis and revision of the course description to better align with program outcomes of the Figure Studies Certificate.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.
  N/A

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

As an institution, BCC has not focused on assessment results within individual sections of courses. We have found it most useful to assess SLOs on a global level, rather than focusing on the limited data available within individual sections. For the most part, results from multiple sections are combined to generally reflect student learning in a given course. In the previous assessment cycle of Art 20, however, faculty from

different sections met and assessed individual portfolios of students together. This lead to rich discussion and shared resources among faculty to better support students in composition and understanding of terms and principles of design. Faculty in Art are working to develop a more appropriate assessment tool than the minute paper that would encourage this sort of dialogue.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

  The Art program has participated in the following ILO's: Communication (2012 and 2014, Art History); Critical Thinking (2014, Art History); participating in Teamwork this Fall 2015 (Studio Art, Art History).

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

Organizational Area	BCC Institutional Student Learning Outcomes						
	Ethics and Personal Responsibility	Information Competency	Communication	Critical Thinking	Computational Skills	Global Awareness and Valuing Diversity	Self Awareness and Interpersonal Skills
Berkeley City College AMS » Art *Art A.A.		X	X	X		X	X
Berkeley City College AMS » Art *Figure Drawing C.C.		X	X	X		X	X
Berkeley City College AMS » Art ART 001- Introduction to Art History			X	X		X	

Berkeley City College AMS » Art ART 002		X	X	X			
Berkeley City College AMS » Art ART 003		X	X	X		X	
Berkeley City College AMS » Art ART 004- History of Modern Art (1800 to Present)		X	X	X		X	X
Berkeley City College AMS » Art ART 013- History of Women in Art History (19th and 20th Century)		X	X	X		X	X
Berkeley City College AMS » Art ART 014- Themes, Trends, and Traditions in World Art		X	X	X		X	X
Berkeley City College AMS » Art			X	X		X	X

ART 016- Introduction to Islamic Art							
Berkeley City College AMS » Art ART 018- Critique and the Creative Process		X	X	X	X	X	X
Berkeley City College AMS » Art ART 020- Beginning Drawing and Composition		X	X	X			
Berkeley City College AMS » Art ART 021- Continuing Drawing and Composition		X	X	X		X	X
Berkeley City College AMS » Art ART 022- Intermediate Drawing and Composition		X	X	X		X	X
Berkeley City College AMS » Art		X	X	X		X	X

ART 024A-D- Special Projects: Drawing							
Berkeley City College AMS » Art ART 025- Beginning Figure Drawing and Composition		X	X	X			X
Berkeley City College AMS » Art ART 026- Continuing Figure Drawing and Composition		X	X	X			X
Berkeley City College AMS » Art ART 028- Advanced Figure Drawing and Composition		X	X	X			
Berkeley City College AMS » Art ART 029A-D- Special Projects: Figure Drawing		X	X	X		X	X

Berkeley City College AMS » Art ART 030- Beginning Figure Drawing: Anatomy			X	X			
Berkeley City College AMS » Art ART 031- Continuing Figure Drawing: Anatomy			X	X			X
Berkeley City College AMS » Art ART 041- Basic Design			X	X			X
Berkeley City College AMS » Art ART 044- Three Dimensional Design		X	X	X			X
Berkeley City College AMS » Art ART 046			X	X			X
Berkeley City College AMS » Art ART 047			X	X			

Berkeley City College AMS » Art ART 050- Beginning Painting		X	X	X		X	X
Berkeley City College AMS » Art ART 051- Continuing Painting		X	X	X		X	X
Berkeley City College AMS » Art ART 052- Intermediate Painting	X	X	X	X			X
Berkeley City College AMS » Art ART 053- Advanced Painting		X	X	X			X
Berkeley City College AMS » Art ART 054A-D- Special Projects: Painting		X	X	X		X	X
Berkeley City College AMS » Art ART 060- Beginning Painting: Watercolor			X				

Berkeley City College AMS » Art ART 061- Continuing Painting: Watercolor			X	X			X
Berkeley City College AMS » Art ART 064A-D- Special Projects: Watercolor Painting			X				X
Berkeley City College AMS » Art ART 095A- Beginning Photography I		X	X	X	X		
Berkeley City College AMS » Art ART 095B- Beginning Photography II		X	X	X	X		X
Berkeley City College AMS » Art ART 096A- Intermediate Photography	X	X	X	X	X	X	X

Berkeley City College AMS » Art ART 096B- Advanced Photography			X	X			X
Berkeley City College AMS » Art ART 119- Figure Painting in Context		X	X	X	X		X
Berkeley City College AMS » Art ART 133A Mural Design and Creation I			X				X
Berkeley City College AMS » Art ART 133B Mural Design and Creation II			X				X
Berkeley City College AMS » Art			X	X		X	X

ART 181 Artist as Citizen: Community-Based Art Practices							
Berkeley City College AMS » Art ART 182 Intro to Visual Culture		X	X	X		X	X
Berkeley City College AMS » Art ART 190A Beginning Digital Fine Art Photography			X	X			
Berkeley City College AMS » Art ART 201A-G-Art Destination Studies		X	X	X		X	
Berkeley City College AMS » Art ART 230 Beginning Art Gallery Management		X	X				

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  Strategies employed by the faculty include:
  - Having students identify their own interests to an SLO
  - Making the course work engaging to each student personally by:
    - incorporating personal experience into academic activities, such as research and themes reflected in course material
    - giving assignments that require critical thinking and communication of their personal stories
    - completing cultural inventories that create community and self-awareness
  - Making content of the class relevant to contemporary issues and events
  - Giving assignments that mimic real-life, job-related work and experiences.
  - Empowering students to teach others in the classroom in the form of small group presentations

  Given that all courses and programs have an interest in improving retention, success, and transfer rates, we propose a Cross-College Thematic General Education Curriculum. This curricular theme would change semester to semester, creating and reinforcing an academic community with shared interests and experiences.

- How has new technology been used by the discipline, department or program to improve student learning?

  Faculty in Art use Moodle to do critical dialogue and feedback in the form of critiques. Students in select course are also required to document their work on Moodle, reflecting current professional practices. Assignments rely on viewing of films online and research to augment classroom discussion and knowledge base.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

  All of our courses are staffed with the same standards of measurement in mind. We hire only faculty who are experts in their fields, committed to teaching and learning at an appropriate college-level and who are dedicated to their profession. We encourage all faculty to participate in professional development activities, including those offered directly at BCC (through the TLC and Staff Development Committee) but also outside of BCC.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

  We staff our DE courses with the same standards of measurement as we do our face-to-face courses. This means we hire only faculty who are experts in their fields, committed to teaching and learning at an appropriate college-level and who are dedicated to their profession. We encourage all faculty to participate in professional development activities, including those offered directly at BCC (through the TLC and Staff Development Committee) but also outside of BCC.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
    - Overall enrollment trends in the past three years

Campus	Berkeley
Subject	ART

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	310	705	701	280	660	629	240	675	620

    - An explanation of student demand (or lack thereof) for specific courses.

      Enrollment indicates that courses such as Art 4, Art 20 (and concurrent sections Art 22 and Art 24) and Art 25 continue to be in demand. These courses fill even with multiple sections. The program meets the demand by strategically scheduling the courses throughout the day and evening to insure the largest audience for the courses.

    - Productivity for the discipline, department, or program compared to the college

CAMPUS	Berkeley
SUBJECT	ART
CATALOG_NBR	(All)

Productivity	Term								
Course	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
ART 1 - INTRO TO ART HISTORY	15.61	20.36	21.83	17.01	20.00	20.00	17.50	19.12	15.94
ART 119 - FIG. PNTG IN CONTEXT	NA	NA	19.61	NA	NA	14.42	NA	NA	12.11
ART 13 - HIST: WOMEN IN ART	NA	24.00	15.00	NA	20.50	NA	NA	18.00	NA
ART 133A - MURAL DESIGN AND CREATION	NA	21.92	NA	NA	10.67	NA	NA	NA	12.31
ART 133B - MURAL DESIGN AND CREATION II	NA	NA	NA	NA	NA	11.18	NA	NA	NA
ART 14 - WORLD ART	NA	17.00	NA	NA	NA	NA	NA	NA	NA
ART 16 - INTRODUCTION TO ISLAMIC ART	NA	NA	16.00	NA	NA	17.00	NA	NA	NA
ART 175 - STUDIO ART LABORATORY	NA	NA	NA	NA	NA	NA	NA	NA	13.44
ART 18 - CREATIVE PROCESS	NA	15.00	NA	NA	NA	18.50	NA	NA	11.00

ART 181 - INTRO TO COMMUNITY-BASED ART	NA	NA	NA	NA	NA	12.11	NA	NA	9.23
ART 182 - INTRO TO VISUAL CULTURE	NA	NA	20.00	NA	24.50	16.00	NA	20.00	15.50
ART 2 - HISTORY OF WESTERN ART	NA	NA	NA	NA	18.00	NA	NA	20.00	NA
ART 20 - BEG DRAWING & COMP	46.32	54.16	45.02	40.57	47.17	53.16	33.84	43.29	47.58
ART 21 - CONT DRAWING & COMP	12.01	12.12	16.23	13.17	NA	NA	NA	NA	NA
ART 22 - INTER DRAWING & COMP	NA	NA	NA	NA	13.12	14.41	8.91	13.85	16.98
ART 230 - BEGINNING ART GALLERY MANAGEME	NA	NA	NA	NA	NA	NA	NA	NA	1.82
ART 24 - SPEC PROJ: DRAWING	7.72	7.18	4.50	3.53	0.91	1.82	5.07	3.03	2.40
ART 25 - BEG FIG DRAW/COMP	NA	54.75	56.51	45.41	22.06	68.87	NA	51.21	48.56
ART 26 - CONT FIG DRAW/COMP	NA	19.43	14.13	5.45	5.29	7.06	NA	7.06	15.89
ART 29 - SPEC PROJ: FIG DRAW	NA	5.30	0.00	3.63	3.53	12.36	NA	7.06	6.18
ART 3 - HISTORY OF WESTERN ART	NA	NA	NA	NA	NA	NA	NA	NA	15.00
ART 3 - RENAISSANCE TO CONTEMP ART	NA	NA	NA	NA	NA	20.00	16.46	10.75	NA
ART 30 - BEG FIG DRAW/ANATOMY	NA	40.01	45.90	NA	37.66	40.01	NA	37.66	28.24
ART 31 - CONT FIG DRAW/ANAT	NA	4.71	3.53	NA	9.41	4.71	NA	10.59	10.59
ART 4 - MODERN ART HISTORY	17.25	19.00	18.83	17.50	18.83	20.33	16.00	22.33	19.50
ART 41 - BASIC DESIGN	9.14	22.70	19.69	16.00	NA	NA	NA	NA	NA
ART 44 - 3-D DESIGN	NA	NA	16.47	NA	NA	NA	NA	NA	NA
ART 46 - 2-D VISUAL DESIGN	NA	NA	NA	NA	19.90	15.00	17.88	13.84	15.58
ART 47 - 3-D VISUAL DESIGN	NA	NA	NA	NA	8.65	NA	NA	8.65	NA
ART 49 - INDEP STUDY/ART	NA	NA	NA	NA	NA	NA	NA	NA	NA
ART 50 - BEG PAINTING	41.17	55.03	52.36	29.16	30.80	48.48	35.62	51.95	NA
ART 50 - BEGINNING PAINTING	NA	NA	NA	NA	NA	NA	NA	NA	43.29
ART 51 - CONT PAINTING	18.87	4.53	10.09	13.72	NA	NA	NA	NA	NA
ART 52 - INTER PAINTING	NA	NA	NA	NA	12.44	5.19	7.12	8.66	12.12
ART 54 - SPEC PROJ: PAINTING	10.29	4.53	4.19	0.00	1.97	0.00	3.80	1.82	3.64
ART 96A - INTER PHOTOGRAPHY	NA	NA	31.36	NA	NA	NA	NA	NA	NA
ART 96B - ADV PHOTOGRAPHY	NA	NA	4.33	NA	NA	NA	NA	NA	NA

CAMPUS	Berkeley

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	16.32	18.91	18.56	15.60	18.00	17.86	16.81	17.63	17.36

CAMPUS	Berkeley
SUBJECT	ART

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING

Productivity	17.64	21.65	20.38	17.30	17.10	18.97	16.52	18.68	16.94

College productivity rate _____17.36_____

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

- Productivity for Art has been strong over three years, but shows a decrease for Spring 2015. Learning communities increased the demand of some courses, such as Art 3. These sections were often scheduled at times that counteracted the strategic scheduling of the program, and sometimes duplicated offerings. These sections were not as productive as the courses offered by the program, which were offered at historically proven times and intervals. Additionally, requirements for the certificates and degrees (5 for a small program) also influence the courses offered, and can impact enrollment. The chart above shows low productivity for courses such as Art 22, Art 52, Art 24, Art 54, etc. Please note that these courses are run concurrently with highly productive courses such as Art 20 and Art 50 and thus should not negatively impact productivity.

  Moving forward, it would benefit the program's productivity to increase the enrollment cap for key courses such as Art 4 and Art 1 that can accommodate more students (with permission from the instructor) to offset the lower enrolled courses that must run due to certificates and degrees.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

  Enrollment is strong in the core courses of the program which are scheduled strategically throughout the day and evening. Surveys taken from students enrolled in 8 week classes indicate that they are very popular. Greater experimentation with the 8 week model should be pursued, although this can only happen in Art History due to the high contact hours required for most studio courses.

- Recommendations and priorities.

  - Review the relationship between learning communities and the programs
  - Continue to schedule courses strategically, looking at data for guidance
  - Develop more 8 week course blocks
  - Explore the implementation of thematic learning across the campus.
  - Explore interdisciplinary teaching

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6. Student Success and Student Equity:

Success/ Completion

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do

the discipline, department, or program course completion rates compare to the college course completion standard?

College course completion standard: 70%

CAMPUS	Berkeley

Success%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	71.60%	66.49%	65.00%	72.06%	64.37%	65.10%	70.72%	64.66%	65.10%

CAMPUS	Berkeley
SUBJECT	ART

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	72.26%	72.34%	62.96%	80.22%	69.86%	69.06%	75.10%	72.98%	70.82%

CAMPUS	Berkeley
SUBJECT	ART
CATALOG_NBR	(All)

Success	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ART 1 - INTRO TO ART HISTORY	74.19%	71.76%	70.23%	76.92%	71.23%	72.50%	71.64%	88.61%	77.89%
ART 119 - FIG. PNTG IN CONTEXT	NA	NA	85.29%	NA	NA	80.00%	NA	NA	71.43%
ART 13 - HIST: WOMEN IN ART	NA	70.83%	53.33%	NA	70.73%	NA	NA	66.67%	NA
ART 133A - MURAL DESIGN AND CREATION	NA	44.74%	NA	NA	62.16%	NA	NA	NA	93.75%
ART 133B - MURAL DESIGN AND CREATION II	NA	NA	NA	NA	NA	89.47%	NA	NA	NA
ART 14 - WORLD ART	NA	68.75%	NA	NA	NA	NA	NA	NA	NA
ART 16 - INTRODUCTION TO ISLAMIC ART	NA	NA	59.38%	NA	NA	55.88%	NA	NA	NA
ART 175 - STUDIO ART LABORATORY	NA	NA	NA	NA	NA	NA	NA	NA	67.44%
ART 18 - CREATIVE	NA	96.30%	NA	NA	NA	62.16%	NA	NA	54.55%

PROCESS									
ART 181 - INTRO TO COMMUNITY-BASED ART	NA	NA	NA	NA	NA	71.43%	NA	NA	93.75%
ART 182 - INTRO TO VISUAL CULTURE	NA	NA	45.00%	NA	67.35%	65.63%	NA	68.75%	64.52%
ART 2 - HISTORY OF WESTERN ART	NA	NA	NA	NA	72.22%	NA	NA	57.50%	NA
ART 20 - BEG DRAWING & COMP	66.07%	77.53%	76.32%	72.09%	79.00%	75.63%	84.21%	82.00%	69.72%
ART 21 - CONT DRAWING & COMP	85.71%	88.46%	83.33%	92.86%	NA	NA	NA	NA	NA
ART 22 - INTER DRAWING & COMP	NA	NA	NA	NA	89.66%	83.87%	100.00%	75.00%	71.79%
ART 230 - BEGINNING ART GALLERY MANAGEME	NA	NA	NA	NA	NA	NA	NA	NA	100.00%
ART 24 - SPEC PROJ: DRAWING	75.00%	80.00%	80.00%	100.00%	######	83.33%	37.50%	######	75.00%
ART 25 - BEG FIG DRAW/COMP	NA	56.67%	56.25%	88.00%	76.00%	61.54%	NA	75.86%	83.33%
ART 26 - CONT FIG DRAW/COMP	NA	81.82%	62.50%	100.00%	83.33%	75.00%	NA	75.00%	77.78%
ART 29 - SPEC PROJ: FIG DRAW	NA	100.00%	NA	50.00%	######	85.71%	NA	######	57.14%
ART 3 - HISTORY OF WESTERN ART	NA	NA	NA	NA	NA	NA	NA	NA	72.22%
ART 3 - RENAISSANCE TO CONTEMP ART	NA	NA	NA	NA	NA	57.50%	75.00%	67.44%	63.89%
ART 30 - BEG FIG DRAW/ANATOMY	NA	60.61%	48.72%	NA	56.25%	55.88%	NA	71.88%	50.00%
ART 31 - CONT FIG DRAW/ANAT	NA	50.00%	100.00%	NA	50.00%	50.00%	NA	66.67%	77.78%
ART 4 - MODERN ART HISTORY	84.38%	76.42%	51.33%	76.81%	55.24%	67.21%	71.88%	58.21%	58.97%
ART 41 - BASIC DESIGN	88.24%	80.28%	81.54%	85.19%	NA	NA	NA	NA	NA
ART 44 - 3-D DESIGN	NA	NA	60.71%	NA	NA	NA	NA	NA	NA
ART 46 - 2-D VISUAL DESIGN	NA	NA	NA	NA	63.77%	76.92%	70.97%	87.50%	81.48%
ART 47 - 3-D VISUAL DESIGN	NA	NA	NA	NA	66.67%	NA	NA	73.33%	NA
ART 49 - INDEP STUDY/ART	NA	100.00%	0.00%	NA	NA	NA	NA	NA	100.00%
ART 50 - BEG	47.83%	64.37%	45.00%	83.33%	84.62%	57.14%	80.00%	80.00%	NA

PAINTING									
ART 50 - BEGINNING PAINTING	NA	NA	NA	NA	NA	NA	NA	NA	60.00%
ART 51 - CONT PAINTING	36.36%	66.67%	71.43%	100.00%	NA	NA	NA	NA	NA
ART 52 - INTER PAINTING	NA	NA	NA	NA	76.19%	66.67%	75.00%	80.00%	71.43%
ART 54 - SPEC PROJ: PAINTING	50.00%	88.89%	100.00%	NA	60.00%	NA	100.00%	66.67%	66.67%
ART 96A - INTER PHOTOGRAPHY	NA	NA	31.03%	NA	NA	NA	NA	NA	NA
ART 96B - ADV PHOTOGRAPHY	NA	NA	75.00%	NA	NA	NA	NA	NA	NA
Grand Total	72.26%	72.34%	62.96%	80.22%	69.86%	69.06%	75.10%	72.98%	70.82%

Courses in Art tend to meet or be higher than the College Standard. Broad generalizations from the data are difficult to define. Some courses show a range of success rates over the years; reasons for this are unclear.

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

  College course completion standard ___70%_____

Age

CAMPUS	Berkeley
SUBJECT	ART
CATALOG_NBR	(All)
TERM	2015 Spring

Success	Term						
Course	16-18	19-24	25-29	30-34	35-54	55-64	65 & Above
ART 1 - INTRO TO ART HISTORY	90.00%	83.33%	87.50%	50.00%	16.67%	0.00%	NA
ART 119 - FIG. PNTG IN CONTEXT	NA	80.00%	25.00%	71.43%	100.00%	100.00%	NA
ART 133A - MURAL DESIGN AND CREATION	NA	80.00%	100.00%	100.00%	100.00%	100.00%	NA
ART 175 - STUDIO ART LABORATORY	100.00%	66.67%	75.00%	50.00%	33.33%	66.67%	87.50%
ART 18 - CREATIVE PROCESS	NA	42.86%	33.33%	100.00%	100.00%	NA	100.00%
ART 181 - INTRO TO COMMUNITY-BASED ART	0.00%	100.00%	100.00%	NA	100.00%	100.00%	NA
ART 182 - INTRO TO VISUAL CULTURE	33.33%	61.90%	66.67%	NA	100.00%	NA	NA

ART 20 - BEG DRAWING & COMP	62.50%	69.81%	75.00%	70.00%	66.67%	66.67%	100.00%
ART 22 - INTER DRAWING & COMP	NA	75.00%	100.00%	50.00%	71.43%	66.67%	0.00%
ART 230 - BEGINNING ART GALLERY MANAGEME	NA	100.00%	NA	NA	100.00%	NA	NA
ART 24 - SPEC PROJ: DRAWING	100.00%	66.67%	NA	100.00%	50.00%	100.00%	NA
ART 25 - BEG FIG DRAW/COMP	NA	88.00%	66.67%	75.00%	83.33%	80.00%	100.00%
ART 26 - CONT FIG DRAW/COMP	NA	100.00%	60.00%	66.67%	50.00%	100.00%	100.00%
ART 29 - SPEC PROJ: FIG DRAW	NA	100.00%	NA	NA	33.33%	0.00%	100.00%
ART 3 - HISTORY OF WESTERN ART	100.00%	67.44%	100.00%	100.00%	66.67%	100.00%	NA
ART 3 - RENAISSANCE TO CONTEMP ART	33.33%	54.55%	66.67%	100.00%	100.00%	100.00%	NA
ART 30 - BEG FIG DRAW/ANATOMY	100.00%	57.14%	25.00%	33.33%	50.00%	NA	NA
ART 31 - CONT FIG DRAW/ANAT	NA	100.00%	50.00%	100.00%	66.67%	100.00%	NA
ART 4 - MODERN ART HISTORY	57.14%	55.00%	73.33%	0.00%	100.00%	33.33%	100.00%
ART 46 - 2-D VISUAL DESIGN	100.00%	73.33%	100.00%	100.00%	100.00%	NA	0.00%
ART 49 - INDEP STUDY/ART	NA	NA	NA	NA	NA	100.00%	NA
ART 50 - BEGINNING PAINTING	100.00%	50.00%	100.00%	50.00%	0.00%	NA	NA
ART 52 - INTER PAINTING	NA	60.00%	NA	NA	100.00%	NA	NA
ART 54 - SPEC PROJ: PAINTING	NA	NA	NA	0.00%	NA	100.00%	NA
Grand Total	**68.75%**	**69.67%**	**73.96%**	**65.71%**	**70.83%**	**76.32%**	**87.50%**

Discussion: The chart above is restricted to Spring 2015, but is comparable to other semesters. Please note that the data in these charts is not always consistent. Art 3 is listed under two titles; and the courses show divergent results. One result that emerges from some of the data is that the 30-34 years do not have the same success rates as the other age ranges. More research on why this is the case should be done but one possibility is that the age group may have more outside commitments at this time in their life such as careers or families. The results do indicate the Art 1 population is mainly between the ages of 19-24 years of age, and they have 80% success rate.

Ethnicity

Headcount by Course and Ethnicity

CAMPUS	Berkeley
SUBJECT	ART
CATALOG_NBR	(All)
TERM	2015 Spring

Sum of HEADCOUNT	Term								
Course	American Indian/Alaskan Native	Asian	Black/African American	Filipino	Hispanic	Other Non white	Pacific Islander	White Non Hispanic	M
ART 1 - INTRO TO ART HISTORY		17	14	3	21	1		28	
ART 119 - FIG. PNTG IN CONTEXT		1	1		5	1		11	
ART 133A - MURAL DESIGN AND CREATION			1		4			8	

ART 175 - STUDIO ART LABORATORY		2	3		3	1	1	20
ART 18 - CREATIVE PROCESS	1	1	3		2		1	11
ART 181 - INTRO TO COMMUNITY-BASED ART			5		1		1	6
ART 182 - INTRO TO VISUAL CULTURE	1	5	2	1	2	1		9
ART 20 - BEG DRAWING & COMP		14	20	2	17			31
ART 22 - INTER DRAWING & COMP	1	3	6		7			15
ART 230 - BEGINNING ART GALLERY MANAGEME			1					
ART 24 - SPEC PROJ: DRAWING					1			5
ART 25 - BEG FIG DRAW/COMP		5	4		5	1		22
ART 26 - CONT FIG DRAW/COMP		2	2	1	1			5
ART 29 - SPEC PROJ: FIG DRAW			1					5
ART 3 - HISTORY OF WESTERN ART		11	7	2	7	1	1	13
ART 3 - RENAISSANCE TO CONTEMP ART		6	5		7			7
ART 30 - BEG FIG DRAW/ANATOMY		5	1		2			6
ART 31 - CONT FIG DRAW/ANAT		1	2	1	1			4
ART 4 - MODERN ART HISTORY		14	7	2	12	1		25
ART 46 - 2-D VISUAL DESIGN		4	3	2	5			8
ART 49 - INDEP STUDY/ART								
ART 50 - BEGINNING PAINTING		3	4		5	1	1	10
ART 52 - INTER PAINTING			1		2			4
ART 54 - SPEC PROJ: PAINTING			1					1
Grand Total	**3**	**94**	**94**	**14**	**110**	**8**	**5**	**254**

Mutiple Ethnicities 126

Course Success Rate by Course and Ethnicity

CAMPUS	Berkeley
SUBJECT	ART
CATALOG_NBR	(All)
TERM	2015 Spring

Success Course	Term American Indian/Alaskan Native	Asian	Black/African American	Filipino	Hispanic	Other Non white	Pacific Islander	White Non Hispanic
ART 1 - INTRO TO ART HISTORY	NA	88.24%	78.57%	66.67%	85.71%	100.00%	NA	67.86%
ART 119 - FIG. PNTG IN CONTEXT	NA	100.00%	100.00%	NA	100.00%	0.00%	NA	63.64%
ART 133A - MURAL DESIGN AND CREATION	NA	NA	100.00%	NA	75.00%	NA	NA	100.00%
ART 175 - STUDIO ART LABORATORY	NA	100.00%	66.67%	NA	66.67%	0.00%	0.00%	65.00%
ART 18 - CREATIVE PROCESS	0.00%	100.00%	0.00%	NA	50.00%	NA	100.00%	63.64%
ART 181 - INTRO TO COMMUNITY-BASED ART	NA	NA	80.00%	NA	100.00%	NA	100.00%	100.00%
ART 182 - INTRO TO VISUAL CULTURE	0.00%	40.00%	100.00%	100.00%	50.00%	100.00%	NA	77.78%
ART 20 - BEG DRAWING & COMP	NA	85.71%	80.00%	100.00%	64.71%	NA	NA	51.61%

ART 22 - INTER DRAWING & COMP	0.00%	100.00%	100.00%	NA	57.14%	NA	NA	73.33%
ART 230 - BEGINNING ART GALLERY MANAGEME	NA	NA	100.00%	NA	NA	NA	NA	NA
ART 24 - SPEC PROJ: DRAWING	NA	NA	NA	NA	100.00%	NA	NA	80.00%
ART 25 - BEG FIG DRAW/COMP	NA	80.00%	75.00%	NA	100.00%	100.00%	NA	81.82%
ART 26 - CONT FIG DRAW/COMP	NA	100.00%	50.00%	0.00%	100.00%	NA	NA	60.00%
ART 29 - SPEC PROJ: FIG DRAW	NA	NA	0.00%	NA	NA	NA	NA	80.00%
ART 3 - HISTORY OF WESTERN ART	NA	72.73%	57.14%	100.00%	85.71%	100.00%	100.00%	69.23%
ART 3 - RENAISSANCE TO CONTEMP ART	NA	83.33%	0.00%	NA	57.14%	NA	NA	85.71%
ART 30 - BEG FIG DRAW/ANATOMY	NA	100.00%	0.00%	NA	50.00%	NA	NA	33.33%
ART 31 - CONT FIG DRAW/ANAT	NA	100.00%	100.00%	0.00%	100.00%	NA	NA	75.00%
ART 4 - MODERN ART HISTORY	NA	50.00%	57.14%	0.00%	33.33%	100.00%	NA	80.00%
ART 46 - 2-D VISUAL DESIGN	NA	100.00%	100.00%	100.00%	60.00%	NA	NA	75.00%
ART 49 - INDEP STUDY/ART	NA	NA	NA	NA	NA	NA	NA	NA
ART 50 - BEGINNING PAINTING	NA	100.00%	50.00%	NA	20.00%	100.00%	100.00%	60.00%
ART 52 - INTER PAINTING	NA	NA	0.00%	NA	100.00%	NA	NA	75.00%
ART 54 - SPEC PROJ: PAINTING	NA	NA	0.00%	NA	NA	NA	NA	100.00%
Grand Total	**0.00%**	**79.79%**	**67.02%**	**64.29%**	**68.18%**	**75.00%**	**80.00%**	**70.47%**

Mulitple = 69.60%

College-wide Success Rates by Ethnicity

Grand Total	**57.58%**	**74.99%**	**50.17%**	**69.23%**	**58.44%**	**63.64%**	**53.62%**	**71.56%**	**63.65%**

Multiple = 65.81%

Discussion: Success rates by ethnicity are close to or above the College Standard. Groups whose success rates are slightly below include Filipino, Black, and Hispanic. When analyzing ethnicity by headcount, Asians account for 13%; Black/ African Americans 13%; Hispanics 15% and White Non-Hispanics 34%, and Multiple Ethnicities 17%. The data confirms also that the Art programs have higher success rates overall than the college averages by ethnicity.

Please note that here also the data is inconsistent, as the total head count for Art Spring 2015 from the chart on Headcount is 620, while the total headcount by ethnicity for Art for Spring 2015 is 742.

Gender

CAMPUS	**Berkeley**		
SUBJECT	**ART**		
CATALOG_NBR	**(All)**		
TERM	**2015 Spring**		
Success	**Term**		
Course	**Female**	**Male**	**Unknown**
ART 1 - INTRO TO ART HISTORY	**80.00%**	**75.56%**	**NA**
ART 119 - FIG. PNTG IN CONTEXT	**80.00%**	**66.67%**	**50.00%**
ART 133A - MURAL DESIGN AND CREATION	**88.89%**	**100.00%**	**100.00%**
ART 175 - STUDIO ART LABORATORY	**84.62%**	**53.85%**	**0.00%**
ART 18 - CREATIVE PROCESS	**63.64%**	**44.44%**	**50.00%**
ART 181 - INTRO TO COMMUNITY-BASED ART	**91.67%**	**100.00%**	**NA**

ART 182 - INTRO TO VISUAL CULTURE	76.92%	52.94%	100.00%
ART 20 - BEG DRAWING & COMP	75.86%	64.00%	0.00%
ART 22 - INTER DRAWING & COMP	68.00%	78.57%	NA
ART 230 - BEGINNING ART GALLERY MANAGEME	100.00%	100.00%	NA
ART 24 - SPEC PROJ: DRAWING	75.00%	75.00%	NA
ART 25 - BEG FIG DRAW/COMP	91.43%	70.59%	50.00%
ART 26 - CONT FIG DRAW/COMP	83.33%	66.67%	NA
ART 29 - SPEC PROJ: FIG DRAW	75.00%	33.33%	NA
ART 3 - HISTORY OF WESTERN ART	75.76%	65.00%	100.00%
ART 3 - RENAISSANCE TO CONTEMP ART	76.47%	52.63%	NA
ART 30 - BEG FIG DRAW/ANATOMY	44.44%	80.00%	0.00%
ART 31 - CONT FIG DRAW/ANAT	75.00%	75.00%	100.00%
ART 4 - MODERN ART HISTORY	66.67%	50.00%	NA
ART 46 - 2-D VISUAL DESIGN	70.59%	100.00%	NA
ART 49 - INDEP STUDY/ART	NA	100.00%	NA
ART 50 - BEGINNING PAINTING	52.63%	83.33%	NA
ART 52 - INTER PAINTING	80.00%	50.00%	NA
ART 54 - SPEC PROJ: PAINTING	50.00%	100.00%	NA
Grand Total	75.06%	66.23%	43.75%
College Grand Total	66.80%	63.07%	68.75%

Discussion: The total amount is different from the original headcount pointing to greater inconsistencies in the data. Instead of a total headcount of 620 as indicated in the first chart on page 23, this total headcount is 748, which is also slightly higher than the headcount indicated by the chart on ethnicity.

The success rates in Art by gender are also higher than the college average (see above), and for women are higher than the college standard. Women account for 57% of the Art population, while men account for 41%. Comprehensive analysis is difficult to complete by course, as factors that influence the success of one group over another can vary.

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

Campus	Berkeley
Catalog Nbr	(All)

Distance Ed	DE100%

Success	Term							
100% DE	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall
ART	**91.55%**	**75.53%**	**60.77%**	**89.71%**	**58.70%**	**67.53%**	**77.89%**	**78.67%**
ART 1 - INTRO TO ART HISTORY	91.67%	73.53%	71.43%	88.24%	72.41%	NA	90.63%	84.21%
ART 16 - INTRODUCTION TO ISLAMIC ART	NA	NA	59.38%	NA	NA	55.88%	NA	NA
ART 4 - MODERN ART HISTORY	91.43%	75.76%	48.65%	91.18%	59.38%	76.74%	71.88%	72.97%
ART 41 - BASIC DESIGN	NA	77.78%	65.38%	NA	NA	NA	NA	NA
ART 46 - 2-D VISUAL DESIGN	NA	NA	NA	NA	45.16%	NA	70.97%	NA
Grand Total	**91.55%**	**75.53%**	**60.77%**	**89.71%**	**58.70%**	**67.53%**	**77.89%**	**78.67%**

Discussion: Currently, the Art program offers only one online section of Basic Design per year, while we re-assess the success and formats of the Art History courses online.

The success rates vary widely from year to year and course to course, but it is evident that Art 16 was consistently below the college standard and the other courses offered online. Success rates are somewhat similar between online sections and face-to-face for most courses.

- Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

  N/A

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

  Art 46 is the one remaining DE course which has slightly lower success rates (70%) in comparison to its face-to-face counterpart at 80%.

Retention

- Describe the discipline, department, or program retention rates *(*After the first census, the percent of students earning any grade but a "W" in a course or series of courses) for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

CAMPUS	Berkeley

	Term								
	2012 Summer	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
Retention%	84.45%	80.51%	76.19%	83.32%	77.03%	76.28%	80.94%	78.36%	77.42%

CAMPUS	Berkeley
SUBJECT	ART

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	86.30%	86.23%	74.72%	83.81%	80.28%	76.79%	79.18%	82.39%	79.92%

Discussion: Overall, the Art program is consistently higher than the college standard, with an average of 81%.

- Are there differences in the retention completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

  Discussion: No comparative data available.

College retention standard ___70%_____

Discipline, department, or program retention rates

Year 1. Academic year Fall2012-Spring 2013 : 82%

Year 2. Academic year Fall2013-Spring 2014 : 80%

Year 3. Academic year Fall2014-Spring 2015 (does not include summer) : 81%

CAMPUS	Berkeley
SUBJECT	ART
CATALOG_NBR	(All)

Retention	**Term**								
Course	**2012 Summer**	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
ART 1 - INTRO TO ART HISTORY	88.17%	90.08%	87.79%	84.62%	84.93%	77.50%	80.60%	92.41%	88.42%
ART 119 - FIG. PNTG IN CONTEXT	NA	NA	94.12%	NA	NA	80.00%	NA	NA	85.71%

ART 13 - HIST: WOMEN IN ART	NA	85.42%	63.33%	NA	80.49%	NA	NA	75.00%	NA
ART 133A - MURAL DESIGN AND CREATION	NA	81.58%	NA	NA	67.57%	NA	NA	NA	93.75%
ART 133B - MURAL DESIGN AND CREATION II	NA	NA	NA	NA	NA	89.47%	NA	NA	NA
ART 14 - WORLD ART	NA	78.13%	NA	NA	NA	NA	NA	NA	NA
ART 16 - INTRODUCTION TO ISLAMIC ART	NA	NA	71.88%	NA	NA	61.76%	NA	NA	NA
ART 175 - STUDIO ART LABORATORY	NA	NA	NA	NA	NA	NA	NA	NA	69.77%
ART 18 - CREATIVE PROCESS	NA	96.30%	NA	NA	NA	70.27%	NA	NA	63.64%
ART 181 - INTRO TO COMMUNITY-BASED ART	NA	NA	NA	NA	NA	71.43%	NA	NA	93.75%
ART 182 - INTRO TO VISUAL CULTURE	NA	NA	55.00%	NA	79.59%	84.38%	NA	82.50%	77.42%
ART 2 - HISTORY OF WESTERN ART	NA	NA	NA	NA	94.44%	NA	NA	87.50%	NA
ART 20 - BEG DRAWING & COMP	82.14%	87.64%	81.58%	72.09%	91.00%	76.47%	86.84%	86.00%	79.82%
ART 21 - CONT DRAWING & COMP	85.71%	100.00%	88.89%	92.86%	NA	NA	NA	NA	NA
ART 22 - INTER DRAWING & COMP	NA	NA	NA	NA	93.10%	83.87%	100.00%	78.13%	79.49%
ART 230 - BEGINNING ART GALLERY MANAGEME	NA	NA	NA	NA	NA	NA	NA	NA	100.00%
ART 24 - SPEC PROJ: DRAWING	75.00%	93.33%	80.00%	100.00%	100.00%	83.33%	37.50%	100.00%	87.50%
ART 25 - BEG FIG DRAW/COMP	NA	83.33%	87.50%	92.00%	80.00%	82.05%	NA	86.21%	88.89%
ART 26 - CONT FIG DRAW/COMP	NA	100.00%	87.50%	100.00%	100.00%	100.00%	NA	75.00%	88.89%
ART 29 - SPEC PROJ: FIG DRAW	NA	100.00%	NA	50.00%	100.00%	100.00%	NA	100.00%	57.14%
ART 3 - HISTORY OF WESTERN ART	NA	NA	NA	NA	NA	NA	NA	NA	75.93%
ART 3 - RENAISSANCE TO CONTEMP ART	NA	NA	NA	NA	NA	65.00%	81.25%	88.37%	80.56%
ART 30 - BEG FIG DRAW/ANATOMY	NA	72.73%	58.97%	NA	78.13%	73.53%	NA	81.25%	58.33%
ART 31 - CONT FIG DRAW/ANAT	NA	75.00%	100.00%	NA	50.00%	75.00%	NA	88.89%	77.78%
ART 4 - MODERN ART HISTORY	92.19%	83.96%	71.68%	81.16%	71.43%	81.15%	75.00%	66.42%	79.49%
ART 41 - BASIC DESIGN	88.24%	80.28%	81.54%	85.19%	NA	NA	NA	NA	NA
ART 44 - 3-D DESIGN	NA	NA	60.71%	NA	NA	NA	NA	NA	NA
ART 46 - 2-D VISUAL DESIGN	NA	NA	NA	NA	63.77%	76.92%	70.97%	87.50%	81.48%
ART 47 - 3-D VISUAL DESIGN	NA	NA	NA	NA	66.67%	NA	NA	73.33%	NA
ART 49 - INDEP STUDY/ART	NA	100.00%	0.00%	NA	NA	NA	NA	NA	100.00%
ART 50 - BEG PAINTING	91.30%	88.51%	50.00%	88.89%	92.31%	64.29%	80.00%	90.00%	NA
ART 50 - BEGINNING PAINTING	NA	NA	NA	NA	NA	NA	NA	NA	64.00%
ART 51 - CONT PAINTING	63.64%	77.78%	78.57%	100.00%	NA	NA	NA	NA	NA
ART 52 - INTER PAINTING	NA	NA	NA	NA	80.95%	66.67%	75.00%	90.00%	85.71%
ART 54 - SPEC PROJ: PAINTING	66.67%	88.89%	100.00%	NA	60.00%	NA	100.00%	100.00%	66.67%
ART 96A - INTER PHOTOGRAPHY	NA	NA	55.17%	NA	NA	NA	NA	NA	NA
ART 96B - ADV PHOTOGRAPHY	NA	NA	75.00%	NA	NA	NA	NA	NA	NA
Grand Total	**86.30%**	**86.23%**	**74.72%**	**83.81%**	**80.28%**	**76.79%**	**79.18%**	**82.39%**	**79.92%**

Discussion: For three consecutive years, Art has had retention rates higher than the college standard. Notably, a few courses do not have the consistently high retention rates. Some such as Art 18 and Art 54

are classes that have low to very low enrollment, and the rates would be impacted tremendously by one or two students withdrawing from the course.

Retention rates remain consistent when data is compared between Art History and Studio Arts, suggesting that the subject or lab nature of the studio courses does not significantly alter the retention rates. See below.

Art History

CAMPUS	Berkeley
SUBJECT	ART
CATALOG_NBR	(Multiple Items)

Retention	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ART 1 - INTRO TO ART HISTORY	88.17%	90.08%	87.79%	84.62%	84.93%	77.50%	80.60%	92.41%	88.42%
ART 13 - HIST: WOMEN IN ART	NA	85.42%	63.33%	NA	80.49%	NA	NA	75.00%	NA
ART 16 - INTRODUCTION TO ISLAMIC ART	NA	NA	71.88%	NA	NA	61.76%	NA	NA	NA
ART 182 - INTRO TO VISUAL CULTURE	NA	NA	55.00%	NA	79.59%	84.38%	NA	82.50%	77.42%
ART 2 - HISTORY OF WESTERN ART	NA	NA	NA	NA	94.44%	NA	NA	87.50%	NA
ART 3 - HISTORY OF WESTERN ART	NA	NA	NA	NA	NA	NA	NA	NA	75.93%
ART 3 - RENAISSANCE TO CONTEMP ART	NA	NA	NA	NA	NA	65.00%	81.25%	88.37%	80.56%
ART 4 - MODERN ART HISTORY	92.19%	83.96%	71.68%	81.16%	71.43%	81.15%	75.00%	66.42%	79.49%
Grand Total	**89.81%**	**87.02%**	**75.14%**	**82.84%**	**79.93%**	**76.30%**	**79.39%**	**79.61%**	**81.63%**

CAMPUS	Berkeley
SUBJECT	ART
CATALOG_NBR	(Multiple Items)

Studio Art

Retention	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ART 181 - INTRO TO COMMUNITY-BASED ART	NA	NA	NA	NA	NA	71.43%	NA	NA	93.75%
ART 20 - BEG DRAWING & COMP	82.14%	87.64%	81.58%	72.09%	91.00%	76.47%	86.84%	86.00%	79.82%
ART 22 - INTER DRAWING & COMP	NA	NA	NA	NA	93.10%	83.87%	100.00%	78.13%	79.49%
ART 24 - SPEC PROJ: DRAWING	75.00%	93.33%	80.00%	100.00%	100.00%	83.33%	37.50%	100.00%	87.50%
ART 25 - BEG FIG DRAW/COMP	NA	83.33%	87.50%	92.00%	80.00%	82.05%	NA	86.21%	88.89%
ART 26 - CONT FIG DRAW/COMP	NA	100.00%	87.50%	100.00%	100.00%	100.00%	NA	75.00%	88.89%
ART 29 - SPEC PROJ: FIG DRAW	NA	100.00%	NA	50.00%	100.00%	100.00%	NA	100.00%	57.14%
ART 30 - BEG FIG DRAW/ANATOMY	NA	72.73%	58.97%	NA	78.13%	73.53%	NA	81.25%	58.33%

ART 31 - CONT FIG DRAW/ANAT	NA	75.00%	100.00 %	NA	50.00%	75.00%	NA	88.89%	77.78%
ART 41 - BASIC DESIGN	88.24%	80.28%	81.54%	85.19%	NA	NA	NA	NA	NA
ART 44 - 3-D DESIGN	NA	NA	60.71%	NA	NA	NA	NA	NA	NA
ART 46 - 2-D VISUAL DESIGN	NA	NA	NA	NA	63.77%	76.92%	70.97%	87.50%	81.48%
ART 47 - 3-D VISUAL DESIGN	NA	NA	NA	NA	66.67%	NA	NA	73.33%	NA
ART 49 - INDEP STUDY/ART	NA	100.00 %	0.00%	NA	NA	NA	NA	NA	100.00 %
ART 50 - BEG PAINTING	91.30%	88.51%	50.00%	88.89%	92.31%	64.29%	80.00%	90.00%	NA
ART 50 - BEGINNING PAINTING	NA	NA	NA	NA	NA	NA	NA	NA	64.00%
ART 52 - INTER PAINTING	NA	NA	NA	NA	80.95%	66.67%	75.00%	90.00%	85.71%
ART 54 - SPEC PROJ: PAINTING	66.67%	88.89%	100.00 %	NA	60.00%	NA	100.00 %	100.00 %	66.67%
Grand Total	**83.64%**	**85.27%**	**72.26%**	**82.79%**	**81.84%**	**77.02%**	**78.95%**	**85.84%**	**79.54%**

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

  - The Art program plans to continue the successful strategies of demand-oriented scheduling and quality education in the classroom.

  Although unclear, the high retention rates in Art may stem from the wide array of content that can be personally engaging from a social, emotional, and cultural perspective and reflect non-lecture driven teaching methodologies. Additionally, lab time in studio classes and the thorough and frequent critiques during which students share their work (and often personal stories) build community, as well as relationships with the instructor. Instructors hear from students in the beginning of the semester about individual ed plans and informally discuss education pathways with students. Links to degrees, courses to take next, and tips for being professional in the field available on Moodle may also foster a sense of commitment and alignment with the course and class community.

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  - More research could be done on why students cannot finish the semester.
  - More research could be done on DE retention rates compared to face –to-face and hybrid courses.

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

ART	**1**	**4**	**8**	**13**
Art (AA)	1	1	3	5
Associate in Arts in Studio Arts for Transfer (AAT)			2	2
Art History (AAT)			1	1
Figure Drawing (CA)		1		1
Figure Studies (CA)		1	1	2
Public Art (CA)		1	1	2

Discussion: The number of recipients for Art degrees is low, but increasing. The amount doubled in one year from 4 to 8 recipients. See above. The low number is partly a result of the somewhat recent addition of the AA-Ts, which we hope will have more completers in the future. Part of this however, may be a reflection of the inadequate assessment tool that is used to monitor the success of the

programs. We have many students that transfer t private institutions, but these are not tracked in any form currently.

Results show the following:
With regard to gender, just over half of our recipients are women versus men; significantly the largest 46% of the recipients of awards were 25-29 years of age. More research (through student surveys) would yield information on why this is the case, and how our offerings can better serve the population. The majority of the recipients (38%) are White/ Non-Hispanic; 23% of the recipients are Asian; slightly less than 1% of recipients are Black or Hispanic.

Future activities include developing an informal system to track our students' transfer rates to private schools, and eventual jobs, and work with the college to develop this tool across the campus for more accurate assessment. Other activities include making more distinct bridges between our degree offerings and job applications, or internships in the field.

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7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount ____3_____
  * Please note that one fulltime faculty is working at a reduced load and will continue to do so until retirement.

  Part-time faculty headcount ___8_____

  Total FTEF faculty for the discipline, department, or program __5.59_____

  Full-time/part-time faculty ratio ___1.16_____

  Classified staff headcount _____

- Describe your current utilization of facilities and equipment.

  Currently the Art History courses are served by regular use classrooms throughout the campus.

  Studio courses use the two studio lab classrooms, 411 and 413 exclusively. While most classes are adequately served by these rooms, the amount of furniture required for each student (taboret, easel, chair) plus set-up equipment for models, still life, etc. make maintaining safe working conditions challenging, particularly in room 413. For this reason, the maximum enrollment for the highest volume classes such as Art 35 9Figure Drawing and Art 20 (with concurrent sections) was reduced from 40 to 35, which has helped to a small degree.

  These classrooms when not in use by studio classes serve Humanities, MMART, and other departments whose faculty benefit from the flexible furniture and access to natural light. There is currently room to add more sections of general studio art classes if based on available space.

  The Art program relies on four critical budgets that are renewed each year. They are:

- Model budget ($7000 minimum per year for Art 25, 26, 29, 30, 31, 119)
- Supply Budget ($4000 per year which supports instructional aids, minor department maintenance, and provides the paint for the True Colors Mural Project, the cornerstone of the Certificate in Public Art).
- Studio Assistant Budget ($5000/ year for student worker to aid with maintenance, installation, and /…… of the studios and artwork)
- Access to www.artstor.org, a visual database ($850/ year) & jstor.org for research articles.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  Staffing needs include a new fulltime faculty in Studio Art to replace retiring fulltime faculty. High impact courses such as Art 50, Art 25, etc. would be served by this individual. This position would also support and manage the Public Art Certificate and CTE designations in Arts Entrepreneurship and Community Service. Fulltime faculty in Art are essential due to the ongoing and expanding discipline- specific events, such as exhibits, facilities, Arts Council, Jerry Adams gallery, etc. that are unique to the program.

  We also need a dedicated assessment liaison who can assist with all levels of assessment for all parts of our program and department.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  1. High quality projectors for designated Art History classroom and studio labs are needed for the visually-oriented content (3 total). Many of the projectors that are adequate for powerpoint presentations on campus are not the high saturation and focus needed to view art on a projected screen. Faculty who are hired to teach critical looking at the visual world simply cannot teach adequately if the students cannot see some of most important details on the projected screen. Specific classrooms with better projectors and adequate lighting (recessed lighting away from screen for note-taking while viewing high contrast LED projected image) would serve students better and facilitate scheduling.
  2. Printer for 413 to support Mural Creation and Design class and other classes that naturally rely on the printed image as sources for magnifying or representing the images in other media.
  3. We need updates on all computers, scanners, and printers for faculty and in our s and classrooms. Faculty who teach online and faculty who teach conventional classes all rely on these basic technologies and often encounter delays or other problems using out-dated technology.
  4. We need updated projectors and lighting in our smart classrooms as well as high-speed and reliable Internet access. Faculty who teach online and faculty who teach conventional classes all rely on the Internet and multimedia access in their offices and in the classroom. We repeatedly encounter problems with clunky technology in our classrooms.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

The Art and MMART programs do not have adequate access to a dedicated gallery space, and request that this be added to the list of desired facilities in the future. Currently the Jerry Adams Gallery is used primarily as the Teaching Resource Center, and is fully scheduled for students. A dedicated art gallery would provide a venue for hands-on learning and critical thinking for transfer students of the college, and students in the MMART and ART departments. This would also serve as a location for receptions for select BCC events, and community partnerships with growing emphasis on the Arts corridor in Downtown Berkeley.

A light track on the fourth floor to illuminate the student exhibitions would greatly enhance the presentation of the Arts to the college.

More privatized office space -- a distraction-free space with a desk, table, whiteboard, and a computer for working with students and preparing for classes.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

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8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

  Fulltime faculty in Art participate in the Chairs Council, Roundtable, Facilities, BCC Art Council, and Academic Senate.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.
  Faculty in Art contribute greatly to the campus community by organizing and installing exhibitions, and organizing and attending events (such as receptions for student shows). Select faculty, notably faculty involved in the Public Art program, are engaged with the local community by setting up internships, volunteer opportunities, large-scale collaborations such as the murals, food donations, and events.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

  Adjunct faculty are invited to both formal and informal gatherings of the department. They are notified of policy changes, and new trends that will affect their schedules, content and teaching pedagogy. They are also relied upon for key information about student success, curriculum updates, and assessment.

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

  1. Faculty request more time and compensation for collaborative teaching across disciplines, more training in classroom technology, online resources, innovative and effective instructional methods, and faculty mentoring.
  2. Sabbaticals for full-time faculty
  3. Funds for faculty mentoring for new faculty.
  4. Professional development funds for academic organization membership, journal subscriptions, and attendance at academic meetings for all faculty.

- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

  We connect our DE instructors with all the DE resources here on campus and at the district—including our DE coordinator at BCC and the DE teaching resources available throughout the district. We always connect new instructors (for DE teaching or other) to more seasoned instructors. Some instructors have completed course in DE through Peralta, and have found this helpful.

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10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

  Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum: Diversify current offerings to encourage greater participation and reflection among students in the program.**
  Activities and Rationale: Add select courses in non-western Art History (that reflect underrepresented communities on campus and that will strengthen the offerings for the AA-T in Art History); add a course for STEM students; update course outlines.

- **Goal 2. Assessment: Develop assessment tools for Art History and Studio Art and process by which faculty complete action plans.**
  Activities and Rationale: Faculty meet with SLO liaison and curriculum specialist during staff development days to create an assessment tool for implementation Spring 2016. The discussion and resulting tool ideally suggests action plans that faculty can articulate and implement the following semester.

- **Goal 3. Instruction: Increase fulltime faculty to support diverse range of events and coursework in Art**.
  Activities and Rationale: Hire new fulltime faculty in Art to contribute to the Art History and Studio Art offerings, oversee studios, contribute to the dynamic quality, diversity, and growing needs of the program. District data suggests that BCC is operating the Art program at close to the same levels of sections and productivity as Laney but with significantly less FTEF. Achieve fiscal sustainability for Art programs and specialized reflections of the visual arts on campus

- **Goal 4. Student Success and Student Equity: Increase transfer rates and create an effective system to track student success.**

Activities and Rationale: 1. Track students coming in and following designated pathways in Art History and Studio Arts and 2. Track success in art students transferring to other art and private institutions but not reflected in institutional data, 3. Participate in faculty advising ; 4. Facilitate events for Art students that build community, showcase their work to their friends and families, and prepare them for professional careers and 5. Participate in faculty advising and thematic learning.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships: Create stronger links between Public Art and CTE for increased funding and re-branding aspects of Art program; develop and strengthen relationships with local art institutions.**
  Activities and Rationale: Complete process for approval by state of CTE funding of Arts Entrepreneurship and Community Arts; conduct outreach for local institutions such as Berkley Art Museum, Center St Arts Passage, and Oakland Museum of California.

Communication
(Department of Arts and Cultural Studies)
2015-2016

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2. Narrative Description of the Discipline, Department or Program:

Communication Discipline Description

The discipline of Communication is represented at Berkeley City College by a series of core communication courses. These courses are structured as primarily transfer classes and as such focus not only on the major lines of inquiry within communication (rhetoric and speech) but also on strengthening general educational skills such as critical thinking, student writing, and student study skills. Communication 3, Introduction to Human Communication, does an excellent job providing students with basic public speaking skills and also providing them with a foundation regarding rhetorical principles used in most professional settings as well as the various aspects of Communication studies (performance studies, media, interpersonal and small group communication). Communication courses at BCC are part of cohort programs at the college (i.e. PACE). The majority of sections of Communication classes offered at the college are those classes required of students for transfer through IGETC, primarily Introduction to Human Communication, Interpersonal Communication, Public Speaking, and Persuasion/Critical Thinking. Intercultural Communication and Mass Media are elective classes.

Communication offers an AA-T degree that has been accepted as transferable to CSU.

Some concerns for students and faculty in communication involve providing effective services for students with high communication anxiety. In order to address this, we are providing public speaking courses targeting high anxiety speakers. Additionally, we are providing 8-week sections of both Public Speaking and Interpersonal Communication.

Communication aligns with the college mission statement in that students who complete communication courses will be better equipped to live transformed lives by being able to speak well in public. Additionally, all of our courses focus on multiculturalism and diversity. Lastly, our program offers online and hybrid courses, therefore providing an innovative course of study.

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

Courses	Last reviewed or updated	When are you planning to update the course?	Notes
COMM 004 The Dynamics of Group Discussion		Spring 2016	Need to reactivate for

			Fall 2016
COMM 005-Persuasion and Critical Thinking	3/7/13	Spring 2016	
COMM 006-Intercultural Communication	1/22/13	Spring 2016	
COMM 019 Survey of Mass Media	9/5/13	Fall 2016	
COMM 020-Interpersonal Communication Skills	10/11/12	Fall 2015	
COMM 045-Public Speaking	3/7/13	Spring 2016	

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

We will review and update each course starting in the fall of 2015, completing the process in the fall of 2016. We will additionally develop specific assessment protocols for distance education courses. Lastly, we are developing courses in identity and communication as well as courses designed specifically for students with high communication anxiety.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

COMM AA-T (not a distance education degree)
Comm courses support IGETC

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years Please review the "At a Glance" reports and answer the following questions.

Courses	**Data available from previous rounds?**	**Action Plan from Previous Rounds?**	Notes	Fall 2015	Spring 2016	Sum 2016	Fall 2016	Spring 2017	Sum 2017	Fall 2018	Spring 2019
COMM 003 Introduction to Human Communication	Y				x						
COMM 004 The Dynamics of Group Discussion			*Scheduled for revision/ reactivation				x				
COMM 005-Persuasion and Critical Thinking	Y						x				
COMM 006-Intercultural	Y							x			

Communication											
COMM 019 Survey of Mass Media	Y							x			
COMM 020- Interpersonal Communication Skills	Y	Y								x	
COMM 045- Public Speaking	Y	Y								x	

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

Each course syllabi contains the SLOs for each course. Additionally, distance education courses include SLOs on the Moodle pages.

Course Number	Course Name	Student Learning Outcomes
Active -- COMM 005	Persuasion & Critical Thinking	Upon completion of this class, students will be able to do the following: 1. Identify their background beliefs, surroundings, worldview, and biases that block sound reasoning in oral and written communication.
		2. Distinguish among opinion, assumptions and fact
		3. React critically to media of all forms.
		4. Identify a problem or argument, isolate facts related to the argument, generate multiple solutions to the problem, and predict consequences, and use evidence and sound reasoning to justify a well informed position.
Active -- COMM 020	Interpersonal Communication Skills	Upon completion of this class, students will be able to do the following: 1. Apply communication skills in order to improve communication in the home, at work, and in social interactions.
		2. Create well organized, well researched, and well delivered speeches and papers.
		3. Analyze the impact of nonverbal and verbal communication in everyday life.
Active -- COMM 045	Public Speaking	Upon completion of this class, students will be able to do the following: 1. Critique a human communication event using a contemporary model of the communication process.
		2. Explain the difference between hearing and listening, and use critical listening to analyze spoken messages.
		3. Explain concepts of global communication and apply those principles in analyzing communication situations.
		4. Plan, develop, and deliver, from the initial stage of outlining through rehearsal, presentation, and review, an informative and persuasive

		speech.
Active -- COMM 001A	Introduction to Speech	Upon completion of this class, students will be able to do the following: 1. deliver structured, well documented, persuasive speeches
Active -- COMM 003	Introduction to Human Communication	Upon completion of this class, students will be able to do the following: 1. Demonstrate the ability to speak professionally in diverse contexts.
		2. Discuss and write critically about human communication theories and methodologies.
		3. Explain the contextual, cultural, and social foundations of human communication.
Active -- COMM 006	Intercultural Communication	Upon completion of this class, students will be able to do the following: 1. Evaluate critically the impact of nonverbal and verbal techniques on Intercultural communication
		2. Apply effective Intercultural communication strategies in professional environments and diverse communities in the U.S. and globally.
		3. Create well organized, well researched, and well delivered speeches and papers.
Active -- COMM 004	The Dynamics of Group Discussion	Upon completion of this class, students will be able to do the following: 1. describe the theories of group decision making, problem solving and conflict resolution. 2. analyze the roles and responsibilities of individual group members. 3. appraise styles of leadership. 4. demonstrate effective methods of interacting with culturally diverse individual and groups. 5. analyze values, attitudes and beliefs of self and others.
Active -- COMM 019	Survey of Mass Media	1. Analyze how the "media economy" behind various media events affects the content and audiences; explain how media ownership affects gate keeping and the messages delivered.
		2. Describe the evolution of mass media technologies and their relationship to government policies.
		3. Identify stereotypes propagated by mass media in a specific time period, using a film, newspaper article, television show, or music recording from that era; discuss how these biases relate to the events and culture of that time period.
		4. Write a critical, well researched analysis of a mass medium (i.e.: television show, web site, newspaper section, etc.) highlighting issues of culture, audience analysis, and social impact
		5. Analyze a written article or specific broadcast, in order to distinguish fact from opinion and identify issues of bias and propaganda

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment

results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

Improvement 1: COMM 19 was assessed in the fall of 2014 during round two of assessment.

Improvement 2: The communication program was assessed in fall 2014.

Improvement 3: COMM 1A was assessed and deactivated as a redundant course.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

  Plan 1: Action plans must be developed for all communication classes, based on the results of round 2 assessments.

  Plan 2: We must develop an action plan based on the program assessment from fall 2014.

  Plan 3: COMM 5, COMM 20 and COMM 45 must be individually assessed and action plans created based on those assessments.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

As an institution, BCC has not focused on assessment results within individual sections of courses. We have found it most useful to assess SLOs on a global level, rather than focusing on the limited data available within individual sections.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

As an institution, BCC has not focused on assessment results within individual sections of courses. We have found it most useful to assess SLOs on a global level, rather than focusing on the limited data available within individual sections.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

Communication has been an integral part of ILO assessment. We have submitted assignments for each round of Institutional Level Outcome assessment. Our classes consistently outperform other courses in the ILO assessment. In particular, out Critical Thinking students performed well in the critical thinking assessment

under the category of "making concessions." Due to this, our instructors have been sharing assignments and teaching strategies in order to create a set of best practices for the college.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

See attached

Our courses have met or surpassed the ILO outcomes.

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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

Innovation occurs primarily in the individual classroom setting. Part-time instructors use networking and connection with other institutions to encourage advanced critical thinking skills as well as discussions about transfer.

Additionally, part and full time faculty have conducted DART, FIG, and APPLE studies through the Teaching and Learning Center in order to understand and address the needs of communication students. Most notably, faculty have attempted to determine and address the needs of students with high communication anxiety. The results of an interdisciplinary FIG (Faculty Inquiry Group) with instructors from Business, Sociology and ESL indicated the need for services for students with high communication anxiety. From that study, the full time faculty member has created a themed course of Public Speaking for students with high communication anxiety. This course is open to all students but will attempt to address the needs of students with high anxiety in formal public speaking situations.

One area that would benefit us to address is collaboration between part time faculty and the full time instructor.

Given that all courses and programs have an interest in improving retention, success, and transfer rates, we propose a Cross-College Thematic General Education Curriculum. This curricular theme would change semester to semester, creating and reinforcing an academic community with shared interests and experiences.

- How has new technology been used by the discipline, department or program to improve student learning?

Communication classes are offered in both hybrid and online formats. Students are encouraged to practice professional communication in the online setting via the various forms of distance education courses.

Additionally, all courses use media in the classroom for activities and presentations.

The discipline would like to develop a set of public speaking labs for communication courses. These classrooms would use projectors capable of recording to enhance self-evaluation projects related to public speaking

assignments. This kind of simple technology has proven to aid students in improving formal and informal speaking.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

All courses go through the assessment process every three years. Additionally, as a part of the faculty evaluation process, online and hybrid courses are observed on a regular basis.

All of our courses are staffed with the same standards of measurement in mind. We hire only faculty who are experts in their fields, committed to teaching and learning at an appropriate college-level and who are dedicated to their profession. We encourage all faculty to participate in professional development activities, including those offered directly at BCC (through the TLC and Staff Development Committee) but also outside of BCC.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

Hybrid courses require the same amount of public speaking that face-to-face courses require which helps ensure rigor in terms of the communication requirement. Additionally course assessment allows us to maintain a level of rigor across all courses. Moreover, all of our courses are staffed with the same standards of measurement in mind. We hire only faculty who are experts in their fields, committed to teaching and learning at an appropriate college-level and who are dedicated to their profession.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
    - Overall enrollment trends in the past three years

Campus	Berkeley
Subject	COMM

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	141	328	456	142	394	501	137	449	529

    - An explanation of student demand (or lack thereof) for specific courses.

CAMPUS	Berkeley
SUBJECT	COMM
CATALOG_NBR	(All)
TIME_OF_DAY	(All)

CENSUS_TOTAL	Term

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
COMM 19 - SURVEY OF MASS MEDIA						31		42	36
COMM 1A - INTRO TO SPEECH	98	168	230	101	148				
COMM 20 - INTERPERS.COMM SKLS	39	82	118	36	78	114	36	108	119
COMM 3 - INTRO/HUMAN COMMUNICATION						96	21	72	76
COMM 45 - PUBLIC SPEAKING		42			103	164	34	107	181
COMM 5 - PERSUATION/CRIT THNK			45		42	78	39	104	129
COMM 6 - INTERCULTURAL COMM		40	72		32	33		32	33
Grand Total	**137**	**332**	**465**	**137**	**403**	**516**	**130**	**465**	**574**

Communication courses remain in high demand due to the fact that many of them satisfy the CSU communication transfer requirement. The lowest enrolled courses are Survey of Mass Media and Intercultural Communication which are both elective courses and do not satisfy the communication requirement for CSU transfer.

Introduction to Human Communication is also enrolled at a lower rate as compared to its counterparts: Interpersonal Communication and Public Speaking. This is likely due to an information error with counseling. Communicating that Intro to Human Communication also satisfies the communication requirement for CSU transfer should help solve this discrepancy.

- Productivity for the discipline, department, or program compared to the college productivity rate.

CAMPUS	Berkeley
SUBJECT	COMM

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.16	20.38	18.33	16.04	18.39	17.86	16.23	17.46	17.75

College productivity rate:

CAMPUS	Berkeley

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.32	18.91	18.56	15.60	18.00	17.86	16.81	17.63	17.36

- Salient factors, if known, affecting the enrollment and productivity trends you

mention above.

The primary factor impacting enrollment and productivity in communication courses is speaking anxiety. We are taking steps to address speaking anxiety by offering more 8-week sections and courses specifically designed to help students with high anxiety.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

Courses are offered at all times and days, including morning, afternoon, and night as well as Saturdays. Courses are offered online, as hybrids and face-to-face. Enrollments remain high and consistent across the discipline.

- Recommendations and priorities.

Two areas remain significant in terms of improving instruction in the discipline:

First, online and hybrid courses must be further assessed so as to maintain rigor in these formats. Based on assessment, further professional development for instructors teaching online might be warranted. Additionally, the discipline should consider developing consistency and uniformity in distance ed courses.

Second, developing a public speaking lab for all communication courses should be considered. This will help our program to become more innovative while addressing the needs of students with high communication anxiety.

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6. Student Success:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

College course completion standard : 70%

CAMPUS	Berkeley

Success%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	71.60%	66.49%	65.00%	72.06%	64.37%	65.10%	70.72%	64.66%	65.10%

Department/discipline course completion rates:

Course 1. COMM 3- Introduction to Human Communication 57.89%

Course 2. COMM 5 Persuasion/Critical Thinking 76.74%
Rate

Course 3. COMM 6- Intercultural Communication	Rate 58.06%
Course 4. COMM 19 Survey of Mass Media	Rate 72.22%
Course 5. COMM 20 Interpersonal Communication	Rate 78.99%
Course 6. COMM 45 Public Speaking	Rate 79.33%

Course	Asian	Black/African American	Filipino	Hispanic	Other Non white	White Non Hispanic	Multiple	Unknown/Non Respondent
COMM 19 - SURVEY OF MASS MEDIA	80.00%	71.43%	0.00%	100.00%	NA	85.71%	50.00%	NA
COMM 20 - INTERPERS.COMM SKLS	85.71%	66.67%	100.00%	75.00%	0.00%	90.24%	68.42%	50.00%
COMM 3 - INTRO/HUMAN COMMUNICATION	66.67%	33.33%	75.00%	53.85%	NA	64.29%	66.67%	NA
COMM 45 - PUBLIC SPEAKING	88.57%	68.00%	100.00%	66.67%	NA	85.11%	85.71%	62.50%
COMM 5 - PERSUATION/CRIT THNK	95.00%	61.54%	100.00%	52.94%	NA	80.00%	82.61%	100.00%
COMM 6 - INTERCULTURAL COMM	NA	37.50%	50.00%	0.00%	NA	100.00%	87.50%	50.00%
Grand Total	**86.05%**	**58.59%**	**76.47%**	**61.36%**	**0.00%**	**83.97%**	**75.96%**	**73.68%**

Course	Female	Male	Unknown
COMM 19 - SURVEY OF MASS MEDIA	64.71%	78.95%	NA
COMM 20 - INTERPERS.COMM SKLS	81.08%	75.56%	NA
COMM 3 - INTRO/HUMAN COMMUNICATION	66.67%	52.38%	0.00%
COMM 45 - PUBLIC SPEAKING	85.87%	71.43%	100.00%
COMM 5 - PERSUATION/CRIT THNK	80.60%	72.58%	NA
COMM 6 - INTERCULTURAL COMM	53.33%	62.50%	NA
Grand Total	**78.52%**	**69.40%**	**75.00%**

Course	16-18	19-24	25-29	30-34	35-54	55-64	65 & Above
COMM 19 - SURVEY OF MASS MEDIA	75.00%	77.27%	25.00%	50.00%	100.00%	NA	NA
COMM 20 - INTERPERS.COMM SKLS	33.33%	77.78%	78.26%	84.62%	84.62%	100.00%	100.00%
COMM 3 - INTRO/HUMAN COMMUNICATION	63.64%	60.87%	44.44%	50.00%	33.33%	100.00%	NA
COMM 45 - PUBLIC SPEAKING	50.00%	80.15%	76.92%	83.33%	81.82%	100.00%	NA
COMM 5 - PERSUATION/CRIT THNK	66.67%	74.67%	81.82%	75.00%	83.33%	80.00%	NA
COMM 6 - INTERCULTURAL COMM	NA	57.14%	50.00%	100.00%	75.00%	25.00%	NA

Grand Total	**60.00%**	**74.93%**	**71.11%**	**78.95%**	**78.00%**	**73.33%**	**100.00%**

Discussion:

Due to the limited number of sections of most of the communication courses, it is difficult to assess the application to the equity plan. COMM 20 and COMM 45 have the highest number of students, so the success rates are probably most representative in those courses. Success rates remain high overall in those courses, but we still need to address the success gap with black and Hispanic students.

Additionally, COMM 6 was only offered online during this semester, so the sample is less representative.

Lastly, COMM 3 is a new course, so the success rate must be addressed immediately so as to bring it in line with the institutional standard.

In terms of gender, success rates remain higher for women than men. That said, culturally, in the West, men generally succeed more in classes requiring public speaking, so this shows that we have actually had great success in applying equity to our classes.

The success rates in terms of age do not provide any clear trends.

There is no data on success rates of special groups

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

College course completion standard : 70%

100% DE	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
COMM	**48.57%**	**34.38%**	**57.58%**	**71.01%**	**61.19%**
COMM 5 - PERSUATION/CRIT THNK	NA	NA	NA	81.58%	63.89%
COMM 6 - INTERCULTURAL COMM	48.57%	34.38%	57.58%	58.06%	58.06%
Grand Total	**48.57%**	**34.38%**	**57.58%**	**71.01%**	**61.19%**

Department/discipline Distance Education (100% online) course completion rates:

Course 1. COMM 5- Persuasion/ Critical Thinking 63.89% rate

Course 2. COMM 6- Intercultural Communication 58.06% rate

Discussion:

These success rates are lower than the average for the discipline and need to be addressed. However, overall, the samples are not highly representative, as only one section was offered of each course in this semester. No information has been provided about success rates in these sections/modes by race, gender, age, etc.

- Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

College course completion standard : 70%

100% DE	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
COMM	**77.78%**	**70.75%**	**93.42%**	**71.01%**	**70.77%**
COMM 20 - INTERPERS.COMM SKLS	77.78%	70.00%	89.19%	71.01%	73.17%
COMM 45 - PUBLIC SPEAKING	NA	71.21%	NA	NA	NA
COMM 5 - PERSUATION/CRIT THNK	NA	NA	97.44%	NA	66.67%
Grand Total	**77.78%**	**70.75%**	**93.42%**	**71.01%**	**70.77%**

Department/discipline Hybrid course completion rates:

Course 1.COMM 20- Interpersonal Communication 73.17% rate

Course 2. COMM 5- Persuasion/ Critical Thinking 66.67% rate

Course 3. COMM 45- Public Speaking 71.21% rate

Discussion:

Hybrid course success rates are reflective of the average for each course in the face-to-face format. It is important to note that the 97.44% success rate for COMM 45 Public Speaking as a hybrid in Spring of 2014 is reflective of the course under the guidance if the PACE learning community. No information has been provided about success rates in these sections/modes by race, gender, age, etc.

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

There are minor differences between face to face and distance education success rates. In order to raise the success rates for distance education courses to the level of both the discipline average and the institutional goal, we will focus on further assessment and consistency across courses. As of now, assessment of online courses is

the same as face-to-face courses which does not allow us to address these differences. A new assessment model must be formulated.

- Describe the discipline, department, or program retention rates *(*After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

College retention standard : 70

CAMPUS	Berkeley

Retention%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	84.45%	80.51%	76.19%	83.32%	77.03%	76.28%	80.94%	78.36%	77.42%

CAMPUS	Berkeley

Retention	Term								
Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	85.00%	75.00%	70.00%	100.00%	75.68%	70.27%	100.00%	72.50%	63.64%
Asian	87.49%	85.83%	82.95%	86.60%	83.69%	82.75%	87.47%	82.66%	83.73%
Black/African American	78.64%	74.53%	67.94%	77.61%	68.25%	68.04%	74.05%	70.74%	67.37%
Filipino	86.67%	78.02%	78.12%	82.35%	78.52%	77.99%	81.48%	76.38%	80.43%
Hispanic	83.81%	80.00%	74.76%	79.00%	76.24%	75.40%	78.40%	76.29%	76.59%
Multiple	84.80%	80.06%	76.25%	85.07%	75.30%	74.41%	77.51%	77.38%	76.44%
Other Non white	71.43%	89.06%	77.14%	77.78%	71.43%	68.09%	37.50%	67.57%	72.73%
Pacific Islander	90.00%	74.07%	70.59%	78.57%	71.79%	57.58%	42.86%	85.42%	73.91%
Unknown/Non Respondent	86.73%	78.48%	76.77%	82.76%	77.06%	74.05%	77.56%	81.77%	74.68%
White Non Hispanic	86.24%	82.84%	78.39%	86.82%	80.90%	79.65%	84.05%	82.31%	80.55%
Grand Total	**84.45%**	**80.51%**	**76.19%**	**83.32%**	**77.03%**	**76.28%**	**80.94%**	**78.36%**	**77.42%**

Discipline, department, or program retention rates

CAMPUS	Berkeley
SUBJECT	COMM

Retention%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	92.06%	84.83%	83.22%	88.24%	80.40%	82.48%	83.46%	83.62%	80.70%

Discussion: Communication retention rates remain higher than the average for the college.

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

Our program has been active in researching specific resources and services for students with high communication anxiety. Because our courses all require some sort of speaking, it is vital to address this issue early and regularly. Second, we have been active in developing and using an early alert system as well as working with counselors and disability services to be sure that our students have access to services.

To improve over the next three years, we will design and implement a comprehensive program for students with high communication anxiety. These services will include a public speaking lab, workshop and tutors.

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

We have designed an AA-T in communication that went into effect in spring 2015. We are in the process of tracking students who have completed an Educational Plan indicating an intention to complete the AA-T in communication.

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7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount: 1

  Part-time faculty headcount: 6

  Total FTEF faculty for the discipline, department, or program: 3.2

  Full-time/part-time faculty ratio 1:6

  Classified staff headcount : 0

- Describe your current utilization of facilities and equipment.

All courses utilize smart classrooms, including computers and projectors.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

1. We argue that we are in need of one additional full-time hire. Our classes will meet more uniform standards if they are taught by full-time instructors rather than a constantly shifting part-time instructor pool. Additionally, our productivity rates are greatly impacted by students with high communication anxiety (70% of surveyed students). With additional full-time faculty, we could design and develop a program for students with high anxiety. Additionally, with the brand new AA-T program, our enrollments will increase over the next couple of years. Lastly, communication is explicitly 2 of the ILO's, thereby increasing the importance of the discipline in assessment.

2. We need a dedicated assessment liaison who can assist with all levels of assessment for all parts of our program and department.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  1. We need the technical ability to record and review speeches. Projectors capable of recording to a USB device would satisfy this need.

  2. We need updates on all computers, scanners, and printers for faculty and in our offices and classrooms. Faculty who teach online and faculty who teach conventional classes all rely on these basic technologies and often encounter delays or other problems using out-dated technology.

  3. We need updated projectors and lighting in our smart classrooms as well as high-speed and reliable Internet access. Faculty who teach online and faculty who teach conventional classes all rely on the Internet and multimedia access in their offices and in the classroom. We repeatedly encounter problems with clunky technology in our classrooms.

  4. We need continued access to JSTOR and other key research databases with the help of the library. This is key for our faculty to remain current in their fields, offer teaching content that is relevant and current to students in an online capacity, and offer students access to current research.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  Our key technological needs involve classrooms specifically designed for public speaking. These courses should have stationary podiums and projectors that also include recording devices for self-assessment purposes. These labs would help communication students with high anxiety to practice and self assess.

  Per the results of a recent FIG on communication anxiety, there is a strong need for these kinds of services. 70% of students surveyed responded that they had significant anxiety when speaking in public and 50% of students said they would use a specific lab for public speaking.

More privatized office space -- a distraction-free space with a desk, table, whiteboard, and a computer for working with students and preparing for classes

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8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

  Full-time and part-time faculty are active in service. Full-time faculty are a part of the following committees: Academic Senate, Facilities committee. Both full-time faculty and part-time faculty participate heavily in the Teaching and Learning center, completing FIGs and DARTs between 2014 and 2015. Additionally part and full-time faculty participate in the POP consistently. Lastly, full and part-time faculty advise student clubs.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

  Faculty participate in student clubs that engage and interact with the outside community. The Queer Trans LGB Alliance (advised by Dr. Leighton) and the Latin American Club (advised by Mariella Thaning) both do significant work with outside organizations on a semester basis. Further, a number of our faculty remain active in their fields—as scholars and performers.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty participate in discussions and research about how to serve students with high communication anxiety. Jamie Foster, in particular, has been instrumental in researching and presenting findings about students with high communication anxiety as well as flex day presentations on using quantitative reasoning in the classroom. Additionally, Mariella Thaning has participated in FIGs and hiring committees.

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

    1. Trainings on addressing the needs of students with high communication anxiety would be beneficial for our discipline. This could come in the form of a workshop or a series of classes or faculty mentoring.
    2. Sabbaticals for full-time faculty
    3. Funds for faculty mentoring for new faculty.
    4. Professional development funds for academic organization membership, journal subscriptions, and attendance at academic meetings for all faculty.

- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

  We connect our DE instructors with all the DE resources here on campus and at the district—including our DE coordinator at BCC and the DE teaching resources available throughout the district. We always connect new instructors (for DE teaching or other) to more seasoned instructors. Faculty are encouraged to participate in professional development projects to learn and develop understandings of these platforms. In terms of assessment, we would like to develop more specific assessments targeting distance education and then create action plans to help train instructors based on said assessments.

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10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum: To update all course curriculum to be in keeping with trends in the discipline.**

Activities and Rationale: Because our course curriculum was not updated for many years prior to our most recent full-time hire, the initial process took some time. Updating the curriculum again to meet current standards and trends will help our courses remain in the cutting edge.

- **Goal 2. Assessment: Develop and implement action plans for all courses**

Activities and Rationale: While our courses have been assessed via ILO assessment, they have not been assessed individually. It will help us to understand the specific needs for improvement to assess the courses individually. Additionally, assessing the courses individually will help us to better understand enrollment needs and course success rates.

- **Goal 3. Instruction: Develop more formal assessment of distance education instruction.**

Activities and Rationale: As of now, distance education courses and face-to-face courses are assessed in the same way. Assessing instruction in distance education courses in unique ways will allow us to pursue professional development needs in this area.

- **Goal 4. Student Success: Develop and implement courses and services for students with high communication anxiety.**

Activities and Rationale: Based on the recent Faculty Inquiry Group study, there is a need for better services for students with high communication anxiety. This should include specially themed courses and a dedicated speaking lab.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships: Continue with our participation in professional and community engagement activities.**

Activities and Rationale: Our discipline is excellent at participating in professional development and will continue to do so.

Humanities
(Department of Arts and Cultural Studies)
2015-2016

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2. Narrative Description of the Discipline, Department or Program:

The discipline of Humanities is represented at Berkeley City College by a series of core humanities courses. These courses are structured as primarily transfer classes and as such focus not only on the major lines of inquiry within humanities (i.e., folklore and popular culture, film studies, classical studies and critical theory) but also on strengthening general educational skills such as critical thinking, student writing, and study skills. Humanities courses at BCC are also part of degrees, certificates and cohort programs at the college (i.e., Liberal Arts AA, IGETC, Women's Studies certificate, and PACE).

Our faculty come from a diverse array of disciplinary training, including Folklore, Comparative Literature, Cultural Studies, Film Studies, Religious Studies, and Theater. Our inter-disciplinary and cross-disciplinary backgrounds mirror the kinds of courses we offer as well as the kind of humanistic approach we take in our courses.

Our mission is to help students and colleagues document and interpret the human experience from the seemingly trivial to the utterly transcendent. We are a unique Humanities program that offers a variety of classical and experimental courses that examine everyday life experiences, aesthetics, folklore, literature, film, philosophy, and religion. Our main objective is to provide a set of imaginative interdisciplinary and post-disciplinary frameworks for meeting general education requirements in a qualitative and meaningful way on our campus.

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

COURSES	WHEN WAS THE CLASS LAST REVIEWED OR UPDATED?	WHEN ARE YOU PLANNING TO UPDATE THE COURSE? Please indicate the semester.	
HUMAN 001-Introduction to Humanities	9/21/11	Spring 2016	
HUMAN 005 Storytelling/American Culture	9/27/12	Spring 2016	
HUMAN 15-Popular Culture	12/18/14	Fall 2018	
HUMAN 021-Film: Art and Communication	4/16/15	Spring 2018	
HUMAN 026-Global Cinema	5/2/13	Spring 2016	
HUMAN 030A-Human Values/ Ethics	1/24/13	Fall 2016	
HUMAN 030B-Human Values/ Aesthetics	1/24/13	Fall 2016	
HUMAN 040-Religions of the World	1/24/13	Spring 2016	
HUMAN 046-Philosophy of the Human Experience	1/24/13	See Phil 46	
HUMAN 052-Women and Cinema	5/2/13	Fall 2016	
HUMAN 053-Comparative Film Genres	5/2/13	Fall 2016	
HUMAN 055-The Representation of Immigration in Cinema and Television		Spring 2016	This course was new which is why it was not updated previously
HUMAN 056 Meditation: Theory and Practice	1/27/11	Fall 2016	
HUMAN 057 Film Directors and Artists	10/22/13	Spring 2017	
HUMAN 182 Introduction to Visual Culture	4/18/13	See Art 182	
HUMAN 226 Global Cinema	9/23/10	Spring 2016	

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

We plan to develop three main strands in the Humanities in the following ways:

Strand 1: Folklore, Popular Culture, and Religious Studies

We plan to build a new set of courses that emphasize the study of folklore (traditional expressive culture/vernacular culture), material culture, and the aesthetics of everyday life. One course, called "Introduction to Folklore" will introduce to the foundation of Humanities itself by acquainting students for the first time with the study of "traditional" forms of local expression, such as speech, stories, jokes, festivals, and emergent technologies/trends. We also plan to create a course called "Comedy: History and Performance" to familiarize students with a universal form of symbolic communication among groups. As a strategy for the strong and weapon of the weak, comedy has long served as a key form of social change and critique while generating surprising explosions of thought for generations of artists and audiences. In addition, we plan to re-evaluate the content for "Religions of World," by isolating specific religious traditions or approaches to make the course more relevant and localized to our lived experiences. We will either break up the content of this course, or create a more locally focused course called "Religion in America," where students would be able to

receive the same credit as the “Religions of the World” course, but obtain “American Cultures” credit at UC Berkeley as well. Our main goal is to bridge different subfields within the “Humanities” spanning from secular to sacred experiences.

Strand 2: Classical Knowledge and Critical Theory (Ethics and Aesthetics)

We plan to revise the Humanities 1 courses to make them more theme-based since they are often so broad and sweeping that it makes it difficult to focus our introductory curriculum on key issues, themes, events, or approaches across sections for the same course. The instructors responsible for teaching Humanities 1 often come from a variety of disciplinary backgrounds, which is a good thing, but this can lead to the use of inconsistent texts and approaches being applied to this high demand, general education course. We offer the most sections of Humanities 1, which demands that we tie them more specifically to degree and general education tracks. We also plan to make this strand incorporate more philosophical, historical, and critical theory based approaches so as to distinguish these sets of courses from our other disciplinary strands.

Strand 3: Film Studies

We plan to re-evaluate the curriculum for the film studies courses, aligning them in a more historical manner with transfer institutions (such as UC Berkeley). We also plan to potentially generate a theme-based Humanities 5: Storytelling in American Culture and Humanities 55: Immigration in TV and Popular Culture series of combined courses to align course topics through specific representations of immigration through oral tradition, literature, and media.

Strand 4: Tightrope Walking

We plan to create curriculum that combines that art of French language with the practice of tightrope walking on large buildings in big cities. We think it would be extremely popular. If so, we will team up with MMART to make several documentaries that record the outcomes of our work.

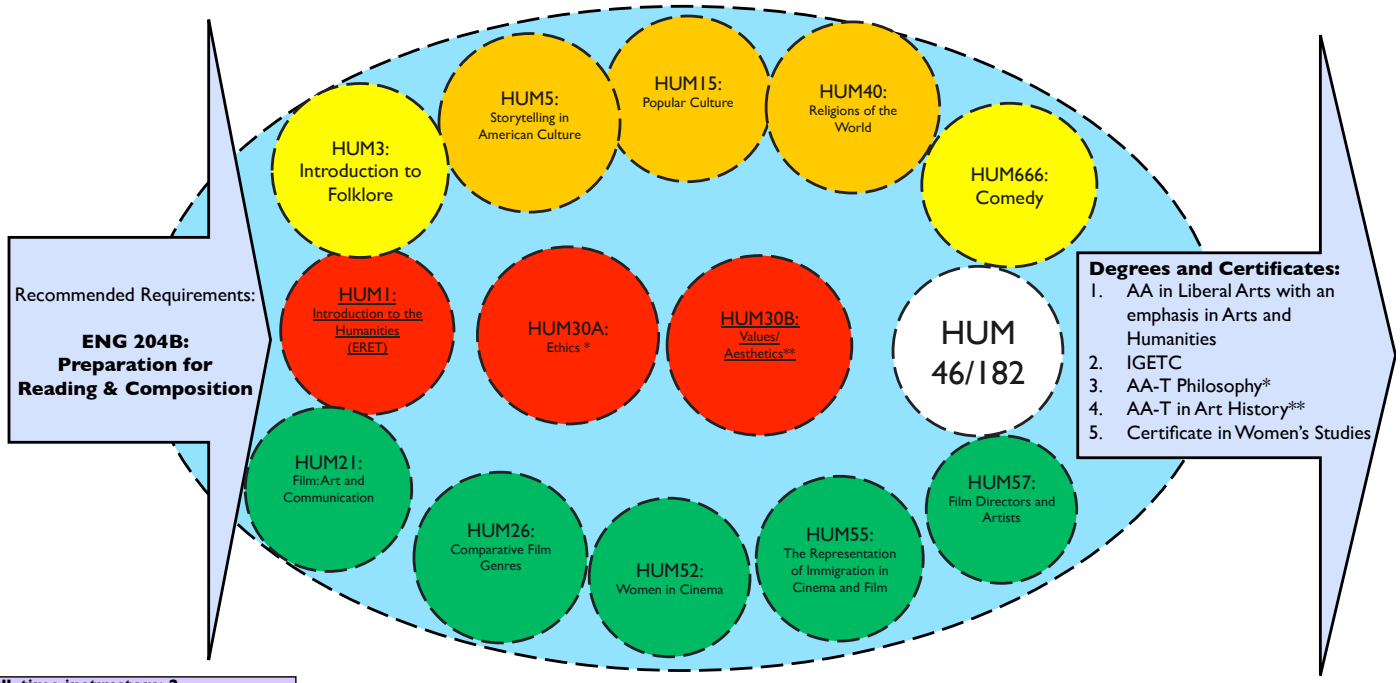
See attached visual document. (below and attached separately)

BERKELEY CITY COLLEGE: HUMANITIES
(DISCIPLINARY STRANDS)

1. **Folklore, Popular Culture, and Religious Studies**
2. **Critical Theory (Aesthetics and Ethics)**
3. **Film Studies**

NOTE: *You may take any course out of sequence.*

*Strand 1 centers around the **traditional, popular, and sacred,***
*Strand 2 around **cultural theory**, and*
*Strand 3 around **film, gender, and immigration.***



Full-time instructors: 2
Part-time instructors: 5-7
FTEF: 3.13

FALL 2014/SPRING 2015 DATA:
Headcount: 471/523
FTES/FTEF: 18.85/15.96
Success rate: 64.39%/67.58%

= Team-taught, theme-based (one section)

= Will Deactivate Courses

= Newly Developed Courses To Be Offered in 2016 and 2017

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

  Our courses are part of the following degrees and/or certificates:

  - AA in Liberal Arts with an emphasis in Arts and Humanities
  - IGETC
  - AA-T Philosophy
  - AA-T in Art History
  - Certificate in Women's Studies

  None of them can be completed with 50% or more DE courses.

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years Please review the "At a Glance" reports and answer the following questions.

COURSES	Data available from previous rounds?	Action Plan from Previous Rounds?	Notes	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	When will the action plan be created?	Status Report?
HUMAN 001-Introduction to Humanities	Y	Y						x		NA	
HUMAN 005 Storytelling/American Culture	Y							x		Spring 2016	
HUMAN 15-Popular Culture						x				Fall 2016 (next time it is offered)	
HUMAN 021-Film: Art and Communication	Y	Y	Cross listed with ENGL 21. Assessed separately					x		NA	
HUMAN 026-Global Cinema	Y	Y								NA	

HUMAN 030A-Human Values/ Ethics	Y	Used Phil 31A	Cross listed with PHIL 31A						x		
HUMAN 030B-Human Values/ Aesthetics	Y						x			Spring 2016	
HUMAN 040-Religions of the World	Y	Y					x			NA	
HUMAN 046-Philosophy of the Human Experience	Y		Cross listed with PHIL 46							Will be deactivated	
HUMAN 052-Women and Cinema	Y		Cross listed with WS 52			x				Fall 2015	
HUMAN 053-Comparative Film Genres					x					Spring 2016	
HUMAN 055-The Representation of Immigration in Cinema and Television	Y	Y				x					Action plan was created in fall 2014 – this has since been updated in our records
HUMAN 056 Meditation: Theory and Practice										This course is currently under review for revision	
HUMAN 057 Film Directors and Artists						x				Next time offered, fall 2016	
HUMAN 182 Introduction to Visual Culture	Y		Cross listed with ART 182							We use ART 182s assessment	
HUMAN 226 Global Cinema	Y		Lab of HUMAN 26							Course under review for revision	

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

For course SLOs

- Syllabi
- Student Learning Outcomes webpage

For Program Learning Outcomes

- College Catalog
- Program Assessment Matrices webpage
- Degrees and Certificate Programs webpage

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  Improvement 1: Created theme-based sections of Humanities courses, especially Humanities 1 and 30B.

  Improvement 2: Began offering courses on a more flexible schedule (i.e., 8 week accelerated) in addition to the times/days we were already offering for most of our courses (day time/evening/online/hybrid)

  Improvement 3: Created new curriculum in storytelling and popular culture (as well as designed other curricula) to address the emergent interests and needs of our diverse student body.

  Improvement 4: Began altering and experimenting curriculum within some classes (such as Humanities 5) to make them more contemporary and relevant to our students.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

  Plan 1: Create a better assessment plan for all courses customized to our department needs and goals. We would like to streamline the process by making it more useful and meaningful to individual instructors.

  Plan 2: Participate in the creation of college-wide, interdisciplinary themes and curriculum development to support faculty collaboration within and across departments.

  Plan 3: Create an expanded course description page on our website, that is updated semester by semester (being implemented starting Spring 2016) (all courses)

  Plan 4: Humanities 21- Plan to revise the grading rubric for the foundational "shot analysis" assignment.

Plan 5: Collaborate on a proposal for at least one NEH (and Peralta) grant that would help facilitate our theme-based curriculum department and campus-wide, "Enduring Questions" ("supports faculty members in the preparation of a new course on a fundamental concern of human life as addressed by the humanities") and "Humanities Initiatives at Community Colleges" ("create opportunities for faculty members to study together, in order to improve their capacity to teach the humanities").

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

We do not assess DE courses separately from face-to-face courses. BCC has not focused on assessment results within individual sections of courses as we have found it most useful to assess on a program/institutional level rather than on individual sections, when possible.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

As an institution, BCC has not focused on assessment results within individual sections of courses. We have found it most useful to assess outcomes on a global level, rather than focusing on the limited data available within individual sections.

That said, in the few courses we have assessed in this way, highlights of results can be found above.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

  We have participated in the assessment of two ILOs--Communication and Critical Thinking.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

Organizational Area	BCC Institutional Student Learning Outcomes						
	Ethics and Personal Responsibility	Information Competency	Communication	Critical Thinking	Computational Skills	Global Awareness and Valuing Diversity	Self Awareness and Interpersonal Skills
Berkeley City College AMS » Humanities HUMAN 001-Introduction to Humanities		X	X	X		X	X
Berkeley City College AMS » Humanities	X	X	X	X		X	X

HUMAN 005 Storytelling/American Culture							
Berkeley City College AMS » Humanities HUMAN 021-Film: Art and Communication		X	X	X		X	
Berkeley City College AMS » Humanities HUMAN 026-Global Cinema		X		X		X	X
Berkeley City College AMS » Humanities HUMAN 030A-Human Values/ Ethics		X	X	X			
Berkeley City College AMS » Humanities HUMAN 030B-Human Values/ Aesthetics	X	X	X	X		X	X
Berkeley City College AMS » Humanities HUMAN 040-Religions of the World	X	X	X	X		X	X
Berkeley City College AMS » Humanities HUMAN 046-Philosophy of the Human Experience		X		X			X
Berkeley City College AMS » Humanities		X		X		X	X

HUMAN 052- Women and Cinema							
Berkeley City College AMS » Humanities HUMAN 053- Comparative Film Genres		X		X		X	X
Berkeley City College AMS » Humanities HUMAN 055-The Representation of Immigration in Cinema and Television			X	X		X	
Berkeley City College AMS » Humanities HUMAN 056 Meditation: Theory and Practice		X		X		X	
Berkeley City College AMS » Humanities HUMAN 182 Introduction to Visual Culture		X		X			
Berkeley City College AMS » Humanities HUMAN 226 Global Cinema		X				X	

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

Our theme-based, team-teaching approaches (for courses such as Humanities 1, Humanities 21, and Humanities 30B) were born out of the desire to combine or share our different perspectives and pedagogies with each other on local or contemporary topics. We have already successful instituted this process, for instance, for Spring 2015 and 2016 courses through the design of either theme- or field-based courses in order to make the curriculum more lively, experiential, and relevant to our changing student body.

Given that all faculty department leaders have an interest in improving retention, success, and transfer rates, we propose a Cross-College Thematic General Education Curriculum. This curricular theme would change semester to semester, creating and reinforcing an academic community with shared interests and experiences.

Other strategies employed by the faculty include:

1. Having students identify their own interests while desiging a Student Learning Outcome.
2. Making the course work engaging to each student personally by:
    a. Incorporating students' everyday life and personal experience into academic activities, such as research and themes reflected in course material.
    b. Giving assignments that require critical thinking and communication of their personal stories.
    c. Completing cultural inventories that create community and self-awareness.
3. Making class content relevant to contemporary issues and events.
4. Giving assignments that mimic real-life, job-related work and experiences.
5. Experimenting and playing with pedagogical techniques and technologies to create more engaging learning experiences inside and outside the classroom (altering class formats and setting up local fieldtrips to key sites in the Bay Area).

- How has new technology been used by the discipline, department or program to improve student learning?

    - We experiment with new multimedia sources—such as kifi.com.
    - We continue to use all media sources available to us—in classroom computers (with occasional teaching happening in in computer labs), online sources, and library sources.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

    All of our courses are staffed with the same standards of measurement in mind. We hire only faculty who are experts in their fields, committed to teaching and learning at an appropriate college-level and who are dedicated to their profession.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

    We staff our DE courses with the same standards of measurement as we do our face-to-face courses. This means we hire only faculty who are experts in their fields, committed to teaching and learning at an appropriate college-level and who are dedicated to their profession. We encourage all faculty to participate in professional development activities, including those offered directly at BCC (through the TLC and Staff Development Committee) but also outside of BCC.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
    - Overall enrollment trends in the past three years

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	125	403	554	132	422	563	168	471	523

    - An explanation of student demand (or lack thereof) for specific courses.

Enrollment indicate that our courses continue to be in demand. Courses at all times of the day/online/face-to-face all fill comparably thus suggesting the continued need for varied course scheduling.

    - Productivity for the discipline, department, or program compared to the college productivity rate.

CAMPUS	Berkeley

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.32	18.91	18.56	15.60	18.00	17.86	16.81	17.63	17.36

College productivity rate for Spring 2015 = 17.36

SUBJECT	HUMAN
CATALOG_NBR	(All)

PRODUCTIVITY BY COURSE

Productivity	Term								
Course	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
HUMAN 1 - INTRO TO HUMANITIES	15.50	14.70	20.13	16.91	19.67	18.13	18.00	17.84	16.95
HUMAN 21 - FILM: ART & COMM	NA	10.00	21.25	16.76	20.25	21.00	16.46	20.29	19.74
HUMAN 226 - GLOBAL CINEMA (LAB)	NA	NA	7.50	NA	NA	4.44	NA	NA	2.22
HUMAN 26 - GLOBAL CINEMA	NA	NA	35.63	NA	NA	46.67	NA	NA	33.33
HUMAN 30A - HUMAN VALUES/ETHICS	NA	23.50	22.75	NA	19.50	19.67	NA	NA	NA
HUMAN 30B - HUMAN VALUES/AESTHETICS	NA	NA	17.50	NA	20.00	20.50	NA	19.50	14.91
HUMAN 40 - RELIGIONS OF WORLD	20.06	22.00	17.25	NA	16.00	19.00	20.50	19.14	16.34
HUMAN 46 - PHIL OF HUMAN EXPER	NA	NA	21.00	NA	NA	NA	NA	NA	NA

HUMAN 5 - STORYTELLING/AMER CULTURE	NA	NA	19.50	NA	20.00	20.00	NA	21.50	8.00
HUMAN 52 - WOMEN AND CINEMA	19.89	12.00	NA	NA	19.00	NA	NA	16.00	NA
HUMAN 53 - COMP FILM GENRES	NA	9.00	NA	NA	NA	18.50	NA	NA	NA
HUMAN 55 - IMMIGRATION IN CINEMA AND TV	NA	NA	NA	NA	19.00	NA	NA	19.00	NA
HUMAN 56 - MEDITATION: THEORY/PRACTICE	13.37	NA	17.48	10.37	NA	32.38	11.82	NA	13.99
HUMAN 57 - Film Directors and Artists	NA	NA	NA	NA	NA	NA	NA	NA	7.00

OVERALL productivity for HUMANITIES

CAMPUS	Berkeley
SUBJECT	HUMAN

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	17.76	13.89	20.20	16.21	19.08	20.31	17.75	18.85	15.96

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

Learning communities increased the demand of some courses but were scheduled (by the Learning Communities) without taking into consideration the full course offerings of Humanities (i.e., our strategic scheduling)—some semesters this caused a conflict which resulted in lower enrollment in some of our sections. We request that Learning communities be revaluated along these and other lines.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

  - Surveys taken by instructors who have taught in our experimental 8 week sections have found students appreciate the accelerated offerings and so we will continue to offer such courses.

  - Surveys taken by instructors who have taught thematic-based and co-taught courses have found students positively responded to such offerings and so we will continue to encourage such thematic and co-teaching collaborations among our faculty.

- Recommendations and priorities.

  - Continue to offer 8 week courses.
  - Continue to offer courses in a varied schedule (i.e., strategic course scheduling)
  - Continue to create thematic course offerings and collaborative teaching.
  - Review relationships Learning Communities have to specific disciplines and programs.

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6. Student Success and Student Equity:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

  See below for answers.

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College course completion standard : 70%

CAMPUS	Berkeley

Success%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	71.60%	66.49%	65.00%	72.06%	64.37%	65.10%	70.72%	64.66%	65.10%

Please insert the data chart here or complete the section below.

Department/discipline course completion rates:

BCC's HUMANITIES success rates

Success%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	65.49%	66.67%	59.45%	68.38%	66.21%	62.85%	74.56%	64.39%	67.58%

Peralta's HUMANITIES (all four colleges) success rates

CAMPUS	(All)
SUBJECT	HUMAN

Success%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	57.96%	58.99%	54.99%	56.76%	57.83%	54.82%	66.44%	49.48%	56.56%

Discussion:

While BCC's Humanities does not consistently meet BCC's overall STANDARD we fluctuate in our success rates similar to the overall college's fluctuations. In addition, BCC is well over the overall success rates for all Humanities courses offered across the district.

SUCCESS RATES BY COURSE BREAKDOWN AT BCC HUMANITIES

CAMPUS	Berkeley
SUBJECT	HUMAN
CATALOG_NBR	(All)

Success	Term							
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall
HUMAN 1 - INTRO TO HUMANITIES	62.07%	69.50%	56.52%	56.67%	67.52%	62.41%	69.44%	71.93%
HUMAN 21 - FILM: ART & COMM	NA	72.15%	68.24%	86.11%	75.31%	73.81%	86.11%	73.17%
HUMAN 226 - GLOBAL CINEMA (LAB)	NA	NA	75.00%	NA	NA	87.50%	NA	NA
HUMAN 26 - GLOBAL CINEMA	NA	NA	52.63%	NA	NA	57.14%	NA	NA
HUMAN 30A - HUMAN VALUES/ETHICS	NA	71.11%	79.12%	NA	69.23%	71.19%	NA	NA
HUMAN 30B - HUMAN VALUES/AESTHETICS	NA	NA	62.86%	NA	77.50%	53.66%	NA	66.67%
HUMAN 40 - RELIGIONS OF WORLD	54.05%	57.14%	37.68%	NA	53.13%	67.14%	68.42%	52.50%
HUMAN 46 - PHIL OF HUMAN EXPER	NA	NA	80.95%	NA	NA	NA	NA	NA
HUMAN 5 - STORYTELLING/AMER CULTURE	NA	NA	35.90%	NA	47.50%	32.50%	NA	39.53%
HUMAN 52 - WOMEN AND CINEMA	77.78%	81.82%	NA	NA	89.47%	NA	NA	81.25%
HUMAN 53 - COMP FILM GENRES	NA	54.55%	NA	NA	NA	70.27%	NA	NA
HUMAN 55 - IMMIGRATION IN CINEMA AND TV	NA	NA	NA	NA	57.89%	NA	NA	55.26%
HUMAN 56 - MEDITATION: THEORY/PRACTICE	75.86%	NA	53.13%	71.43%	NA	57.41%	82.61%	NA
HUMAN 57 - Film Directors and Artists	NA	NA	NA	NA	NA	NA	NA	NA
Grand Total	**65.49%**	**66.67%**	**59.45%**	**68.38%**	**66.21%**	**62.85%**	**74.56%**	**64.39%**

Discussion of course-section success rates.

Most of our courses are only 1-2 sections, sometimes only offered once every 2-4 semesters. As such it is difficult to reach any conclusions based on this data. We have much fluctuation in our success rates and see some movement towards improving success in recent semesters.

Success rates are highly dependent on grading, assessment techniques, and attendance/drop policies of individual instructors as well as a student's performance, level of commitment, or changing life-events experienced during the span of a particular course (to name just a few key, qualitative variables). Since none of the above data includes any information about the teaching methods/policies or specific reasons why a particular student has completed a course or not, it is difficult to make any meaningful conclusions that would help in the administrative decision-making process. We can only gauge broad trends that match the fluctuations of the campus as a whole. We suggest that a campus or district research body gather data that is both quantitative and qualitative in scope so that the ways that individual instructors and students actually experience a particular course, successfully or not, is addressed in more detail.

This data construes "productivity" and "success" rates based only on the number of completions and head counts (early in the semester). Lower productivity and success rates are often associated with new courses or courses that are in rotation every semester (HUMAN 5 and 55).

SUCCESS RATES FOR BCC by ETHNICITY IN HUMANITIES (Spring 2015)

CAMPUS	Berkeley
SUBJECT	HUMAN
CATALOG_NBR	(All)
TERM	2015 Spring

Success	Term							
Course	American Indian/Alaskan Native	Asian	Black/African American	Filipino	Hispanic	Pacific Islander	White Non Hispanic	Multi
HUMAN 1 - INTRO TO HUMANITIES	100.00%	71.88%	68.57%	66.67%	69.44%	NA	75.00%	83.78
HUMAN 21 - FILM: ART & COMM	NA	84.00%	61.90%	100.00%	77.78%	100.00%	72.73%	66.67
HUMAN 226 - GLOBAL CINEMA (LAB)	NA	NA	100.00%	NA	NA	NA	50.00%	100.0
HUMAN 26 - GLOBAL CINEMA	NA	20.00%	33.33%	NA	50.00%	NA	81.25%	75.00
HUMAN 30B - HUMAN VALUES/AESTHETICS	NA	33.33%	40.00%	NA	50.00%	NA	25.00%	71.43
HUMAN 40 - RELIGIONS OF WORLD	NA	30.77%	50.00%	50.00%	68.42%	100.00%	90.48%	50.00
HUMAN 5 - STORYTELLING/AMER CULTURE	NA	0.00%	50.00%	0.00%	0.00%	NA	71.43%	100.0
HUMAN 56 - MEDITATION: THEORY/PRACTICE	NA	25.00%	66.67%	NA	0.00%	NA	80.00%	40.00
HUMAN 57 - Film Directors and Artists	NA	100.00%	50.00%	NA	NA	NA	50.00%	0.00
Grand Total	**100.00%**	**61.90%**	**60.44%**	**66.67%**	**66.67%**	**100.00%**	**72.99%**	**68.37**

BCC's HUMANITIES SUCCESS RATES BY GENDER SPRING 2015

Success	Term		
Course	Female	Male	Unknown
HUMAN 1 - INTRO TO HUMANITIES	72.55%	74.76%	50.00%
HUMAN 21 - FILM: ART & COMM	72.55%	74.65%	100.00%
HUMAN 226 - GLOBAL CINEMA (LAB)	50.00%	100.00%	NA
HUMAN 26 - GLOBAL CINEMA	40.00%	75.00%	NA
HUMAN 30B - HUMAN VALUES/AESTHETICS	61.54%	33.33%	NA
HUMAN 40 - RELIGIONS OF WORLD	61.11%	60.98%	NA
HUMAN 5 - STORYTELLING/AMER CULTURE	33.33%	60.00%	NA
HUMAN 56 - MEDITATION: THEORY/PRACTICE	50.00%	71.43%	NA
HUMAN 57 - Film Directors and Artists	60.00%	37.50%	100.00%
Grand Total	**65.76%**	**69.01%**	**80.00%**

DISCUSSION of success rates by gender, ethnicity, and age in Humanities at BCC

We have some clear distinctions in our course success rates by gender, ethnicity, and age (the tables above are only for Spring 2015 but are comparable to past semesters).

However, it must be re-stated that many of our courses are only one section and thus the overall number of students we are basing these statistics on is quite small.

Nevertheless, we see that in HUMAN 1 and HUMAN 21 we have strong success rates across all ethnic and gender groups. These are multi-section courses and HUMAN 21 is particularly strong.

In HUMAN 26/226, HUMAN 30B, HUMAN 5, HUMAN 56 and HUMAN 57 – these are courses with 25-40 students total each so the percentages here are based on an extremely small number of students. As such the numbers are not useful to us and we must consider other factors.

With regard to age distinctions there are no discernible trends found in the data.

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

HYBRID

HUMAN 1 - INTRO TO HUMANITIES	67.65%	74.36%	67.74%

ONLINE

Success	Term								
100% DE	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
HUMAN	**62.07%**	**52.94%**	**36.99%**	**56.25%**	**59.26%**	**65.63%**	**66.20%**	**78.13%**	**78.13%**
HUMAN 1 - INTRO TO HUMANITIES	62.07%	63.16%	47.50%	56.25%	60.61%	60.00%	63.64%	78.13%	78.13%
HUMAN 40 - RELIGIONS OF WORLD	NA	46.88%	24.24%	NA	57.14%	70.59%	68.42%	NA	NA
Grand Total	**62.07%**	**52.94%**	**36.99%**	**56.25%**	**59.26%**	**65.63%**	**66.20%**	**78.13%**	**78.13%**

Discussion of DE courses

We only offer a few online courses and their success rates are not stellar. We are reviewing our DE course offerings and are turning to more and more hybrid courses, with at least 10% face-to-face mandatory instruction. We are experimenting with offering two-hour classes once a week with an online component to foster student engagement on a face-to-face level while offering a smaller percentage of work online. At present, fully online courses or hybrid courses do not take into account specific media/tools of learning that are more successful or meaningful than others.

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.
- College retention standard : 70

CAMPUS	Berkeley

Retention%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	84.45%	80.51%	76.19%	83.32%	77.03%	76.28%	80.94%	78.36%	77.42%

CAMPUS	Berkeley
SUBJECT	HUMAN

Retention%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	81.42%	83.97%	74.96%	82.91%	78.31%	79.86%	85.80%	78.25%	79.85%

DICUSSION

Humanities retention rates are consistently higher than the BCC standard and are often higher than the BCC averages.

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
RO TO HUMANITIES	86.21%	85.82%	69.57%	78.33%	76.92%	77.30%	76.39%	85.38%	82.13%
.M: ART & COMM	NA	84.81%	85.88%	88.89%	91.36%	80.95%	94.44%	85.37%	82.26%
LOBAL CINEMA (LAB)	NA	NA	75.00%	NA	NA	87.50%	NA	NA	75.00%
OBAL CINEMA	NA	NA	73.68%	NA	NA	69.05%	NA	NA	80.00%
IUMAN VALUES/ETHICS	NA	82.22%	90.11%	NA	69.23%	93.22%	NA	NA	NA
IUMAN VALUES/AESTHETICS	NA	NA	80.00%	NA	87.50%	80.49%	NA	87.18%	75.00%
LIGIONS OF WORLD	78.38%	83.33%	50.72%	NA	64.06%	85.71%	94.74%	68.75%	71.58%
IL OF HUMAN EXPER	NA	NA	95.24%	NA	NA	NA	NA	NA	NA
RYTELLING/AMER CULTURE	NA	NA	69.23%	NA	62.50%	57.50%	NA	48.84%	75.00%
OMEN AND CINEMA	77.78%	100.00%	NA	NA	100.00%	NA	NA	87.50%	NA
MP FILM GENRES	NA	72.73%	NA	NA	NA	78.38%	NA	NA	NA
MIGRATION IN CINEMA AND TV	NA	NA	NA	NA	84.21%	NA	NA	71.05%	NA
EDITATION: THEORY/PRACTICE	82.76%	NA	71.88%	85.71%	NA	87.04%	86.96%	NA	89.29%
m Directors and Artists	NA	NA	NA	NA	NA	NA	NA	NA	78.57%
	81.42%	**83.97%**	**74.96%**	**82.91%**	**78.31%**	**79.86%**	**85.80%**	**78.25%**	**79.85%**

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

Please see answers above to # 5 and # 6.

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

We do not award degrees in Humanities but we continue to work with all other degree and certificate granting programs at BCC to insure continued success of our students.

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7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount _____2_____

  Part-time faculty headcount _____5-7 depending on semester_____

  Total FTEF faculty for the discipline, department, or program ___3.13_____

  Full-time/part-time faculty ratio __1.76_____

  Classified staff headcount ____NA_____

- Describe your current utilization of facilities and equipment.

  - We use smart classrooms, our department offices (including computers), and the BCC library (including its multimedia resources). Many of our courses also make use of facilities and spaces outside of BCC as part of the classroom experience—these include but are not limited to, facilities and spaces in and around the cities of Berkeley, Oakland, Richmond, and San Francisco. Our instructors also use alternative office spaces, such as the classroom itself (where the classroom section is scheduled), the LRC, or local cafés, to reach out to students more regularly and proactively.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  - We need a dedicated assessment liaison who can assist with all levels of assessment for all parts of our program and department. See above to note the challenges we have faced in properly completing basic assessment.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

1. We need updated and wider film screening facilities (devoted library room with staffing) and technology (computers with DVD players, headphones) for our film studies courses.
2. We need updates on all computers, scanners, and printers for faculty and in our offices and classrooms. Faculty who teach online and faculty who teach conventional classes all rely on these basic technologies and often encounter delays or other problems using outdated technology.
3. We need updated projectors and lighting in our smart classrooms as well as high-speed and reliable Internet access. Faculty who teach online and faculty who teach conventional classes all rely on the Internet and multimedia access in their offices and in the classroom. We repeatedly encounter problems with clunky technology in our classrooms.
4. Redesign several classroom spaces (such as the 421-422-423-424, and the basement classrooms) to include Smartboard technologies (where written notes or audio can be recorded), more whiteboards, a mobile computer desk (or varying heights) with a fast computer. Our instructors have shifted to cloud storage and software.
5. Purchase subscriptions to streaming audio or video sites; create a server with dedicated images, audio, and video streaming. We need continued access to JSTOR and other key research databases with the help of the library. This is key for our faculty to remain current in their fields, offer teaching content that is relevant and current to students in an online capacity, and offer students access to current research.

- What are your needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  More privatized office space -- a distraction-free space with a desk, table, whiteboard, and a computer for working with students and preparing for classes

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8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

  Full-time faculty participate/have participated in the following committees: Chairs Council, Curriculum Committee, Round Table, Hiring Committees, TRC Committees, and Part-Time Evaluation Committees.

  Part-time faculty have also participated across the college in various activities—organizing college-wide events and participating in part-time evaluation committees for instance.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

  Both full and part-time faculty in Humanities connect with local institutions by creating field experiences and guest speaker opportunities for our classes.

Some of our faculty regularly represent BCC at national academic organizations where they present their research.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

  Adjunct Faculty are always invited to and participate in department meetings, assessment discussions, course development discussions and collaborative possibilities across our discicipline.

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

  1. Faculty request more time and compensation for collaborative teaching across disciplines, more training in classroom technology, online resources, innovative and effective instructional methods, and faculty mentoring.
  2. Sabbaticals for full-time faculty.
  3. Funds for curriculum development.
  4. Funds for grant-writing.
  5. Funds for faculty mentoring for new faculty.
  6. Professional development funds for academic organization membership, journal subscriptions, and attendance at academic meetings for all faculty.

- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

  We connect our DE instructors with all the DE resources here on campus and at the district—including our DE coordinator at BCC and the DE teaching resources available throughout the district. We always connect new instructors (for DE teaching or other) to more seasoned instructors.

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10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

  Activities and Rationale: Develop new strands of courses (in three main areas of Humanities); create new courses; update course outlines

- **Goal 2. Assessment:**

  Work with assessment liaison to complete action plans and streamline assessment for future assessment cycles.

- **Goal 3. Instruction:**

  Increase student-centered learning models and extra-classroom field exposure across multiple courses.

- **Goal 4. Student Success and Student Equity:**

  Maintain and increase the success rates and equity across all courses. Create an online expanded course description for all courses so that students are made aware of options before the semester starts; work with other programs to collaborate on thematic curriculum

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**
  Apply for an NEH "Enduring Questions" or "Humanities Initiative" grants. Increase partnerships with the Pacific Film Archive and with the allied programs across in Folklore, Rhetoric, Popular Culture, Comparative Literature, Religious Studies, Film Studies, and Humanities.

MUSIC
(Department of Arts and Cultural Studies)
2015-2016

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2. Narrative Description of the Discipline, Department or Program:

The discipline of Music is represented at Berkeley City College by a three-sequence course on music history offered through the Department of Arts and Cultural Studies. The Music history courses are structured as primarily transfer classes and therefore also strengthen general educational skills such as critical thinking, critical listening, student writing, student analysis and student study skills. Both online and in-person (lecture) courses offered. The three-sequence music history courses provide a survey of 1.) the development, history and social/cultural context of the blues and jazz in America, 2.) the development, history and social/cultural context of popular music in America, and 3.) the development, history and cultural context of Western classical music.

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3. Curriculum:

The Music curriculum is current and effective, reflecting recent trends within the large discipline of Music and keeping in mind the changing needs of BCC's student body (by for instance, offering more distant education sections of courses).

Music Fall semester offerings generally include:
5 sections of Music 15A
4 sections of Music 15B
1 section of Music 10

Music Spring semester offerings generally include:
5 sections of Music 15A
4 sections of Music 15B
1 section of Music 10

Music Summer offerings generally include:
1 section of Music 15A
1 section of Music15B

NOTE TO ABOVE:
ALL COURSES are offered across different times of the day and week, as well as in a combination of brick and mortar and online courses, thus assuring access to the greatest variety of students.

Attach the Curriculum Review Report or Answer these Questions:

COURSES	WHEN WAS THE	WHEN ARE YOU	NOTES

	CLASS LAST REVIEWED OR UPDATED?	PLANNING TO UPDATE THE COURSE? Please indicate the semester.	
MUSIC 10 Music Appreciation	5/13/14	Spring 2017	
MUSIC 015A-Jazz, Blues and Popular Music in the American Culture	unknown	Spring 2016	
MUSIC 015B-Jazz, Blues and Popular Music in the American Culture	unknown	Spring 2016	
MUSIC 24 Jazz History	5/13/14	Spring 2017	
MUSIC 25 College Choir	unknown	Spring 2017	

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.
    - Mus 15A and B, Mus 25

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?
    - Curriculum improvement plans include 1.) the development of an instructional/multi-purpose performance/teaching space that can accommodate a choir, a piano, and risers for a chorus, 2.) the development/creation of two new music history survey courses that will satisfy the transfer requirements for CSUs and UCs, and 3.) the development/creation of a world-music course.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?
    - The Music program does not currently have an A.A. with an emphasis in Music.
    - Music courses support IGETC and the AA in Liberal Arts with an emphasis in Arts and Humanities

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years. Please review the "At a Glance" reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

  Course SLOs
    - Syllabi
    - Student Leaning Outcomes webpage: http://www.berkeleycitycollege.edu/wp/slo/student-learning-outcomes/

  Program Learning Outcomes

- College Catalog (printed and on the website http://www.berkeleycitycollege.edu/bccdocs/BerkeleyCityCollege_2015_17Catalog.pdf)
- Program Assessment Matrices webpage: http://www.berkeleycitycollege.edu/wp/slo/program-assessment-matrices/
- Degrees and Certificate Programs webpage: http://www.berkeleycitycollege.edu/wp/depts-progs/degree-certificate-programs/

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  Improvement 1. Hired a full-time music instructor. The addition of a full-time music faculty member has standardized our course content and provided consistency in our approaches and evaluation at each course level. The addition of a full-time music faculty has added stability, increased faculty availability, more contact opportunities with students, and a central point of communication and contact for our community.

  Improvement 2. Enrollment in music courses at Berkeley City College has strengthened while course completion remains high. The music program continues to add new sections of courses. This program growth is modest but steady and promising as a long-term sustainable mission.

  Improvement 3. The program has added a new course to BCC's music offerings Music 10, Music Appreciation. A fundamental course in any music program, this music appreciation course is one in a series of courses we will offer as we gradually build the program.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

  Plan 1. Exams and listening materials have been standardized for Music15A and Music15B

  Plan 2. Faculty is focused on improving students' chronological sense of developments in American and Western music and its corresponding history.

  Plan 3. Exams have been placed online providing greater accessibility. The availability of online exams offers greater access to a broader variety of student. Exams that are online are also accessible to visually-impaired (blind) students. Blind students are able to interface with the material using "readers" that are compatible with Moodle. Students who require DSPS accommodations can take tests with "adjusted" times. This creates greater flexibility for students who require accommodations. Online exams also allow the student to have immediate feedback and know how they are progressing throughout the course.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

We do not assess DE courses separately from face-to-face courses. BCC has not focused on assessment results within individual sections of courses as we have found it most useful to assess on a global level rather than on individual sections, when possible.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

  Data for multiple sections does not yet exist as BCC has not focused on assessment results within individual sections of courses. We have found it most useful to assess SLOs on a global level, rather than focusing on the limited data available within individual sections.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

  Music courses were assessed based on writing/essay samples submitted by students. A rubric was applied in order to evaluate how well student performed in a range of domains including: Issue, Evidence, Analysis, Conclusions, Perspective, Concessions and Sources.

  Recommendation: Future assessments of students' music comprehension must include music identification, as opposed to writing samples. While writing samples are a useful measure of students' ability to organize material, make claims, support claims, draw conclusions and cite evidence, it in no way measure a student's facility with identifying music styles, genres, artists, musical forms and musical architecture.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

	Ethics and Personal Responsibility	Information Competency	Communication	Critical Thinking	Computational Skills	Global Awareness and Valuing Diversity	Self Awareness and Interpersonal Skills
Berkeley City College AMS » Music MUSIC 015A-Jazz, Blues and Popular Music in the American Culture		X	X	X		X	
Berkeley City College AMS » Music MUSIC 015B-Jazz, Blues and Popular Music in the American Culture	X	X				X	
Berkeley City College AMS » Music MUSIC 025A-D-College Choir		X					X
Berkeley City College AMS » Music MUSIC 10 Music Appreciation		X	X	X		X	

Above is an excerpt from the "Goal Alignment Summary" from TaskStream. It is the summary of music courses at BCC. It illustrates that music course goals are aligned with institutional level outcomes.

Recommendation: Aural skills should/could substitute for the "Computational" category. Students would demonstrate this through listening identification.

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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  Students in Music15A and 15B participate in face-to-face and online discussions that build and foster community outside the classroom. Collaborative learning and group exercises are implemented to encourage a multiplicity of cognitive synthesis.

Given that all courses and programs have an interest in improving retention, success, and transfer rates, we propose a Cross-College Thematic General Education Curriculum. This curricular theme would change semester to semester, creating and reinforcing an academic community with shared interests and experiences.

- How has new technology been used by the discipline, department or program to improve student learning?

  All lectures in person and online, including all media examples, are made available to students in a variety of downloadable formats. All materials are legally shared with students as articulated in the *fair use* doctrine.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

  In music courses the materials, lectures, exercises and exams are standardized. The time investment requirements do not vary based on the course delivery format.

  All of our courses are staffed with the same standards of measurement in mind. We hire only faculty who are experts in their fields, committed to teaching and learning at an appropriate college-level and who are dedicated to their profession.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

  In music, there is six-hour minimum (per week) of required listening. There are assigned readings and lectures in addition to mandatory/required (word-counted, instructor-facilitated) discussions. An in-person course would physically meet three hours per week. This in-person time requirement added with the other estimated exercise completion times is taken into account in the design of weekly activities and lessons so each student, regardless of the delivery format, is required to invest the same minimum amount of time in order to fully experience and successfully pass the course.

  We staff our DE courses with the same standards of measurement as we do our face-to-face courses. This means we hire only faculty who are experts in their fields, committed to teaching and learning at an appropriate college-level and who are dedicated to their profession. We encourage all faculty to participate in professional development activities, including those offered directly at BCC (through the TLC and Staff Development Committee) but also outside of BCC.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

  - Overall enrollment trends in the past three years

CAMPUS	Berkeley								
SUBJECT	MUSIC								
	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	91.30%	85.90%	81.03%	92.54%	83.14%	69.20%	77.65%	73.51%	71.88%

- An explanation of student demand (or lack thereof) for specific courses.

  Music at BCC enjoys steady and robust enrollment. It is an elective and a very popular one. New standards have been implemented in the course that have normalized the course success rate; namely, the inclusion of rubric that assesses more qualitatively a student's music comprehension.

- Productivity for the discipline, department, or program compared to the college productivity rate.

CAMPUS	Berkeley								
	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	16.32	18.91	18.56	15.60	18.00	17.86	16.81	17.63	17.36

- College productivity rate:

TOTAL FTES
PERCENTAGE OF DISTRICT TOTAL

SEASON	Fall						
Total FTES	**Term**						
College	**Fall 2008**	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**
Berkeley City College	19%	19%	20%	20%	19%	21%	22%
College of Alameda	19%	19%	19%	19%	18%	18%	18%
Laney College	41%	42%	40%	42%	42%	41%	39%
Merritt College	21%	20%	21%	19%	21%	20%	21%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

  Productivity rates decreased substantially in the last four years due to a drastic change in the format of the classes. Previously, the courses were taught with very high enrollment caps (of 100), thus creating productivity rates of 40); with a change in the cap as well as a significant change in the pedagogical approach of the course—turning the course into a more serious academic course, has come still very high (numbers at about 16,17, 18, etc.) productivity rates, but within a norm, for a highly successful program.

  17.45% is the average productivity rate of the semesters Summer 2012 through Spring 2015.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

Yes. ALL COURSES are offered across different times of the day and week, as well as in a combination of brick and mortar and online courses, thus assuring access to the greatest variety of students. Please refer to the BCC course schedule for more information on the various formats, days, evenings and delivery methods available in music course offerings.

- Recommendations and priorities.

  It is important that music is given consideration when allocating room/building space for future instruction. A multi-use space where music instruction and performance can take place is essential to the program's growth.

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6. Student Success and Student Equity:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

Retention	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
MUSIC 10 - MUSIC APPRECIATION	NA	NA	NA	NA	NA	NA	NA	NA	64.71%
MUSIC 15A - JAZZ/BLUES/POP MUSIC	89.19%	97.95%	90.37%	93.75%	92.19%	86.88%	89.41%	85.80%	75.17%
MUSIC 15B - JAZZ/BLUES/POP MUSIC	93.59%	93.18%	89.69%	95.71%	96.06%	83.12%	92.94%	85.00%	90.83%
Grand Total	**92.17%**	**96.15%**	**90.09%**	**94.78%**	**94.12%**	**85.65%**	**91.18%**	**85.42%**	**79.86%**

The course completion rates for Music tend to be higher and at times significantly higher than the college averages. Music enjoys the position of an "elective" courser which tends to attract a great deal of enthusiasm and commitment.

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

By Age:

Retention	Term								
Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16	96.15%	100.00%	90.48%	90.48%	95.65%	88.89%	90.91%	81.48%	95.65%
16-18	92.38%	83.71%	76.73%	91.42%	80.87%	81.28%	87.74%	83.39%	80.57%
19-24	84.37%	79.06%	74.61%	83.47%	75.78%	75.14%	83.07%	78.15%	77.04%
25-29	81.73%	82.30%	78.51%	82.27%	75.99%	77.88%	79.79%	77.12%	79.28%
30-34	83.83%	80.32%	78.15%	78.39%	77.63%	77.47%	71.11%	77.46%	75.72%
35-54	82.76%	81.84%	78.42%	81.85%	79.34%	75.47%	75.87%	76.92%	75.90%
55-64	85.00%	78.48%	71.37%	82.73%	75.71%	77.55%	77.78%	76.05%	74.00%
65 & Above	93.62%	86.34%	77.13%	84.91%	81.95%	79.22%	65.96%	81.82%	80.57%
Grand Total	**84.45%**	**80.51%**	**76.19%**	**83.32%**	**77.03%**	**76.28%**	**80.94%**	**78.36%**	**77.42%**

By Gender:

Retention	Term								
Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	84.66%	80.28%	76.37%	83.44%	76.34%	77.24%	80.82%	78.01%	77.81%
Male	84.02%	80.79%	76.07%	82.90%	77.82%	75.47%	81.19%	78.68%	76.93%
Unknown	85.81%	80.79%	74.83%	86.72%	77.25%	71.26%	79.17%	80.29%	79.17%
Grand Total	**84.45%**	**80.51%**	**76.19%**	**83.32%**	**77.03%**	**76.28%**	**80.94%**	**78.36%**	**77.42%**

By Ethnicity:

Retention	Term								
Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	85.00%	75.00%	70.00%	100.00%	75.68%	70.27%	100.00%	72.50%	63.64%
Asian	87.49%	85.83%	82.95%	86.60%	83.69%	82.75%	87.47%	82.66%	83.73%
Black/African American	78.64%	74.53%	67.94%	77.61%	68.25%	68.04%	74.05%	70.74%	67.37%
Filipino	86.67%	78.02%	78.12%	82.35%	78.52%	77.99%	81.48%	76.38%	80.43%
Hispanic	83.81%	80.00%	74.76%	79.00%	76.24%	75.40%	78.40%	76.29%	76.59%
Multiple	84.80%	80.06%	76.25%	85.07%	75.30%	74.41%	77.51%	77.38%	76.44%
Other Non white	71.43%	89.06%	77.14%	77.78%	71.43%	68.09%	37.50%	67.57%	72.73%
Pacific Islander	90.00%	74.07%	70.59%	78.57%	71.79%	57.58%	42.86%	85.42%	73.91%
Unknown/Non Respondent	86.73%	78.48%	76.77%	82.76%	77.06%	74.05%	77.56%	81.77%	74.68%
White Non Hispanic	86.24%	82.84%	78.39%	86.82%	80.90%	79.65%	84.05%	82.31%	80.55%
Grand Total	**84.45%**	**80.51%**	**76.19%**	**83.32%**	**77.03%**	**76.28%**	**80.94%**	**78.36%**	**77.42%**

Underachievement in course completion for African American male students when compared to their counterparts is striking. The course completion for this group is substantially lower than their counterparts.

Please insert the data chart here or complete the section below.

Retention	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
MUSIC 10 - MUSIC APPRECIATION	NA	NA	NA	NA	NA	NA	NA	NA	64.71%
MUSIC 15A - JAZZ/BLUES/POP MUSIC	89.19%	97.95%	90.37%	93.75%	92.19%	86.88%	89.41%	85.80%	75.17%
MUSIC 15B - JAZZ/BLUES/POP MUSIC	93.59%	93.18%	89.69%	95.71%	96.06%	83.12%	92.94%	85.00%	90.83%
Grand Total	**92.17%**	**96.15%**	**90.09%**	**94.78%**	**94.12%**	**85.65%**	**91.18%**	**85.42%**	**79.86%**

Discussion: Music courses at Berkeley City College enjoy consistently robust enrollment. Course completion tracks with and/or outperforms the college retention rate respectively.

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

  Course completion rates for Distance Education courses are not disaggregated in this data sample (though they may be included in the aggregate.)

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

  Course completion rates for Distance Education courses when disaggregated by age, gender, ethnicity or special population are not segregated in this data sample (though they may be included in the aggregate.)

- Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

  Course completion rates for **Hybrid** courses are not disaggregated in this data sample (though they may be included in the aggregate.)

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

  Course completion rates for **Hybrid** courses when disaggregated by age, gender, ethnicity or special population are not segregated in this data sample (though they may be included in the aggregate.)

Success	Term		
Hybrid	2014 Spring	2014 Fall	2015 Spring
MUSIC	**75.76%**	**89.74%**	**61.76%**
MUSIC 15A - JAZZ/BLUES/POP MUSIC	75.76%	NA	61.76%
MUSIC 15B - JAZZ/BLUES/POP MUSIC	NA	89.74%	NA
Grand Total	**75.76%**	**89.74%**	**61.76%**

Success	Term								
100% DE	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
MUSIC	**92.31%**	**93.48%**	**80.46%**	**91.55%**	**85.53%**	**69.62%**	**66.28%**	**68.89%**	**70.42%**
MUSIC 15A - JAZZ/BLUES/POP MUSIC	NA	93.48%	89.36%	87.88%	86.49%	67.50%	65.79%	67.39%	72.22%
MUSIC 15B - JAZZ/BLUES/POP MUSIC	92.31%	NA	70.00%	94.74%	84.62%	71.79%	66.67%	70.45%	68.57%
Grand Total	**92.31%**	**93.48%**	**80.46%**	**91.55%**	**85.53%**	**69.62%**	**66.28%**	**68.89%**	**70.42%**

Discussion

The data for DE and hybrid courses is quite insignificant (at most 2 courses a semester) however, we can note that the hiring of a tenure-track faculty member in Spring 2014 helped bring the success rates for all DE courses within the expected levels for both the college and the district.

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

  Not enough data to be significant

- Describe the discipline, department, or program retention rates *(*After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

  Not enough data to be significant

- Are there differences in the retention completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

  Course completion for African American male students is striking. The course completion for this group is substantially lower than their counterparts.

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

  The music discipline has developed more accessible testing methods. The discipline has developed a more academically rigorous approach to subject delivery. The music program consistently emphasizes clear communication in course completion expectations to students. The discipline strives to keep all methodologies current, interesting, and student-centered. Over the next three years, the music program will develop through the addition of more sections of existing courses while creating and developing new courses in the curriculum that serve the interests of our students, communities and complement those already in the District.

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

  The music discipline currently offers electives that are highly in-demand and popular with our students. We are working to develop an A.A. with an emphasis in Music for our students who are interested in pursuing Music at an advanced level. This is part of an effort that currently involves the Office of Instruction and our music partners in the community, namely the California Jazz Conservatory.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount **1**

  Part-time faculty headcount **4**

  Total FTEF faculty for the discipline, department, or program **1.8**

  Full-time/part-time faculty ratio **1.26**

  Classified staff headcount **0**

- Describe your current utilization of facilities and equipment.

  The music discipline makes use of all facilities available at Berkeley City College including the auditorium for performances and the smart classrooms for instruction and content delivery.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  We need a dedicated assessment liaison who can assist with all levels of assessment for all parts of our program and department. See above to note the challenges we have faced in properly completing basic assessment.

  The music discipline would benefit from the addition of at least one more full time faculty member as this would increase faculty availability to students, more contact hours and continuity in course content and delivery. Since the hire of the first full-time music faculty, enrollment in music courses has increased and continues to do so. We project this need for three years out from now.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  The Berkeley City College auditorium requires a plan for improving the stage lighting situation. It needs to be modernized. Additionally, a plan for developing streaming internet content from the auditorium should be budgeted, developed and implemented for the purposes of increasing the visibility of the college's music events and other functions that reflect the District and the college.

  We need updates on all computers, scanners, and printers for faculty and in our offices and classrooms. Faculty who teach online and faculty who teach conventional classes all rely on these basic technologies and often encounter delays or other problems using out-dated technology.

We need updated projectors and lighting in our smart classrooms as well as high-speed and reliable Internet access. Faculty who teach online and faculty who teach conventional classes all rely on the Internet and multimedia access in their offices and in the classroom. We repeatedly encounter problems with clunky technology in our classrooms.

We need continued access to JSTOR and other key research databases with the help of the library. This is key for our faculty to remain current in their fields, offer teaching content that is relevant and current to students in an online capacity, and offer students access to current research.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  The music discipline requires a dedicated (multi-purpose) space that may be utilized for instruction and performance/ensemble requirements. The music department requires District support in purchasing a grand piano for performances and concerts in addition to one upright piano for classroom instruction in order to grow our music theory offerings.

  More privatized office space -- a distraction-free space with a desk, table, whiteboard, and a computer for working with students and preparing for classes

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8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

  Faculty are active in a number of institutional efforts including recruitment, departmental activities, and community music presentations. Full-time faculty participate in Arts Council, BCC 40th Anniversary Committee and hiring committee activities.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Faculty maintain an active dialogue with other music instructors at local colleges and universities. The music instructors are a distinguished team of professional musicians –all are Bay Area professionals who are active in the music community as performers as well as teachers. They all remain active in their respective scholarly disciplines beyond their work at BCC.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

  Adjunct faculty and the full-time faculty member maintain close professional dialogue that is student and program-centered and designed to support the needs of our community.

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

  1. The music discipline could benefit from more formalized dialogue dealing with delivery methods for in-person and online music course formats.
  2. Faculty request more time and compensation for collaborative teaching across disciplines, more training in classroom technology, online resources, innovative and effective instructional methods, and faculty mentoring.
  3. Sabbaticals for full-time faculty
  4. Funds for faculty mentoring for new faculty.
  5. Professional development funds for academic organization membership, journal subscriptions, and attendance at academic meetings for all faculty.

- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

  We connect our DE instructors with all the DE resources here on campus and at the district—including our DE coordinator at BCC and the DE teaching resources available throughout the district. We always connect new instructors (for DE teaching or other) to more seasoned instructors. However, training could be more standardized for BCC Distance Education professionals.

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10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

  Developing the music discipline at BCC through the addition of another full-time faculty member, and adding a variety of courses is at the center of our plan. Offering courses that are sustainable, unique to BCC and those that serve our community are at the heart of the program's focus. The creation/designation of a dedicated physical space for music is imperative for any future growth that would include ensembles and practical music theory training for students.

  Creating an A.A. with an emphasis in music is an important step toward the establishment of a degree music option for students. This discussion is in process with the Office of Instruction and BC's community music partners.

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

  Activities and Rationale: Developing a robust music program that is sustainable, serves the needs of our community and complements the music offerings in the District comports with both the mission statement of Berkeley City College and the Peralta Community College District. In this endeavor we strive to articulate agreements with a broad array of highly respected Universities and institutions, assist students in the achievement of Associate Degrees of Arts and Science, and certificates of achievement, provide and encourage lifelong learning, life skills, civic engagement, and cultural enrichment while promoting student success, providing our diverse community with educational opportunities and transforming lives is our goal.

- **Goal 2. Assessment:**

  Activities and Rationale: Assessment of the music program's development will be measured by implementing tools that track and allow us to aurally evaluate students' progress in identifying style, form, genres, and artists before and after completing a course.

- **Goal 3. Instruction:**

  Activities and Rationale: Instruction will be delivered by the full-time and adjunct faculty in the music discipline using methods that implement the use of smart classrooms and instrumental instruction in a dedicated space.

- **Goal 4. Student Success and Student Equity:**

  Activities and Rationale: Course completion and success parameters will be clearly articulated and provided to each student. An emphasis on accessibility with regard to course offering times and a variety of subjects that interest and are relevant to our community will be offered.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

  Activities and Rationale: The faculty will continue to provide the highest level of instruction in the discipline while maintaining currency in our respective areas of research and performance while creating, developing and maintaining relationships with our community partners.

Philosophy
(Department of Arts and Cultural Studies)
2015-2016

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2. Narrative Description of the Discipline, Department or Program:

Please provide a brief statement of the main goals of the program. Include any unique characteristics of the program; degrees and certificates the program currently offers; concerns or trends affecting the program; and a description of how the program aligns with the college mission statement.

The main goals of the philosophy program are to introduce students to the major questions of philosophy, and to teach students how to argue about those questions. By exposing students to important ideas and giving them the tools to think critically about them, the philosophy program helps further BCC's stated mission of, "promoting student success, providing our diverse community with educational opportunities, and transforming lives."

Due to the efforts of various faculty over the last few years, a student may now earn an AA-T in philosophy. A student does this by taking two courses in the history of philosophy (PHIL 20A and PHIL 20B); one standard survey course (either PHIL 1 or PHIL 31A); one course in logic (either PHIL 10 or PHIL 11); one course in history (either HIST 2A or HIST 2B); and one more specialized course (such as PHIL 35—Feminist Philosophy, or PHIL 16—Buddhist Philosophy); along with other general education courses and electives.

While faculty have been working hard to develop the philosophy program, there was, until recently, no full-time instructor exclusively devoted to teaching philosophy courses and to building the program. Now that there is a full-time instructor in that role, there is an opportunity to grow the program further. That will involve a number of things, including, but not limited to: (i) making students more aware of current course offerings and how they may benefit from them; (ii) developing new courses and enhancing existing ones; and (iii) building a community of students and faculty interested in philosophy, through clubs, events, and so on.

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3. Curriculum:

- *Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your program will update each one, within the next three years.*

- *What are the plans for curriculum improvement in this program (i.e., courses to be developed, enhanced, or deactivated)?*

PHIL 001-Introduction to Philosophy	1/24/13	Spring 2016
PHIL 002 Social and Political Philosophy	1/24/13	Spring 2016
PHIL 010-Logic	1/24/13	Spring 2016
PHIL 011 Formal Logic	10/3/13	Fall 2016
PHIL 016-Buddhist Philosophy	1/24/12	Fall 2015
PHIL 020A History of Ancient Greek Philosophy	1/24/13	Spring 2016
PHIL 020B History of Modern European Philosophy	1/24/13	Spring 2016
PHIL 031A–Human Values/Ethics	1/24/13	Spring 2016
PHIL 035-Feminist Philosophy	1/24/13	Spring 2016
PHIL 037 Introduction to Asian Philosophy	1/24/13	Spring 2016
PHIL 046-Philosophy of the Human Experience	1/24/13	Spring 2016

Courses in the program are constantly "developed" and "enhanced" each time they are taught. Lecture material is revised; course assignments—such as quizzes, discussion questions, and essay topics—are added or updated; supplemental readings are incorporated into the syllabi in order to deepen coverage of a topic; links to more online material are added to course websites; and so on. We plan to continue to enhance our courses in these ways.

With regard to the development of completely new courses, there is a plan to develop a Bioethics course by Fall of 2017.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

AA-T in Philosophy

Philosophy courses support IGETC, the AA in Liberal Arts with an emphasis in Arts and Humanities, and the Certificate in Women's Studies

4. Assessment:

COURSES	Data available from previous rounds?	Action Plan from Previous Rounds?	Notes	Fall 2015	Spring 2016	Summer 2016*	Fall 2016	Spring 2017	Summer 2017*	Fall 2017	Spring 2018	Summer 2018*	When will the action plan be created?	Status Report?
PHIL 001-Introduction to Philosophy	Y						X							
PHIL 002 Social and Political Philosophy	Y							X						
PHIL 010-Logic	Y	Y					X							
PHIL 011 Formal Logic	Y	Y			X									
PHIL 016-Buddhist Philosophy							X							
PHIL 020A History of Ancient Greek Philosophy	Y				X									
PHIL 020B History of Modern European Philosophy	Y						X							
PHIL 031A–Human Values/Ethics	Y	Y	Cross listed with HUMAN 30A				X							
PHIL 035-Feminist Philosophy							X							
PHIL 037 Introduction to Asian Philosophy	Y							X						
PHIL 046-Philosophy of the Human Experience	Y		Cross listed with HUMAN 46					X						

* Only for courses not offered during regular terms

Please review the TaskStream "At a Glance" reports from the last three years, and answer the following questions.

- *How does your program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)*

  For course SLOs:
  - Syllabi
  - Student Leaning Outcomes webpage: http://www.berkeleycitycollege.edu/wp/slo/student-learning-outcomes/

  For Program Learning Outcomes:
  - College Catalog (printed and on the website http://www.berkeleycitycollege.edu/bccdocs/BerkeleyCityCollege_2015_17Catalog.pdf)
  - Program Assessment Matrices webpage: http://www.berkeleycitycollege.edu/wp/slo/program-assessment-matrices/
  - Degrees and Certificate Programs webpage: http://www.berkeleycitycollege.edu/wp/depts-progs/degree-certificate-programs/
  - Document listing requirements for completing the AA-T in Philosophy: http://www.berkeleycitycollege.edu/wp/depts-progs/files/2015/08/BCC_2015_17_PHIL_Major.pdf

- Briefly describe at least three of the **most significant changes/improvements** your program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  Improvement 1. In response to the "Minute Paper" survey that was given to students in PHIL 31A in the Fall of 2014, the method for delivering feedback on student papers was changed. Rather than writing one version of their paper and receiving written comments on it, students now write a first version of their paper; meet with the instructor to discuss potential revisions; and then submit a second version.

  Improvement 2. In response to the "Minute Paper" survey that was given to students in PHIL 11 in the Fall of 2014, more opportunities were provided for students to work together in small groups. It is now routine for students to spend the first 15-20 minutes of class going over homework problems together in groups of 3 or 4, rather than as a whole class.

  Improvement 3. In response to the "Minute Paper" survey that was given to students in PHIL 11 in the Fall of 2014, the SLOs themselves were evaluated and have been rewritten. The plan is to submit an updated course outline, including the revised SLOs, to curriculum committee during the Fall 2015 semester.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

Plan 1. In response to the "Minute Paper" survey that was given to students in PHIL 11 in the Fall of 2014, a plan was created to change the problem sets for PHIL 11. Rather than having the problem sets simply review material that has already been covered by that point, the goal is to have the problem sets serve an extra function as well. Namely, introducing new material that would not otherwise be covered.

Plan 2. In response to the "Minute Paper" survey that was given to students in PHIL 31A in the Fall of 2014, a plan was created to change the teaching style from lecture to a more "Socratic" style. Instructors plan to continue experimenting with ways to get students more actively engaged.

Plan 3. In response to the "Minute Paper" survey that was given to students in PHIL 31A in the Fall of 2014, a plan was created to update the readings for various parts of the course, such as the section that focuses on contemporary moral issues in society.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

  As an institution, BCC has not focused on assessment results within individual sections of courses. We have found it most useful to assess SLOs on a global level, rather than focusing on the limited data available within individual sections.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

  As an institution, BCC has not focused on assessment results within individual sections of courses. We have found it most useful to assess SLOs on a global level, rather than focusing on the limited data available within individual sections.

- Describe your program participation in assessment of institutional level outcomes (ILOs).

  We have participated in the assessment of one ILO-- Critical Thinking.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  Faculty are constantly trying to "involve students in the learning process." Some examples of strategies tried recently include:

  - In PHIL 1 and PHIL 31A: have students come to class prepared with questions about the readings. Start class by writing a few of those questions on the board. Class votes on which questions to tackle first. Discussion proceeds from there.
  - In PHIL 11: assign homework problems to students, providing them with the answers to half the questions. At start of next class, have students go over remaining homework questions in small groups of 3 to 4, checking each others answers. Distribute small whiteboards to each group of students for them to use in working through problems.

  - In PHIL 1 and PHIL 31A: give students a passage of text from the readings. Assign them the task of reconstructing, in the form of premises and a conclusion, the argument contained in the passage. Have them "report out" to the whole class.

  As there is currently no procedure in place to collect information from all philosophy instructors on the strategies that they employ to "involve students in the learning process," it is hard to fully answer this question. It will be proposed that all philosophy instructors meet at the end of each semester to share such information.

  Given that all courses and programs have an interest in improving retention, success, and transfer rates, we propose a Cross-College Thematic General Education Curriculum. This curricular theme would change semester to semester, creating and reinforcing an academic community with shared interests and experiences.

- How has new technology been used by the program to improve student learning?

  - Course websites are used to provide videos, to provide additional readings, to assign quizzes and discussion questions, as a place for students to keep track of their grades, and so on.

  - In some courses, free online textbooks have been adopted; in others, textbooks with e-book versions have been adopted. This allows students to access materials more quickly and more cheaply.

- How does the program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

  - The same readings are assigned for each version of a course, and each version of a course proceeds through those readings at the same pace.
  - For the most part, the same assignments are given for each version of a course. Hybrid and DE courses actually have more assignments overall, since students in those courses are required to participate in forums online and to submit answers online to questions about the readings, whereas students in face-to-face courses are not.
  - All of our courses are staffed with the same standards of measurement in mind. We hire only faculty who are experts in their fields, committed to teaching and learning at an appropriate college-level and

who are dedicated to their profession. We encourage all faculty to participate in professional development activities, including those offered directly at BCC (through the TLC and Staff Development Committee) but also outside of BCC.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

  - See answer to question immediately above

- Briefly discuss the enrollment trends of your program. Include the following:

  - Overall enrollment trends in the past three years

    Total enrollment in philosophy courses from Summer 2012 through Spring 2013 was 659. Total enrollment over the next year, from Summer 2013 to Spring 2014, was approximately the same, at 641. However, total enrollment in the next year, from Summer 2014 to Spring 2015, jumped up to 788. It is unclear why enrollment increased by so much in that year.

Campus	Berkeley
Subject	PHIL

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	137	225	297	130	220	291	68	327	393

  - An explanation of student demand (or lack thereof) for specific courses.

    It appears that most philosophy courses are well-enrolled, with productivity rates at 17.5 or above in many cases. PHIL 11 is one of the rare exceptions, with a productivity rate of 13 in Spring 2014, and a rate of 16 in Spring 2015. These numbers can be attributed at least in part to the fact that PHIL 11 is a new course. Students and counselors do not know enough about it. Enrollment in that course can be expected to rise over time as long as efforts are made to publicize it.

CAMPUS	Berkeley
SUBJECT	PHIL
CATALOG_NBR	(All)

Productivity	Term								
Course	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
PHIL 1 - INTRO TO PHILOSOPHY	20.51	21.75	21.33	20.18	19.33	20.17	16.00	19.50	16.99

PHIL 10 - LOGIC	NA	27.00	NA	NA	19.50	NA	NA	NA	NA
PHIL 11 - FORMAL LOGIC	NA	NA	NA	NA	NA	13.00	NA	17.50	16.00
PHIL 16 - BUDDHIST PHILOSOPHY	NA	NA	25.00	NA	NA	18.00	NA	NA	21.00
PHIL 2 - SOC & POLITICAL PHIL	9.43	NA	22.00	NA	NA	17.50	NA	NA	19.50
PHIL 20A - HIST OF ANCIENT GREEK PHIL	NA	24.00	NA	NA	17.50	NA	NA	NA	NA
PHIL 20B - HIST OF MOD EUROPEAN PHIL	NA	NA	20.50	NA	NA	17.50	NA	NA	19.00
PHIL 31A - HUMAN VALUES/ETHICS	16.50	NA	NA	23.50	NA	26.00	18.00	18.17	17.83
PHIL 35 - FEMINIST PHILOSOPHY	NA	NA	24.00	NA	NA	27.00	NA	NA	14.00
PHIL 37 - INTRO ASIAN PHIL	NA	23.00	NA	NA	21.00	NA	NA	20.00	NA
PHIL 46 - PHIL OF HUMAN EXPER	NA	NA	25.00	NA	NA	NA	NA	NA	NA

o Productivity for the program compared to the college productivity rate.

CAMPUS	Berkeley

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	16.32	18.91	18.56	15.60	18.00	17.86	16.81	17.63	17.36

College productivity rate: 17.45 (average of 9 semesters listed below)

Program productivity rate: 19.89 (average of 9 semesters listed below)

CAMPUS	Berkeley
SUBJECT	PHIL

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	16.74	23.50	22.29	21.29	19.33	19.13	17.00	21.38	17.74

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

When philosophy courses are scheduled, we make sure that they are offered at a variety of times. There are morning, afternoon, and evening sections of philosophy courses, as well as hybrid and fully online

sections. Given that the productivity rate for philosophy courses is higher than average for BCC, this way of scheduling philosophy courses appears to be working. Most sections fill up, otherwise the productivity rate would be lower.

- Recommendations and priorities.

  It is recommended that we can continue to schedule philosophy courses at a variety of times throughout the day, and continue to offer some sections as hybrid and fully online classes as well.

  It is also recommended that various steps be taken to better publicize philosophy courses, in particular PHIL 11. Some ideas include:

  I. Create promotional materials, such as flyers, to post around campus
  II. Update the philosophy program website with more information about each course.
  III. Provide counselors with more information about philosophy courses.
  IV. For PHIL 11 in particular, talk with the chairs of the Math and CIS departments, whose students may be particularly interested in taking PHIL 11.
  V. Plan events (talks, screenings, etc), that would expose more students to philosophy.

CAMPUS	Berkeley

	Term

6. Student Success:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the program for the past three years. Please list each course separately. How do the program course completion rates compare to the college course completion standard?

  College course completion standard: The goal is to have a course success rate of 70% by 2024. The average course success rate over the last thee years, excluding summer courses, is 65.12%.

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Success%	71.60%	66.49%	65.00%	72.06%	64.37%	65.10%	70.72%	64.66%	65.10%	
	Fall/Spring only		66.49%	65.00%	64.37%	65.10%	64.66%	65.10%	65.12%	Average

With regard to philosophy courses in particular, the average course success rate over the last three years, excluding summers, is slightly below the rate for the college as a whole, at 62% (see the table on the next page). That is 8% below the 2024 target.

There do not seem to be any real trends in the course success data for the philosophy program---there is no constant trajectory either upwards or downwards over the last three years, either in the program as a whole or within individual courses. However, it does seem worth noting that the last three regular terms---Spring 2014, Fall 2014, and Spring 2015---have seen average course success rates around the mid 50s, which is substantially lower than the success rates for the previous three regular terms. This is something for the philosophy program to keep an eye on as things moves forward.

CAMPUS	Berkeley
SUBJECT	PHIL
CATALOG_NBR	(All)

Success	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
PHIL 1 - INTRO TO PHILOSOPHY	82.28%	58.82%	66.40%	73.08%	76.72%	62.81%	82.14%	65.81%	54.68%
PHIL 10 - LOGIC	NA	80.39%	NA	NA	64.10%	NA	NA	NA	NA
PHIL 11 - FORMAL LOGIC	NA	NA	NA	NA	NA	42.31%	NA	37.14%	40.63%
PHIL 16 - BUDDHIST PHILOSOPHY	NA	NA	59.18%	NA	NA	44.44%	NA	NA	50.00%
PHIL 2 - SOC & POLITICAL PHIL	61.11%	NA	75.00%	NA	NA	42.86%	NA	NA	56.41%
PHIL 20A - HIST OF ANCIENT GREEK PHIL	NA	75.00%	NA	NA	51.43%	NA	NA	65.85%	NA
PHIL 20B - HIST OF MOD EUROPEAN PHIL	NA	NA	56.10%	NA	NA	54.29%	NA	NA	52.63%
PHIL 31A - HUMAN VALUES/ETHICS	90.91%	NA	NA	80.85%	NA	69.23%	69.44%	47.71%	57.01%
PHIL 35 - FEMINIST PHILOSOPHY	NA	NA	58.33%	NA	NA	62.96%	NA	NA	85.71%
PHIL 37 - INTRO ASIAN PHIL	NA	56.52%	NA	NA	83.33%	NA	NA	70.00%	NA
PHIL 46 - PHIL OF HUMAN EXPER	NA	NA	72.00%	NA	NA	NA	NA	NA	NA
Grand Total	**81.54%**	**66.52%**	**64.94%**	**76.00%**	**71.98%**	**56.21%**	**75.00%**	**57.60%**	**54.74%**

Here are the course success rates in the different philosophy courses categorized by ethnicity:

CAMPUS	Berkeley
SUBJECT	PHIL
CATALOG_NBR	(All)
TERM	(Multiple Items)

Success	Term									
Course	American Indian/Alaskan Native	Asian	Black/African American	Filipino	Hispanic	Other Non white	Pacific Islander	White Non Hispanic	Multiple	Unknown/ Responden
PHIL 1 - INTRO TO PHILOSOPHY	0.00%	70.08%	44.44%	61.11%	62.63%	75.00%	50.00%	73.49%	58.82%	60.71%
PHIL 10 - LOGIC	NA	95.24%	87.50%	100.00%	60.00%	NA	NA	66.67%	64.29%	54.55%
PHIL 11 - FORMAL LOGIC	NA	63.64%	14.29%	NA	38.46%	NA	NA	40.63%	38.10%	100.00%
PHIL 16 - BUDDHIST PHILOSOPHY	100.00%	40.00%	36.36%	80.00%	35.71%	0.00%	NA	60.34%	38.89%	66.67%
PHIL 2 - SOC & POLITICAL PHIL	NA	58.82%	30.77%	100.00%	63.16%	100.00%	NA	73.17%	48.00%	0.00%
PHIL 20A - HIST OF ANCIENT GREEK PHIL	NA	50.00%	83.33%	80.00%	50.00%	100.00%	NA	67.80%	63.64%	33.33%
PHIL 20B - HIST OF MOD EUROPEAN PHIL	NA	33.33%	44.44%	0.00%	50.00%	100.00%	0.00%	64.81%	50.00%	60.00%
PHIL 31A - HUMAN VALUES/ETHICS	NA	54.84%	40.00%	80.00%	40.54%	0.00%	NA	64.00%	55.81%	100.00%
PHIL 35 - FEMINIST PHILOSOPHY	NA	50.00%	50.00%	50.00%	57.14%	NA	NA	79.31%	66.67%	0.00%
PHIL 37 - INTRO ASIAN PHIL	0.00%	78.57%	55.56%	57.14%	50.00%	NA	NA	69.77%	85.00%	62.50%
PHIL 46 - PHIL OF HUMAN EXPER	NA	66.67%	0.00%	NA	83.33%	NA	100.00%	57.14%	100.00%	100.00%
Grand Total	**33.33%**	**66.55%**	**44.24%**	**64.58%**	**54.81%**	**70.00%**	**50.00%**	**67.82%**	**57.41%**	**62.03%**

To help put those course success rate numbers in context, here are the total number of students from each ethnicity who were in each course:

CAMPUS	Berkeley
SUBJECT	PHIL
CATALOG_NBR	(All)
TERM	(Multiple Items)

Sum of HEADCOUNT	Term									
Course	American Indian/Alaskan Native	Asian	Black/African American	Filipino	Hispanic	Other Non white	Pacific Islander	White Non Hispanic	Multiple	Unknown/Non Respondent
PHIL 1 - INTRO TO PHILOSOPHY	1	128	90	18	99	4	2	219	119	28
PHIL 10 - LOGIC		21	8	2	11			25	15	11
PHIL 11 - FORMAL LOGIC		11	14		13			32	21	2
PHIL 16 - BUDDHIST PHILOSOPHY	1	10	11	5	14	1		58	19	9
PHIL 2 - SOC & POLITICAL PHIL		17	13	1	19	1		41	25	1
PHIL 20A - HIST OF ANCIENT GREEK PHIL		8	12	5	10	2		59	22	6
PHIL 20B - HIST OF MOD EUROPEAN PHIL		9	9	3	12	1	1	54	20	5
PHIL 31A - HUMAN VALUES/ETHICS		31	45	5	37	1		75	43	5
PHIL 35 - FEMINIST PHILOSOPHY		10	4	2	7			29	12	1
PHIL 37 - INTRO ASIAN PHIL	1	28	9	7	12			43	20	8
PHIL 46 - PHIL OF HUMAN EXPER		3	2		6		1	7	3	3
Grand Total	**3**	**276**	**217**	**48**	**240**	**10**	**4**	**642**	**319**	**79**

The course success rate for African American (44%), for Hispanic (55%), and for Multiple ethnicity (57%) students over the last three years is substantially lower than it was for Asian (67%) and for White Non-Hispanic (68%) students over that same period of time (students of other groups did not take philosophy courses in significant numbers). This appears to be typical for the college as a whole, based on the data provided for the last three years.

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

College course completion standard: as can be determined from the table below, the average course success rate throughout all of BCC in fully online classes over the last three years, excluding summers, is 58%.

Campus	Berkeley
Catalog Nbr	(All)
Distance Ed	DE100%

Success	Term					
100% DE	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
AFRAM	NA	58.54%	NA	NA	NA	NA
ANTHR	45.00%	37.93%	78.38%	70.21%	69.77%	58.33%
ART	75.53%	60.77%	58.70%	67.53%	78.67%	NA
ASAME	NA	NA	NA	NA	NA	51.61%
COMM	NA	48.57%	34.38%	57.58%	71.01%	61.19%
ECON	29.73%	44.64%	40.00%	38.46%	50.00%	38.89%
ENGL	56.63%	63.58%	48.60%	77.01%	61.32%	67.74%
ETHST	NA	NA	46.15%	37.84%	52.94%	NA
HIST	66.67%	53.85%	52.24%	52.42%	36.47%	50.67%
HUMAN	52.94%	36.99%	59.26%	65.63%	78.13%	78.13%
LIS	NA	NA	NA	NA	NA	70.83%
M/LAT	50.00%	50.00%	50.00%	40.54%	NA	NA
MATH	32.05%	64.29%	36.67%	36.14%	33.33%	26.03%
MMART	72.73%	53.33%	55.88%	72.50%	38.10%	45.87%
MUSIC	93.48%	80.46%	85.53%	69.62%	68.89%	70.42%
PHIL	NA	50.00%	70.00%	45.71%	60.53%	46.03%
POSCI	64.38%	68.99%	76.11%	65.38%	65.03%	81.43%
PSYCH	60.00%	79.49%	68.18%	80.00%	65.22%	90.32%
SOC	64.20%	58.04%	48.55%	44.92%	51.34%	53.28%
SPAN	58.62%	55.88%	18.60%	78.79%	NA	NA
Grand Total	59.20%	59.06%	55.93%	58.56%	58.90%	57.76%

The average course success rate in fully online philosophy courses over the last three years, excluding summers, was 54%:

Campus	Berkeley
Catalog Nbr	(All)
Distance Ed	DE100%

Success	Term				
100% DE	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
PHIL	**50.00%**	**70.00%**	**45.71%**	**60.53%**	**46.03%**
PHIL 1 - INTRO TO PHILOSOPHY	50.00%	70.00%	45.71%	60.53%	48.15%
PHIL 31A - HUMAN VALUES/ETHICS	NA	NA	NA	NA	44.44%
Grand Total	**50.00%**	**70.00%**	**45.71%**	**60.53%**	**46.03%**

So the success rate in fully online philosophy courses over the last three years is comparable to the success rate for fully online classes in the college as a whole over that period of time.

- Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

  College course completion standard: as can be determined from the table below, the average course success rate throughout all of BCC in hybrid classes over the last three years, excluding summers, was 62%.

Campus	Berkeley
Catalog Nbr	(All)
Distance Ed	Hybrid

Success	Term					
Hybrid	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
ANTHR	NA	NA	NA	NA	NA	53.85%
BUS	81.25%	NA	81.25%	62.50%	67.86%	74.07%
CIS	54.29%	52.94%	35.00%	42.86%	45.45%	56.67%
COMM	NA	77.78%	70.75%	93.42%	71.01%	70.77%
COPED	NA	65.52%	NA	75.00%	NA	62.96%
ENGL	61.01%	71.43%	49.02%	65.87%	49.12%	58.89%
ESL	76.35%	74.51%	74.73%	72.37%	81.27%	85.88%
ETHST	NA	NA	NA	NA	41.86%	62.50%
HIST	67.61%	65.12%	55.96%	55.56%	49.12%	28.57%
HUMAN	NA	67.65%	NA	NA	NA	67.74%
LIS	NA	NA	NA	NA	51.72%	52.94%
LRNRE	92.86%	NA	92.00%	NA	NA	NA
MATH	59.32%	NA	32.77%	37.38%	40.72%	40.08%
MUSIC	NA	NA	NA	75.76%	89.74%	61.76%
PHIL	NA	NA	NA	NA	45.07%	43.94%
PHYSC	NA	97.50%	73.81%	80.00%	82.98%	77.14%
POSCI	NA	48.00%	74.68%	64.38%	47.06%	70.89%
PSYCH	NA	NA	79.73%	NA	NA	NA
SOC	NA	NA	NA	NA	35.29%	35.00%
SPAN	44.74%	35.48%	50.83%	59.73%	52.11%	60.87%
Grand Total	64.85%	68.58%	57.58%	61.81%	59.33%	58.14%

The average course success rate in hybrid philosophy courses over the last three years, excluding summers, was 45%:

Campus	Berkeley
Catalog Nbr	(All)
Distance Ed	Hybrid

Success	Term	
Hybrid	2014 Fall	2015 Spring
PHIL	**45.07%**	**43.94%**
PHIL 1 - INTRO TO PHILOSOPHY	NA	33.33%
PHIL 31A - HUMAN VALUES/ETHICS	45.07%	56.67%
Grand Total	**45.07%**	**43.94%**

So, while we are working with quite a small sample size here, the success rate for philosophy hybrid classes is quite a bit lower than the success rate for BCC hybrid classes as a whole.

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

These are the average course success rates in face to face philosophy classes over the last three years, excluding summers:

PHIL	**66.52%**	**66.55%**	**72.28%**	**57.56%**	**60.94%**	**59.22%**

That works out to an average success rate in face to face classes of 64%. The success rates for fully online and for hybrid courses, over the same period of time, is substantially lower. For instance, the average success rate for fully online philosophy classes is 10% lower.

The lower success rate for distance education courses is, however, typical for the college as a whole. Here are the success rates for face to face classes across all of BCC over the last three years, excluding summers:

Grand Total	**67.11%**	**65.39%**	**65.81%**	**65.99%**	**65.74%**	**66.40%**

That works out to an average success rate in face to face classes of 66%. The college-wide average success rate in fully online classes is 8 points lower (the success rate in hybrid courses is only 4 points lower). So there does not seem to be anything special to the philosophy program that would explain why students are not as successful in online philosophy courses. It seems that the reasons why students do not perform as well in online philosophy courses as they do in face-to-face philosophy courses are the very same reasons why students in general do not do as well in online classes.

- Describe the program retention rates *(*After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the program retention rate compare to the college retention standard?

  College retention standard: the average course retention rate across all courses at BCC over the last three years is 79.39%:

CAMPUS	Berkeley

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	Average:
Retention%	84.45%	80.51%	76.19%	83.32%	77.03%	76.28%	80.94%	78.36%	77.42%	79.39%

  The average course retention rate within the philosophy program over that same time period is almost exactly the same at 79.42%:

CAMPUS	Berkeley
SUBJECT	PHIL

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	Average:
Retention%	89.23%	85.65%	74.35%	87.20%	78.88%	75.16%	84.38%	74.27%	65.69%	79.42%

  Retention rate for Summer 2012 to Spring 2013: 83.07%

  Retention rate for Summer 2013 to Spring 2014: 80.41%

  Retention rate for Summer 2014 to Spring 2015: 74.78%

  Discussion:

  - Which has the program done to improve course completion and retention rates? What is planned for the next three years?

    While, all else being equal, it is better to have higher completion and retention rates, the philosophy program does not see improving such rates as an end in itself. After all, such rates could be improved simply by making classes much easier. The first priority is to ensure that all classes in the philosophy program are sufficiently rigorous; we must first make sure that any student who does successfully complete a philosophy course comes out of the course having made substantial improvements in her understanding of philosophy and in her reading, writing, and critical thinking skills. Then we can focus on making sure that more students successfully complete such courses.

- Which has the program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

  The AA-T in philosophy was just introduced last year. So, so far, only one AA-T in philosophy has been awarded. To increase the number of AA-Ts that are granted, the philosophy program must become more visible. To make the program more visible, we plan to:

  - Advertise philosophy courses through flyers posted around campus
  - Create informational packets about individual philosophy courses that could be posted to the philosophy program website, and also given to counselors
  - Create a more robust website for the philosophy program that includes information about the benefits of studying philosophy
  - Revive the philosophy club

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7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount : 1

  Part-time faculty headcount: 4

  Total FTEF faculty for program: 2.20

  Full-time/part-time faculty ratio: .83

  Classified staff headcount: 0

- Describe your current utilization of facilities and equipment.

  The philosophy program uses classroom space, and it uses office space for faculty to do work and to meet with students. It uses no special equipment---that is, no equipment beyond computers, projectors, printers, copy machines, markers, erasers, and the like.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  There are no key instructional staffing needs at this time for the philosophy program---it was just last year that a full-time philosophy faculty person was hired. If the program does grow over the next couple of years, then another new hire may be called for.
  We do need, a dedicated assessment liaison who can assist with all levels of assessment for all parts of our program and department.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  As far as technology goes, the philosophy program needs:

  (i) Continued access to online databases such as JSTOR. Without access to journal archives, instructors would not be able to properly prepare for their courses, since they would not be able to learn more about their subject areas, and would not be able to share important articles with students.
  (ii) We need updates on all computers, scanners, and printers for faculty in our offices and classrooms. Faculty who teach online and faculty who teach conventional classes all rely on these basic technologies and often encounter delays or other problems using out-dated technology.
  (iii) We need updated projectors and lighting in our smart classrooms as well as high-speed and reliable Internet access. Faculty who teach online and faculty who teach conventional classes all rely on the Internet and multimedia access in their offices and in the classroom. We repeatedly encounter problems with clunky technology in our classrooms.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  As far as facilities go, the philosophy program needs:

  (i) More office space. This is needed for a number of reasons. First, in order for faculty to be productive while on campus, they need quiet, distraction free environments in which to work. That cannot happen when there are up to four faculty members in an office. Second, faculty need private space in which to meet with students.

  (ii) Access to a computer lab. Some modern logic textbooks, such as the textbook used by UC Berkeley's formal logic course, involve heavy use of computer programs. The philosophy program is considering whether to adopt that same textbook for its formal logic course PHIL 11. If that text were adopted, PHIL 11 would ideally be taught in a computer lab.

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8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

  The philosophy program has one full-time faculty member. That faculty member serves on:
  (i) The curriculum committee (Note: this faculty member has agreed to begin training to be Chair of this committee).

(ii) The "user group" for the new building at 2118 Milvia St.

(iii) The Student Disciplinary Hearing panel.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

  It is not known in what ways faculty have, "engaged in community activities, partnerships and/or collaborations," but no systematic effort is made to collect this information from faculty. Such information could be collected at an end-of-term meeting.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

  At the beginning of each semester, the Arts and Cultural Studies department has a meeting involving all faculty members, but there are no times when all philosophy instructors gather to discuss the program. It will be proposed that at the end of each semester all philosophy instructors meet to discuss the philosophy program and how it might improve.

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

  1. Continued access to online databases, such as JSTOR - As mentioned above, in order for faculty to deepen their knowledge of philosophy, and thereby design better curriculum, the philosophy instructors need continued access to online databases such as JSTOR, where journal articles in philosophy are archived. The greater the access to scholarship, the easier it is for instructors to follow through on this vital part of their job.
  2. Faculty request more time and compensation for collaborative teaching across disciplines, more training in classroom technology, online resources, innovative and effective instructional methods, and faculty mentoring.
  3. Sabbaticals for full-time faculty
  4. Funds for faculty mentoring for new faculty.
  5. Professional development funds for academic organization membership, journal subscriptions, and attendance at academic meetings for all faculty.

- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

We connect our DE instructors with all the DE resources here on campus and at the district—including our DE coordinator at BCC and the DE teaching resources available throughout the district. We always connect new instructors (for DE teaching or other) to more seasoned instructors.

That said, there is currently no formalized training regarding the teaching of online or hybrid classes. The online platform itself---i.e., Moodle---is relatively easy to use, so there is no need, or at least not any urgent need, for training of that sort. But figuring out how to teach a philosophy course online is another matter. "Best practices," should be shared among faculty members. In order for that to happen, however, time must be set aside for it. An end-of-term meeting among philosophy instructors could be used for that purpose.

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10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

- Then fill out the goal setting template included in Appendix B. which aligns your program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

Activities and Rationale: (i) Within the next three years, all course outlines will be updated. The reason (beyond the fact that such updating is required by policy), is that it is essential to the mission of the philosophy program that the content of each course be designed correctly: the readings must be central and important, the assignments must be designed so as to deepen student knowledge and develop the right skills, and so on. As the philosophy program itself is still relatively new, this is a particularly important area for the philosophy program to focus on. The actual course content is the real foundation of any program. (ii) There is also a plan within the next three years to develop a Bioethics course. The reason is that such a course would complement the Biotechnology program that already exists at BCC, and would help draw more students into the philosophy program.

- **Goal 2. Assessment:**

Activities and Rationale: (i) Within the next three years, the SLOs will be updated for at least three courses: PHIL 11, PHIL 31A, and PHIL 1. Since SLOs will be used to determine how well each course is meeting its objectives, it is important to make sure that the SLOs for each course are written clearly and really do reflect what it is that students should get out of that course. (ii) Within the next three years, better tools will be developed for measuring to what extent the SLOs for any given course are actually

being met. In the most recent round of assessment, the Minute Paper was used to assess a number of the philosophy courses, but this was not found to be a particularly effective tool. The plan is to develop more "direct methods" of assessment---e.g., keeping track of students results on exams or problem sets in PHIL 11, establishing a rubric by which to assess essays in PHIL 1, and so on.

- **Goal 3. Instruction:**

Activities and Rationale: (i) Develop a set of "best practices" for teaching online philosophy classes. As mentioned above, the student success rate for online philosophy courses is about 10 percentage points lower on average than it is for face-to-face courses. Moreover, even the students who successfully complete an online course---not all, but some---seem not to have as deep an understanding of the material as those who successfully complete the face-to-face version. If philosophy instructors met periodically, perhaps once at the end of every term, to share their strategies for teaching online, outcomes for online courses might improve.

- **Goal 4. Student Success:**

Activities and Rationale: (i) Maintain the average success rate across philosophy courses at its current level of 62%. As explained above, the primary focus of the philosophy program, at this relatively early stage in its development, is to ensure that all courses are sufficiently rigorous, and up-to-date content wise. If the current success rate can be maintained while those changes are made, that would constitute an achievement. (ii) Increase the success rate for PHIL 11 in particular to at least 50%. Formal logic, which is what PHIL 11 covers, is an extremely important part of contemporary philosophy---it is required for the philosophy major at the vast majority of universities in the United States. However, it is a new course at BCC, and so far students have struggled: the average success rate, over the three times PHIL 11 has been taught, is 40%. So an increase to 50% would be significant.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale: (i) Make the philosophy program at BCC more visible---develop flyers and informational packets about the various courses, to be posted around campus and to be shared with counselors; refurbish the philosophy program website; revive the philosophy club; sponsor philosophy related events; and so on. The rationale for carrying out these activities is that the philosophy program is still in relatively early stages at BCC, and a lot more could be done to increase its presence on campus and in the minds of students. That would presumably lead to more students enrolling in philosophy courses. (ii) Full-time faculty will continue to participate on campus wide committees, such as the curriculum committee and the User Group for 2118 Milvia, so as to do their part in shared governance.

Women's Studies
(Department or Arts and Cultural Studies)
2015-2016

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2. Narrative Description of the Discipline, Department or Program:

The discipline of Women's Studies (WS) is represented at BCC by three courses structured as primarily transfer classes and therefore also strengthen general educational skills such as critical thinking, student writing, and student study skills. Two of the courses are cross-listed with other disciplines (humanities and philosophy).

Women's Studies at BCC also has a certificate program, which includes other gender studies courses offered across the campus curriculum, and all the WS courses are part of the AA in Liberal Arts (with an emphasis in Arts and Humanities and with an emphasis in Social and Behavioral Science)

Women's Studies at BCC was originally housed in the Department of Social Science. However, over the last 10 years it has slowly developed into a small cluster of courses offered across two departments—Social Science (SS) and Arts and Cultural Studies (ACS).

There is interest across both ACS and SS to restructure the existing courses labeled WS courses into Gender Studies or another more current disciplinary heading and to restructure the entire program, perhaps in line with the Ethnic Studies/Diversity Studies AA-T which will be rolled out at the state level soon.

A funding request (through the BCC TLC) was submitted this fall by BCC faculty interested in revising the courses and program of study.

This Program Review is preliminary, based on the in-progress revision plans.

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics,
degrees and certificates the program or department currently offers, concerns or trends
affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

  Certificate in Women's Studies
  Courses all are part of IGETC, the A.A. in Liberal Arts with an emphasis in Arts and Humanities or Social Science, and one course is part of the AA-T in Philosophy

COURSES	WHEN WAS THE CLASS LAST REVIEWED OR UPDATED?	WHEN ARE YOU PLANNING TO UPDATE THE COURSE? Please indicate the semester.	NOTES
WS 001 Introduction to Women's Studies	3/19/09	Spring 2016	
WS 035-Feminist Philosophy	1/24/13	Spring 2016	
WS 052-Women and Cinema	5/2/13	Spring 2016	

4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years Please review the "At a Glance" reports and answer the following questions.

WS 1 – will be assessed Fall 2015
WS 35/PHIL 35 – will be assessed Spring 2016
WS 52/HUM 52 – assessed Fall 2014

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

For course SLOs

- Syllabi
- Student Leaning Outcomes webpage: http://www.berkeleycitycollege.edu/wp/slo/student-learning-outcomes/

For Program Learning Outcomes

- College Catalog (printed and on the website http://www.berkeleycitycollege.edu/bccdocs/BerkeleyCityCollege_2015_17Catalog.pdf)
- Program Assessment Matrices webpage: http://www.berkeleycitycollege.edu/wp/slo/program-assessment-matrices/

1. Degrees and Certificate Programs webpage: http://www.berkeleycitycollege.edu/wp/depts-progs/degree-certificate-programs/

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  Improvement 1.
  Restarted offering WS 1 after a hiatus of over five years.

  Improvement 2.
  Began the revision of the program. Submitted a request for funding (to the BCC TLC) for review of the program.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

  Plan 1. A proposal for an "Apple" inquiry group with faculty from across BCC has been organized this fall to begin a review of the courses and the program, with possible plans to convert them to a Gender Studies program.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

No DE courses.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

No multiple sections.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

  We have participated in the assessment of one ILO-- Critical Thinking.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

See Phil and Hum program reviews for this, other work is being planned to complete this for WS courses.

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  See PR for Philosophy and Humanities

- How has new technology been used by the discipline, department or program to improve student learning?

  See PR for Philosophy and Humanities

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

  NA.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

  NA

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

  - Overall enrollment trends in the past three years

Headcount	Term						
	2012 Summer	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Total	20	30	29	29	18	22	29

Productivity	Term						
	2012 SUMMER	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
Total	19.89	30.01	29.00	29.01	18.00	22.01	29.00

  -

An explanation of student demand (or lack thereof) for specific courses.

This data, again, does not reflect cross-listed courses nor other courses that are part of the WS program but that are not captured by the WS top code. Yet another reason why a proper revision of the program is necessary.

- Productivity for the discipline, department, or program compared to the college productivity rate.

CAMPUS	Berkeley

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.32	18.91	18.56	15.60	18.00	17.86	16.81	17.63	17.36

College productivity rate for Spring 2015 = 17.36

productivity for WOMEN'S STUDIES

Productivity	Term						
Course	2012 SUMMER	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
WS 35 - FEMINIST PHILOSOPHY	NA	NA	29.00	NA	18.00	NA	29.00
WS 52 - WOMEN AND CINEMA	19.89	30.01	NA	29.01	NA	22.01	NA

DISCUSSION of Productivity

There is no doubt that when students self-select for the WS courses—when they choose to enroll in them, they stay enrolled in them.

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

  - We currently only offer one WS a semester, including during the summer. This fall is the first time we have offered two courses and they are both productive

- Recommendations and priorities.

  - Continue to offer courses in a varied schedule (i.e., strategic course scheduling)
  - Revise the program and course offerings

6. Student Success and Student Equity:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

See below for answers

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College course completion standard : 70%

CAMPUS	Berkeley

Success%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	71.60%	66.49%	65.00%	72.06%	64.37%	65.10%	70.72%	64.66%	65.10%

Please insert the data chart here or complete the section below.

Department/discipline course completion rates:

BCC's WOMEN'S STUDIES success rates * NOTE – this is not a clear picture as it does not take into consideration those students who enrolled in the other ½ of each course, cross-listed with a Humanities or a Philosophy course.

Success%	Term						
	2012 Summer	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Total	72.22%	64.29%	55.17%	75.86%	72.22%	77.27%	68.97%

Discussion:

It is difficult to really ascertain the success rates given the majority of the WS courses (2 out of 3) are cross-listed and regularly offered under both subject headings. Also, this data is for only one course as we only offer one course a semester in WS (until Fall 2015) and thus there is not a lot of data to analyze.

SUCCESS RATES BY COURSE BREAKDOWN AT BCC WOMEN'S STUDIES

Success	Term							
Course	2012 Summer	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring	
WS 35 - FEMINIST PHILOSOPHY	NA	NA	55.17%	NA	72.22%	NA	68.97%	
WS 52 - WOMEN AND CINEMA	72.22%	64.29%	NA	75.86%	NA	77.27%	NA	
Grand Total	**72.22%**	**64.29%**	**55.17%**	**75.86%**	**72.22%**	**77.27%**	**68.97%**	
HUMAN 52 - WOMEN AND CINEMA	77.78%	81.82%	NA	NA	89.47%	NA	NA	81.25%
PHIL 35 - FEMINIST PHILOSOPHY	NA	NA	58.33%	NA	NA	62.96%	NA	NA

Discussion of course-section success rates.

Again, the "Grand totals" do not tell the full story as it does not consider the cross-listed parts of the course. If we look there we see that the "grand total" success rates would be much higher. One might assume that given the fact that WS is not a developed program but that HUMAN and PHIL are, students are more drawn to enroll in courses listed under familiar subject names.

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

NA

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

Please see answers above to # 5 and # 6.

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

We have anecdotal evidence that students are interested in a Gender Studies degree or certificate but we need to revise the program to be better in line with current directions in the field.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount **0 (although two Full-time faculty have their FSA in WS but were not hired as WS instructors)**

  Part-time faculty headcount **1**

  Total FTEF faculty for the discipline, department, or program ____3.10_____

  Full-time/part-time faculty ratio _____0_____

  Classified staff headcount ____NA_____

- Describe your current utilization of facilities and equipment.

We use smart classrooms, our department offices (including computers), and the BCC library (including its multimedia resources).

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  1. We need funding to help faculty across the college assess the gender studies needs for course and program revision
  2. We need a dedicated assessment liaison who can assist with all levels of assessment for all parts of our program and department. See above to note the challenges we have faced in properly completing basic assessment.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  1. We need continued access to JSTOR and other key research databases with the help of the library. This is key for our faculty to remain current in their fields, offer teaching content that is relevant and current to students in an online capacity, and offer students access to current research.
  2. We need updates on all computers, scanners, and printers for faculty and in our offices and classrooms. Faculty who teach online and faculty who teach conventional classes all rely on these basic technologies and often encounter delays or other problems using out-dated technology.
  3. We need updated projectors and lighting in our smart classrooms as well as high-speed and reliable Internet access. Faculty who teach online and faculty who teach conventional

classes all rely on the Internet and multimedia access in their offices and in the classroom. We repeatedly encounter problems with clunky technology in our classrooms.

4. We need updated and wider film screening facilities (devoted library room with staffing) and technology (computers with DVD players, headphones) for our film studies courses.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

NA

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8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

No full-time faculty in WS

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Our WS faculty regularly represent BCC at national academic organizations where they present their research.
Two years ago we had the Chair of LGBQT Studies at San Francisco City College teach for our WS program.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct Faculty are key to the WS program. They are always invited to and participate in department meetings, assessment discussions, course development discussions and collaborative possibilities across our discipline.

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

    1. Faculty request more time and compensation for collaborative teaching across disciplines, more training in classroom technology, online resources, innovative and effective instructional methods, and faculty mentoring.
    2. Funds for faculty mentoring for new faculty.
    3. Professional development funds for academic organization membership for all faculty.
    4. Professional development funds for attendance at academic meetings for all faculty.

- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

  NA

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10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

  Revise the courses and program in WS

  Rationale: The courses and certificate have not been revised in many years. In that time the discipline itself has shifted in great ways. BCC faculty who teach or who have disciplinary training in Women and/or Gender Studies are committed to revising the program.

- **Goal 2. Assessment:**

Need to create a better assessment plan for all courses, in order to streamline the process and make it more useful for all purposes.

- **Goal 3. Instruction:**

  Need to assess instruction goals with revision of program

- **Goal 4. Student Success and Student Equity:**

  Need to assess these goals with revision of program

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

  Need to assess these goals with revision of program

Appendices

Appendix A

Comprehensive Instructional Program Review
Prioritized Resource Requests Summary for Additional (New) Resources

College: ___Berkeley City College_____

Discipline, Department or Program: __ACS_____

Contact Person: _____Jennie Braman_& Laura Ruberto

Date: 11-1-2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	Full-time faculty in Communication	5	$90,000	pp. 43-60
	Full-time faculty in Studio Art to teach regular classes and oversee Mural program and CTE branch	5	$90,000	pp. 4-42
Human Resources: Classified	Part-time Assessment liaison for ACS	5	Equivalent of 1 equated hour per semester	pp. 39, 58, 80, 95, 118, 130
Human Resources: Student Workers	1 student worker as an art studio lab assistant	5	$3000	pp. 38-39
Technology	High resolution projector and SmartBoard technology for classrooms: 55, 411, 413, 421-422-423-424 (for Art History and Hum classes)	5	$min. 2K per room	pp. 39, 81, 130
	Purchase subscriptions to		unknown	pp. 119-120, 130

	streaming audio or video sites; create a server with dedicated images, audio, and video streaming Improved Auditorium Stage Lighting and Plan for Streaming Live Events (Internet)	5 5		pp. 95
Equipment	Grand Piano and Upright Piano	5	40K	pp. 85, 96
Supplies				
Facilities	Dedicated gallery space Film/Video Library (w/equipment and staffing) Communication Lab (w/equipment & staffing) Dedicated multi-purpose space for music instruction Computer lab for philosophy course use Increased faculty office space	5 5 5 5 5 5	Unknown but we propose that some of these needs/spaces can be multi-use and thus cut their individual costs	pp. 38-42 pp. 81-83 pp. 57-58 pp.95-97 pp. 119-120 pp. 40, 58, 81, 90, 94
Professional Development	Administrative support for Interdisciplinary Teaching Sabbaticals and general prof. development funds Curriculum development funds (for new courses and theme-based courses) Theme-Based Learning Opportunities (Guest Speakers, Supplementary Travel Budget to Local Field Sites)	5 5 5 5	$1000 $90K $2000 $5000	pp. 4, 25, 68, pp. 41, 60, 97, 120, 136 throughout pp. 4, 25, 68,

Other (specify)	On-going needs including but not limited to: mural program budget (10K), yearly supply budget for Studio Art (4K), art model budget (7K), general instructional and office supply needs for all disciplines (5K); refresh computers for full-time faculty (?$); refresh computers and printers for all faculty offices (?$); subscriptions to databases (Artstor/Jstor and music databases) and other library resources (12K); student access to student services, including nights and weekends (library, counseling, computer labs, etc.)	5	Circa $100K	Through-out

Appendix B - ART

PCCD Program Review
Alignment of Goals Template

College: _____Berkeley City College_____

Discipline, Department or Program: ACS

Contact Person: ___Jennifer Braman and Laura Ruberto _____

Date: ___November 1, 2015_____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
• **Diversify current offerings to encourage greater participation and reflection among students in the program.** Activities and Rationale: Add select courses in non-western Art History (that reflect underrepresented communities on campus and that will strengthen the offerings for the AA-T in Art History); add a course for STEM students; update course outlines. • **Student Success and Student Equity: Increase transfer rates and create an effective system to track student success.** Activities and Rationale: 1. Track students coming in and	**BCC Goal 1. Increase Equitable Access** **BCC Goal 2. Improve Equitable Success**	Strategic Goals **A: Advance Student Access, Equity, and Success** 2015-2016 Institutional Objectives **A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES. **A.2 Student Success:** Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Fully **i**mplement an Early Alert

following designated pathways in Art History and Studio Arts and 2. Track success in art students transferring to other art and private institutions but not reflected in institutional data, 3. Participate in faculty advising and 4. Facilitate events for Art students that build community, showcase their work to their friends and families, and prepare them for professional careers.		process for all students. **A.4 Student Equity:** Address the achievement gap through fully implementing the student success and equity plans at each campus. **A.5 Student Success:** Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.
2. **Create stronger links between Public Art and CTE for increased funding and re-branding aspects of Art program; develop and strengthen relationships with local art institutions.** Activities and Rationale: Complete process for approval by state of CTE funding of Arts Entrepreneurship and Community Arts; conduct outreach for local institutions such as Berkley Art Museum, Center St Arts Passage, and Oakland Museum of California.	**BCC Goal 3. Increase the number of new partners and enhance and leverage resources with existing partners.**	Strategic Goals: **B: Engage and Leverage Partners** 2015-2016 Institutional Objectives: **B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015. **B.2. Partnerships:** Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
3. **Participate in Faculty Advising Interdisciplinary Learning, and Thematic Learning.**	**BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP,**	Strategic Goals: **C: Build Programs of Distinction** 2015-2016 Institutional Objectives:

	Equity, BSI and other college-wide plans.	**C.1 Student Success:** Develop a District-wide first year experience/student success program (such as Peralta Scholars). **C.2 Student Success:** Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.
4. **Increase fulltime faculty to support diverse range of events and coursework in Art**. Activities and Rationale: Hire new full-time faculty in Art to contribute to the Art History and Studio Art offerings, oversee studios, contribute to the dynamic quality, diversity, and growing needs of the program. District data suggests that BCC is operating the Art program at close to the same levels of sections and productivity as Laney but with significantly less FTEF.	**BCC Goal 5. Resolve the 2 ACCJC Recommendations and BCC's self-identified Actionable Improvement Plans**	Strategic Goals: **D: Strengthen Accountability, Innovation and Collaboration** 2015-2016 Institutional Objectives: **D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District. **D.3. Institutional Effectiveness:** Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM). **D.4. Global Planning:** Develop a Total Cost of

		Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities.
5. **Develop assessment tools for Art History and Studio Art and process by which faculty complete action plans.** **Achieve fiscal sustainability for Art programs and specialized reflections of the visual arts on campus**	**BCC Goal 6. Increase BCC additional and alternative funding sources through materializing BAM, funding raising, non-RES tuition, grants, etc.**	Strategic Goals: **E: Develop and Manage Resources to Advance Our Mission** 2015-2016 Institutional Objectives: **E.1 FTES/FTEF Target**: Achieve the District target FTES/FTEF within budget. **E.2 Budget to Improve Student Success:** Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc. **E.3 Fiscal Oversight:** Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings. **E.4 Support Quality Instruction:** Increase investments in materials,

		equipment, and teaching and learning resources to enhance student learning outcomes.
6.		Strategic Goals:
7.		Strategic Goals:
8.		Strategic Goals:

Appendix B - COMMUNICATION

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. **Curriculum: To update all course curriculum to be in keeping with trends in the discipline.**	1. Preserve and nourish resources to ensure access, equity and success for all students.	**A.4 Student Equity:** Address the achievement gap through fully implementing the student success and equity plans at each campus.
2. **Assessment: Develop and implement action plans for all courses**	1. Preserve and nourish resources to ensure access, equity and success for all students.	**C.2 Student Success:** Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.
3. **Instruction: Develop more formal assessment of distance education instruction.**	5. Collaborate to maintain high-quality educational programs and ensure fiscal stability	**A.4 Student Equity:** Address the achievement gap through fully implementing the student success and equity plans at each campus.
4. **Student Success: Develop and implement courses and services for students with high communication anxiety.**	1. Preserve and nourish resources to ensure access, equity and success for all students.	**E.4 Support Quality Instruction:** Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.
5. **Professional Development, Community, Institutional and Professional Engagement and Partnerships: Continue with our participation in professional and community engagement activities.**	4. Ensure BCC programs and services reach sustainable, continuous quality improvement level	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners.

Appendix B - Humanities

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. **Develop new strands of courses (in three main areas of Humanities); create new courses within these disciplinary strands; update course outlines**	**BCC Goal 1. Increase Equitable Access** **BCC Goal 2. Improve Equitable Success**	Strategic Goals **A: Advance Student Access, Equity, and Success** 2015-2016 Institutional Objectives **A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES. **A.2 Student Success:** Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Fully **i**mplement an Early Alert process for all students. **A.4 Student Equity:** Address the achievement gap through fully implementing the student success and equity plans at each campus. **A.5 Student Success:** Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities

		and student employment.
Apply for an NEH "Enduring Questions" or "Humanities Initiative" grants. Increase partnerships with the Pacific Film Archive and with the allied programs across in Folklore, Rhetoric, Popular Culture, Comparative Literature, Religious Studies, Film Studies, and Humanities.	**BCC Goal 3. Increase the number of new partners and enhance and leverage resources with existing partners.**	Strategic Goals: **B: Engage and Leverage Partners** 2015-2016 Institutional Objectives: **B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015. **B.2. Partnerships:** Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
3. **Maintain and increase the success rates and equity across all courses. Create an online expanded course description for all courses so that students are made aware of options before the semester starts; work with other programs to collaborate on thematic curriculum**	**BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.**	Strategic Goals: **C: Build Programs of Distinction** 2015-2016 Institutional Objectives: **C.1 Student Success:** Develop a District-wide first year experience/student success program (such as Peralta Scholars). **C.2 Student Success:** Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.
4. Increase student-centered learning models and extra-		Strategic Goals: **D: Strengthen**

classroom field exposure across multiple courses.	**BCC Goal 5. Resolve the 2 ACCJC Recommendations and BCC's self-identified Actionable Improvement Plans**	**Accountability, Innovation and Collaboration** 2015-2016 Institutional Objectives: **D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District. **D.3. Institutional Effectiveness:** Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM). **D.4. Global Planning:** Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities.
5. Work with assessment		

liaison to complete action plans and streamline assessment for future assessment cycles.	**BCC Goal 6. Increase BCC additional and alternative funding sources through materializing BAM, funding raising, non-RES tuition, grants, etc.**	Strategic Goals: **E: Develop and Manage Resources to Advance Our Mission** 2015-2016 Institutional Objectives: **E.1 FTES/FTEF Target**: Achieve the District target FTES/FTEF within budget. **E.2 Budget to Improve Student Success:** Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc. **E.3 Fiscal Oversight:** Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings. **E.4 Support Quality Instruction:** Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.
6.		Strategic Goals:
7.		Strategic Goals:
8.		Strategic Goals:

Appendix B - MUSIC

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Develop curriculum through the addition of more courses	• Provide our diverse community with educational opportunities.	• Lifelong learning, life skills, civic engagement, and cultural enrichment; • Early college programs for community high school students;
2. Musical Assessment of Students Before and After Course Completion	• Promote student success	• Foundational basic skills and continuing education
3. Implementation of smart technology in music courses	• Provide our diverse community with educational opportunities	• Preparation for an environmentally sustainable future
4. Student Success and Student Equity	• Promote student success	• Lifelong learning, life skills, civic engagement, and cultural enrichment;
5. Dedicated space for music instruction	• Provide our diverse community with educational opportunities, and transform lives	• Lifelong learning, life skills, civic engagement, and cultural enrichment; • Early college programs for community high school students;
6. Develop an A.A. with an Emphasis in Music	• Provide our diverse community with educational opportunities, and transform lives	• Articulation agreements with a broad array of highly respected Universities; • Achievement of Associate Degrees of Arts and Science, and certificates of achievement;

Appendix B - PHILOSOPHY

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Update all course outlines; develop Bioethics course	Exemplary Programs	Build Programs of Distinction
2. Update SLOs for PHIL 1, PHIL 31A, and PHIL 11	Exemplary Programs	Build Programs of Distinction
3. Develop "direct" methods of assessment for philosophy courses	Exemplary Programs	Build Programs of Distinction
4. Develop a set of "best practices" for teaching online philosophy courses	Exemplary Programs	Build Programs of Distinction
5. Maintain average success rate for all philosophy courses at current level of 62%	Access, Equity, and Success	Advance Student Access, Equity, and Success
6. Increase success rate for PHIL 11 to at least 50%.	Access, Equity, and Success	Advance Student Access, Equity, and Success
7. Publicize the philosophy program	Access, Equity, and Success	Advance Student Access, Equity, and Success
8. Faculty continue work on campus-wide committees	Institutional Effectiveness	Strengthen Accountability, Innovation, and Collaboration

Appendix B – Women's Studies

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Revise the courses and program in WS	**BCC Goal 1. Increase Equitable Access** **BCC Goal 2. Improve Equitable Success**	Strategic Goals **A: Advance Student Access, Equity, and Success** 2015-2016 Institutional Objectives **A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES. **A.2 Student Success:** Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Fully **i**mplement an Early Alert process for all students. **A.4 Student Equity:** Address the achievement gap through fully implementing the student success and equity plans at each campus. **A.5 Student Success:** Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities

		and student employment.
2. Need to assess these goals with revision of program	**BCC Goal 3. Increase the number of new partners and enhance and leverage resources with existing partners.**	Strategic Goals: **B: Engage and Leverage Partners** 2015-2016 Institutional Objectives: **B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015. **B.2. Partnerships:** Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
3. Need to assess these goals with revision of program	**BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.**	Strategic Goals: **C: Build Programs of Distinction** 2015-2016 Institutional Objectives: **C.1 Student Success:** Develop a District-wide first year experience/student success program (such as Peralta Scholars). **C.2 Student Success:** Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.
4. Need to assess these goals with revision of program		Strategic Goals: **D: Strengthen**

	BCC Goal 5. Resolve the 2 ACCJC Recommendations and BCC's self-identified Actionable Improvement Plans	**Accountability, Innovation and Collaboration** 2015-2016 Institutional Objectives: **D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District. **D.3. Institutional Effectiveness:** Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM). **D.4. Global Planning:** Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities.
5. Need to create a		

better assessment plan for all courses, in order to streamline the process and make it more useful for all purposes.	**BCC Goal 6. Increase BCC additional and alternative funding sources through materializing BAM, funding raising, non-RES tuition, grants, etc.**	Strategic Goals: **E: Develop and Manage Resources to Advance Our Mission** 2015-2016 Institutional Objectives: **E.1 FTES/FTEF Target**: Achieve the District target FTES/FTEF within budget. **E.2 Budget to Improve Student Success:** Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc. **E.3 Fiscal Oversight:** Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings. **E.4 Support Quality Instruction:** Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.

Appendix C

Program Review Validation Form and Signature Page

College: BCC

Discipline, Department or Program: ACS

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☐ 1. The narrative information is complete and all elements of the program review are addressed. ☐ 2. The analysis of data is thorough. ☐ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data. ☐ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern. ☐ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
☐ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
☐ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
☐ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

Print Name	Signature	Date

Discipline, Department or Program Chair

Print Name	Signature	Date

Received by Vice President of Instruction

Print Name	Signature	Date

PERALTA COMMUNITY
COLLEGE DISTRICT