**Peralta Community College District**

## Annual Program Update Template 2014-2015

## DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

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| I. Overview | | | |
| BI Download: | 10/24/2014 | Dept. Chair: | Jennifer Braman and Laura Ruberto |
| Subject/Discipline: | ART | Dean: | Antonio Barreiro |
| Campus: | Berkeley City College | | |
| Mission Statement | Department of Arts and Cultural Studiesmission   * To promote students’ interdisciplinary perspective on culture, critical theory, and the visual and performing arts through a number of degrees, certificates, learning communities and transfer courses through the distinct disciplines and programs (within the liberal and applied arts) including Art History, Communication, Humanities (Film Studies, Religious Studies, Liberal Arts), Music, Philosophy, and Studio Art (Mural Art, Figure Drawing, Painting, etc.). Together these programs all support BCC’s overall goals, missions, and ILOs.   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. | | |
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| II. Enrollment | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 323 | 842 | 974 | 404 | **!Undefined Bookmark, A\_CENSUS\_** |
| Census Enrollment F12 | 247 | 801 | 953 | 387 | **!Undefined Bookmark, A\_CENSUS\_** |
| Census Enrollment F13 | 306 | 732 | 855 | 311 | **!Undefined Bookmark, A\_CENSUS\_** |
| Sections F11 | 6 | 21 | 22 | 10 | **!Undefined Bookmark, A\_SECTION** |
| Sections F12 | 5 | 21 | 25 | 10 | **!Undefined Bookmark, A\_SECTION** |
| Sections F13 | 7 | 20 | 23 | 9 | **!Undefined Bookmark, A\_SECTION** |
| Total FTES F11 | 36.70 | 107.95 | 130.80 | 58.00 | **!Undefined Bookmark, A\_FTES\_F1** |
| Total FTES F12 | 26.30 | 104.45 | 129.15 | 52.10 | **!Undefined Bookmark, A\_FTES\_F1** |
| Total FTES F13 | 33.17 | 109.64 | 125.25 | 45.59 | **!Undefined Bookmark, A\_FTES\_F1** |
| Total FTEF F11 | 1.25 | 4.77 | 5.79 | 2.96 | **!Undefined Bookmark, A\_FTEF\_F1** |
| Total FTEF F12 | 1.08 | 4.83 | 6.63 | 2.81 | **!Undefined Bookmark, A\_FTEF\_F1** |
| Total FTEF F13 | 1.46 | 6.41 | 7.07 | 2.73 | **!Undefined Bookmark, A\_FTEF\_F1** |
| FTES/FTEF F11 | 29.28 | 22.61 | 22.60 | 19.59 | **!Undefined Bookmark, A\_FTESFTE** |
| FTES/FTEF F12 | 24.28 | 21.64 | 19.48 | 18.52 | **!Undefined Bookmark, A\_FTESFTE** |
| FTES/FTEF F13 | 22.74 | 17.10 | 17.73 | 16.68 | **!Undefined Bookmark, A\_FTESFTE** |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 319 | 804 | 936 | 390 | **!Undefined Bookmark, A\_TOTAL\_G** |
| Total Graded F12 | 234 | 770 | 920 | 380 | **!Undefined Bookmark, A\_TOTAL\_G** |
| Total Graded F13 | 310 | 710 | 854 | 312 | **!Undefined Bookmark, A\_TOTAL\_G** |
| Success F11 | 218 | 509 | 736 | 287 | **!Undefined Bookmark, A\_SUCCESS** |
| Success F12 | 178 | 557 | 686 | 301 | **!Undefined Bookmark, A\_SUCCESS** |
| Success F13 | 176 | 496 | 629 | 217 | **!Undefined Bookmark, A\_SUCCESS** |
| % Success F11 | 0.68 | 0.63 | 0.79 | 0.74 | **!Undefined Bookmark, A\_SUCCESS** |
| % Success F12 | 0.76 | 0.72 | 0.75 | 0.79 | **!Undefined Bookmark, A\_SUCCESS** |
| % Success F13 | 0.57 | 0.70 | 0.74 | 0.70 | **!Undefined Bookmark, A\_SUCCESS** |
| Withdraw F11 | 39 | 187 | 119 | 59 | **!Undefined Bookmark, A\_WITHDRA** |
| Withdraw F12 | 29 | 106 | 101 | 40 | **!Undefined Bookmark, A\_WITHDRA** |
| Withdraw F13 | 78 | 140 | 144 | 65 | **!Undefined Bookmark, A\_WITHDRA** |
| % Withdraw F11 | 0.12 | 0.23 | 0.13 | 0.15 | **!Undefined Bookmark, A\_WITHDRA** |
| % Withdraw F12 | 0.12 | 0.14 | 0.75 | 0.11 | **!Undefined Bookmark, A\_WITHDRA** |
| % Withdraw F13 | 0.25 | 0.20 | 0.17 | 0.21 | **!Undefined Bookmark, A\_WITHDRA** |

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| IV. Faculty | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.00 | 1.67 | 2.55 | 1.55 | **!Undefined Bookmark, A\_FCONT\_F** |
| Contract FTEF F12 | 0.00 | 1.72 | 2.95 | 1.00 | **!Undefined Bookmark, A\_FCONT\_F** |
| Contract FTEF F13 | 1.00 | 1.67 | 2.84 | 0.92 | **!Undefined Bookmark, A\_FCONT\_F** |
| TEMP FTEF F11 | 1.25 | 3.11 | 3.02 | 1.39 | **!Undefined Bookmark, A\_FTEMP\_F** |
| TEMP FTEF F12 | 1.08 | 3.11 | 3.51 | 1.79 | **!Undefined Bookmark, A\_FTEMP\_F** |
| TEMP FTEF F13 | 0.40 | 4.75 | 3.84 | 1.82 | **!Undefined Bookmark, A\_FTEMP\_F** |
| Extra Service FTEF F11 | 0.00 | 0.00 | 0.22 | 0.03 | **!Undefined Bookmark, A\_FEXSV\_F** |
| Extra Service FTEF F12 | 0.00 | 0.00 | 0.17 | 0.03 | **!Undefined Bookmark, A\_FEXSV\_F** |
| Extra Service FTEF F13 | 0.06 | 0.00 | 0.39 | 0.00 | **!Undefined Bookmark, A\_FEXSV\_F** |
| Total FTEF F11 | 1.25 | 4.78 | 5.79 | 2.96 | **!Undefined Bookmark, A\_FTOTL\_F** |
| Total FTEF F12 | 1.08 | 4.83 | 6.63 | 2.82 | **!Undefined Bookmark, A\_FTOTL\_F** |
| Total FTEF F13 | 1.46 | 6.42 | 7.07 | 2.74 | **!Undefined Bookmark, A\_FTOTL\_F** |
| % Contract/Total F11 | 0.00 | 0.35 | 0.44 | 0.52 | **!Undefined Bookmark, A\_FCONT\_F** |
| % Contract/Total F12 | 0.00 | 0.36 | 0.44 | 0.36 | **!Undefined Bookmark, A\_FCONT\_F** |
| % Contract/Total F13 | 0.69 | 0.26 | 0.40 | 0.34 | **!Undefined Bookmark, A\_FCONT\_F** |

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| V. Qualitative Assessments | |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. | The Bay Area is known for its concentration of artists and creative people, and industries that require strong visual and creative thinkers. The Art Program at BCC (as part of the Department of Arts and Cultural Studies) provides a unique center for transfer students, professional artists to have community and learn new skills, as well as for non-artists to experiment and develop their creativity. Local exhibitions of student work as well as community involvement in art projects such as the mural class provide unique opportunities for students and contribute to the Bay Area art scene at large.  This is the second year the Art program was awarded a Perkins grant to investigate the CTE potential of the Art program. This collaboration will impact the vision and development of courses and programs in the future. We are currently working to establish a framework for achieving CTE certification and top codes for all appropriate art/public art classes, with a goal of satisfying the course outline of record and program justification criteria by Spring of 2015. Our goal is to achieve and implement successful CTE certification and top codes by Spring 2016.  As a result of our CTE research, we are investigating greater possibilities for the Art Program as a whole, including interdisciplinary offerings for stackable certificates in and for   * public art certificate * business/entrepreneurship, * education, * art therapy, * youth development/ leadership/ community organizing, * print/digital design, * museum studies, * sculpture and performance, * urban/environmental/architecture design, * and arts administration with electives that can be taken from either Multimedia or Art or Communications. (See Goal C3, D3) |
| Transfer and Basic Skills: Describe how your course fferings address transfer, basic skills, and program completion. | Reflecting current trends at the state and local college level, the Art program is focused on the creation of educational pathways for students. The program’s efforts align with the goals of the college to create programs of distinction with: “high transfer rates, increased transfer to under-represented, under-served, and non-traditional populations”, and support and engage with the Applied Arts in the STEAM initiative (See BCC Goals C3.1, 3.2, 3.3). The completed AA-T’s in Art History and Studio Arts reflect this push towards transfer and clarified student pathways.  As a result of our CTE research, we are investigating greater possibilities for the Art Program as a whole, including interdisciplinary offerings for stackable certificates in and for public art certificate  business/entrepreneurship, education, art therapy, youth development/leadership/community organizing, print/digital design, museum studies, sculpture and performance, urban/environmental/architecture design, arts administration with electives that can be taken from either Multimedia or Art or Communications. All of these align with the College and District goals of providing career preparation and building programs of distinction. |

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| VI. Course SLOs and Assessment | |
|  | Fall 2014 |
| Number of active courses in your discipline | 33 |
| Number with SLOs | 33 |
| % SLOs/Active Courses | 100% |
| Number of courses with SLOs that have been assessed | 19 |
| % Assessed/SLOs | 58% |
| Describe types of assessment methods you are using    There are three types used in ART:  One class was part of the Critical Thinking ILO, over half are being assessed using the Minute Paper Assessement, and a few courses will be assessed using individualized rubrics applied to a portfolio. | |
| Describe results of your SLO assessment progress  Results will be discussed in Spring 2015. | |
| Describe how assessment results and reflection on those results have led to improvements.  Results will be discussed in Spring 2015. | |

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| VII. Program Learning Outcomes and Assessment | |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline | 5 |
| Number with Program Learning Outcomes | 5 |
| Number assessed | 1 currently being assessed; 4 to be assessed Spring 2017 |
| % Assessed | 20% |
| Describe assessment methods you are using  Portfolio assessment using student work from capstone course Art 18 | |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.  Results will be tallied January 2015. | |

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| VIII. Strategic Planning Goals | |
| Check all that apply.  Advance Student Access, Success & Equity  Engage our Communities & Partners  Build Programs of Distinction  Create a Culture of Innovation & Collaboration  Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.    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 reater 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. (See above under Qualitative Assessment)    In addition to several degrees and certificates require MMART courses reflecting current academic and career trends; art history classes are included in learning communities at BCC such as Global Studies, FYE, and Elementary Teaching Education. |

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| IX. College Strategic Plan Relevance |
| Check all that apply    New program under development  Program that is integral to your college’s overall strategy  Program that is essential for transfer  Program that serves a community niche  Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.  Other |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.  Include overall plans/goals and specific action steps. |

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| Action Item | Steps/Timeline | Person(s) Responsible | Supporting Data Source (check all that apply) | |
| 1. 1. 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. | Request fulltime hire in Art  Spring 2015 | Jennifer Braman, Laura Ruberto, and Administration | P.O. Assessment Action Plans  BI Data  X BCC Institutional Goals  X PCCD Institutional Goals  X Other |
| 1. 2. Strengthen newly created AA-Ts in Art History and Studio Arts and certificates with additional new courses such as courses that reflect greater non-western Art History offerings and Studio Art electives that reflect greater diversity of medium, or required resources. | Create additional courses and begin approval process Spring 2015 | Jennifer Braman | P.O. Assessment Action Plans  BI Data  X BCC Institutional Goals  X PCCD Institutional Goals  Other |
| 3. Complete process of Mural program as a CTE program. | Complete steps at local and state level Spring 2015 | Juana Alicia Araiza | P.O. Assessment Action Plans  BI Data  X BCC Institutional Goals  X PCCD Institutional Goals  X Other (CTE Top Codes and Implementation | |
| 4. Create stronger links between Public Arts and CTE for increased funding and re-branding aspects of Art program; develop CTE possibilities for wider arts curriculum | Spring 2015 | Juana Alicia Araiza | P.O. Assessment Action Plans  BI Data  X BCC Institutional Goals  X PCCD Institutional Goals  X Other | |
| 5. Increase student retention, success, and enrollment by raising visibility of student artwork in 4th Floor Gallery, biannual Art Showcases, True Colors murals. Schedule Art History courses in designated Art History room on the fourth floor. | Spring 2015; ongoing  Install hanging devices, and coordinate faculty-led student shows | Art Faculty, Office of Instruction, Engineering | P P.O. Assessment Action Plans  BI Data  X BCC Institutional Goals  X PCCD Institutional Goals  Other | |
| 6. Work with Assessment Specialist to develop appropriate assessment methods for the department;  complete assessment of individual courses and program level assessment. | Spring 2015 | Assign designated SLO member of the faculty to assess portfolios for Department | P P.O. Assessment Action Plans  BI Data  X BCC Institutional Goals  X PCCD Institutional Goals  Other | |
| 7. Create an effective system to track students: 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 institutions but not reflected in institutional data; participate in faculty advising | Spring 2015; Fall 2015 | Jennifer Braman and other art faculty | P.O. Assessment Action Plans  BI Data  BCC Institutional Goals  PCCD Institutional Goals  X Other (CTE Top Codes and Implementation | |
| 8.Assess viability of building and implementing the Certificate in Arts Management or other CTE-based stackable certificates (See above Qualitative Assessment) | Spring 2015 | Juana Alicia Ariaiza | Plans  BI Data  X BCC Institutional Goals  X PCCD Institutional Goals  X Other (CTE Research,Top Codes and Implementation | |
| 9. Institute Artist Speakers Series to increase visibility of BCC, Art and MMART departments and to create greater community partnerships | Develop speaker series, invite speakers, procure funds and support from Office of Instruction and College President | Jennifer Braman, Juana Alicia, MMART faculty | P P.O. Assessment Action Plans  BI Data  X BCC Institutional Goals  X PCCD Institutional Goals  X Other (CTE Research, Top Codes and Implementation | |
| 10. Support faculty professional development both within BCC (by service outside the classroom/department) and outside BCC | Ongoing;  technical training in media arts, photoshop, animation and digital printmaking for Art faculty to be current in the field and build a stronger bridge between ART and MMART. | Chair, librarian, dean, VP | P P.O. Assessment Action Plans  X BI Data  X BCC Institutional Goals  X PCCD Institutional Goals  Other | |
| 11.Support the need for evening and weekend student services and other support (counseling, library, computer, tutoring) as well as basic skills classes offered evenings and weekends | Ongoing | Prof. development committee, Office of Instruction, Chair | P P.O. Assessment Action Plans  BI Data  X BCC Institutional Goals  X PCCD Institutional Goals  Other | |
| 12. Proper technology in classrooms and offices for all faculty. Office space and basic teaching supplies for all faculty | Ongoing; includes larger monitors for Art faculty | Office of Instruction, Office of Student Services | P P.O. Assessment Action Plans  BI Data  X BCC Institutional Goals  X PCCD Institutional Goals  Other | |
| 13. Identify other potential community partnerships for innovation in the arts, such as Berkeley Art Museum, or launching an Artist in Residence program. | Ongoing | Jennifer Braman, Juana Alicia Araiza, other Art Faculty | P P.O. Assessment Action Plans  BI Data  X BCC Institutional Goals  X PCCD Institutional Goals  X Other (CTE Top Codes and Implementation | |
| 14. Support students with Faculty Advising. | Launch as a campus Spring 2015; ongoing | Jennifer Braman, Juana Alicia Araiza and other Art Faculty | P.O. Assessment Action Plans  BI Data  X BCC Institutional Goals  X PCCD Institutional Goals  Other | |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.   1. **Fulltime faculty** in Art to teach Art History, drawing, painting, 3-D and oversee studios work on out-reach and continued development of new, more culturally current programs in art, as well as CTE development. The current requirements in additional events, exhibitions, committee work, and program development far outweigh the current load of the two fulltime faculty. In Cultural Studies, which is the equivalent in size to the ART program, there are currently 5 fulltime faculty to the Art program’s two. One of the two fulltime faculty is scheduled to retire within two years. 2. **Lab Assistant** ($5000 annual budget) to serve in the studios (continued from previous years) 3. **Models** ($7000 annual budget) that are critical for Figure Drawing, Anatomy, and Painting the Figure in Context, courses that are the cornerstone of the Figure Studies Certificate, and, in the case of Painting the Figure in Context is a signature course in the District. Please note that our request of $8000 in Spring 2014 was not awarded, despite the fact that an additional figure drawing class was added successfully to the summer schedule. ***The $5000 that was awarded is not adequate.*** The requested amount here of $7000 reflects a reduced budget, with the expectation that the budget will eventually be restored to the $8000, with a goal of reaching that amount by Fall of 2015.      1. **Assistants** (2 at $1000 per assistant; total $2000) for managing and assisting instructor for Art 133 B, Mural Design and Creation II to insure quality instruction and painted mural, safety for the students, and clear communication and facilitation between community partners such as Youth Works.   Department/ College-wide   1. Release time for faculty to be faculty advisors   2. Release time for faculty to further devise collaborations within and beyond BCC, including the development of the AA-T in Humanities/ Liberal Arts   1. College-wide support services for course and program assessment 2. Student support services (library, counseling, etc. ) and basic skills classes offered/available nights and weekends 3. Funding support to continue to assist all faculty (tenured, tenure-track, and adjunct) in their continued professional development and involvement in the discpline outside of BCC |
| Please describe and prioritize any **facilities** needs.     1. Dedicated art gallery in new building or at 2050 Center Street to provide venue for hands-on learning for transfer and art students alike, receptions for select BCC events, and community partnerships with growing emphasis on the Arts corridor in Downtown Berkeley.   Department/ College-wide   1. More private office space, especially for full-time faculty. It’s impossible to meet with students or do any teaching preparation or grading in our current office spaces. 2. More classrooms with proper screening, sound, lighting, and white board arrangements. New classroom spaces should be constructed in conversation with current faculty. |