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| **Berkeley City College’s mission is to provide our diverse community with**  **educational opportunities, promote student success, and to transform lives.** |

Introduction and Directions

Review your responses from the prior year’s APU and provide updates to the progress made in your department/program. After you have completed the APU, send a copy to your dean/supervisor.

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

[APU 2020-2021 timeline](https://drive.google.com/file/d/1zaaWWpL4v7vM0wfS3gQJ35ojpgjiweGK/view?usp=sharing) has been developed for each program and services to guide. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this APU.

The APU is intended to primarily focus upon planning for the subsequent year and institutional effectiveness. The APU process directly leads to the institutional resource allocation process and budget planning for the following academic year ([2020-21 PR/APU & Resource Allocation Cycle).](https://drive.google.com/file/d/1rk1xLecdpcsyL5zjwRbx-KHVFOJ2Afe7/view?usp=sharing)  This is an opportunity for each program, student services, and department to reflect on progress made since last year based on the goals (outcomes) set, identify areas of program improvements to achieve student success and elimination of achievement gap that are identified in the [Berkeley City College Strategic Plan 2018-2020](https://drive.google.com/file/d/1BVSnFJNGByVXzFLsLzDqkO-48MkRlgn7/view?usp=sharing). In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request additional resources that support achieving the stated goals.

**Please email the completed APU to your Deans or Managers by November 6, 2020.**

If you have questions regarding data, please contact Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu). If you have questions regarding other material in the APU, please contact your Dean or Manager.

**COLLEGE PROFILE**

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| **Student Demographics** | **2016-2017** | **2017-2018** | **2018-2019** | **2019-2020** |
| Annual Headcount | 11,195 | 11,041 | 10,903 | 10,759 |
| Total Enrollment (census) | 34,402 | 32,850 | 30,298 | 31,007 |
| **Ethnicity** |  |  |  |  |
| African-American | 18% | 15% | 16% | 15.2% |
| American Indian/Alaskan Native | 0.2% | 0.2% | 0.2% | 0.3% |
| Asian | 24% | 22% | 22% | 21.5% |
| Filipino | 3% | 2% | 2% | 2.4% |
| Hispanic | 22% | 24% | 25% | 25.9% |
| Multi-Ethnicity | 3% | 7% | 7% | 6.9% |
| Pacific Islander | 0.4% | 0.3% | 0.3% | 0.3% |
| Unknown | 5% | 4% | 3% | 5.1% |
| White Non-Hispanic | 25% | 24% | 24% | 22.5% |
| **Gender** |  |  |  |  |
| Female | 55% | 55% | 55% | 56% |
| Male | 43% | 43% | 42% | 41% |
| Unknown | 2% | 3% | 3% | 3% |
| **Age Group** |  |  |  |  |
| 19 or Less | 28% | 27% | 29% | 30% |
| 20 to 24 | 35% | 35% | 33% | 32% |
| 25 to 29 | 16% | 16% | 16% | 15% |
| 30 to 34 | 7% | 8% | 8% | 8% |
| 35 to 39 | 4% | 4% | 4% | 4% |
| 40 to 49 | 5% | 5% | 5% | 5% |
| 50 + | 5% | 5% | 5% | 6% |
| **Full-Time/Part-Time Status** | **Fall 2017** | **Fall 2018** | **Fall 2019** | **Fall 2020** |
| Full Time | 21% | 18% | 18% | 15% |
| Part Time | 79% | 82% | 82% | 86% |

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| **College Outcomes** | **2017-2018** | **2018-2019** | **2019-2020** |
| Full Time Equivalent Students (FTES) | 4140 | 3864 | 3696 |
| Productivity (avg faculty-student ratio) | 13.4 | 13 | 13.2 |
| Success Rate (%) | 67% | 69% | 67%\* |
| Degrees + Certificates Awarded (#) | 1,021 | 948 | 1,106 |

*\*Excludes “EW” grades*

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| Name(s) of members completing this update | Department/Program | Completion Date |
| Carolyn Martin | Arts and Cultural Studies | 11/6/20 |

[**Click here to access your program’s APU report from 2019-20.**](https://drive.google.com/drive/folders/1xEDJm-YOy2lcP1cdnXnzg1M9AaWaV47B?usp=sharing)

You can copy, paste, and edit your responses.

1. Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College’s mission.

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| - 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. |

1. **List your faculty and/or staff with assignments in fall 2020.**

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| Full Time | Part Time |
| Jennifer Braman  Lisa Crallé  Carolyn Martin | Maria Guzman  Dru Kim  James Linnehan  Sharon Siskin |

1. **The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals.**

1. Add Graphic Design AA-T

2. Diversify current offerings to encourage greater participation and reflection among students in the program

3. Improve facilities to better accommodate the desired enrollment of 40 students per Studio Art course.

4. Improve classroom technology to support the required visual media in Art History courses.

5. Develop and re-brand the Public Art certificate

6. Acquire tools to gather data on students that transfer to 4 year private art colleges.

7. Increase transfer degrees (Grahic Design) and create accurate tracking of degree completers.

8. Offer unique educational opportunities through Interdisciplinary Teaching

9. Strengthen relationships with local art institutions, and other communities on campus such as STEAM based organizations.

**What is the status of the goals, and which College and District goals your program goals align to? How did you measure the achievement of these goals?**

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| These goals are on-going. The Grapic Design AA-T is currently under reviewfor approval with the State. |

1. Describe your current utilization of facilities, including labs and other space.

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| Since March there has been online learning only, therefore the access to facilities in virtually non-existent.  That being said, from Jan-March 2020 we encountered the following:  1. Art History courses are served by the regular use classrooms throughout the campus. However, the courses, due to the sustained use of PowerPoint presentations throughout the duration of the class, would be best served in the classrooms where the computer monitor and keyboard is front facing and there are no external lighting issues, such as thin window coverings. Additionally, access to dimmers is a necessity so that students are able to take notes and view the artworks presented. We would like to ensure that Art History classes have priority with the classrooms that fit these criteria. In particular, classrooms 14, 30, 31, 32, 33, 34, 52 or 53 in the basement for maximum enrollments of 35; Rooms 54, 55 for enrollments of 35-40; or room 322 for classes with an enrollment of 45 students.  2. Studio courses used the two studio lab classrooms, 411 and 413 exclusively. Classes are not 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 extremely challenging, particularly in room 413. For this reason, the maximum enrollment for the highest volume classes such as Art 25 Figure Drawing and Art 20 (with concurrent sections) was in 2015 was reduced from 40 to 35, which helped to a small degree. It should be noted that the PFT Contract does not support this agreement so the enrollment as of 2018 went back to 40. We are strongly advocating for improvements to facilities that will assist in maintaining mandated enrollment, or an enrollment cap of 35 students in the previously identified courses  3. The artwork created by students beautified the campus and will be a welcome presence when access to campus happens again. From a mural on the fifth floor to 2 dimensional works displayed on the 4th floor. Currently the fourth floor hallway between room 411 and 413 is used to exhibit student artwork created in various courses. There is minimal light to view the work and a light track to illuminate the student exhibitions would greatly enhance the presentation of the Arts to the college.  4. New facilities are necessary for student and instructor classroom safety, enhanced course offerings, and increased student enrollment. |

1. Using the data dashboards, review and reflect upon the outcome trends for your department/program. Describe any significant changes (successes and/or challenges) and discuss what the changes mean to your program and what can be done to address them. Consider whether performance gaps exist for disproportional impacted students (see [BCC’s Student Equity Plan](https://www.berkeleycitycollege.edu/wp/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf)). [Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing).

Review [BCC’s Student Equity Plan](https://www.berkeleycitycollege.edu/wp/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf) and focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard and other related Plans and goals to support your answer.

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| **Data Dashboards and Planning Documents** |
| 2020-21 Dashboards for APUs  1. [Course Completion and Retention Rates Dashboard – Instruction](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  2. [Course Completion and Retention Rates Dashboard – Student Services](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  3. [Enrollment Trend and Productivity Dashboard](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  4. [Degrees and Certificates Dashboard](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)  [**Planning Documents**](https://www.berkeleycitycollege.edu/wp/prm/bcc-plans/)(Education Master Plan,College Strategic Goals, Student Equity Plan, District Strategic Goals, Vision for Success, Guided Pathways, Technology Plan, Facilities Plan)  *\*For assistance with data dashboards, contact Phoumy Sayavong at psayavong@peralta.edu* |
| • The Art Program reflects the general downward campus wide enrollment trends, however productivity and retention remain stronger than most diciplines and the campus overall.  • Art History enrollment indicates that courses such as Art 13, Art 3, and Art 4 continue to be in demand.  • Spring Art 182 productivity rates for 2 consecutive years remained at a consistent 19.0 and above.  • Art 13 productivity has had an increase for the past two years from a 15.5 in Fall 2018, to a 16.5 in Fall 2019, to 20.9 in Fall 20.  • Art 20 productivity is strong despite the great challenges teaching art online has presented.  • Art 47 enrollment has doubled. Productivity in Spring 18 was 17.3 and moved to 22.5 in spring 19  Both Art History and Studio Art preforms well with Hispanic/Latino students This population was ranked third after White and Asian with degrees being awarded. More work must be done with Black and Pacific Islander student populations. |

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| **ASSESSMENT** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO and PLO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan 2018-2020.  *Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, the APU resource allocation requests require the completion of assessment in order to qualify.* |

1. Describe the department/program’s progress on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs) since the last Program Review/APU. If your department/program offers a degree or certificate, please describe the department’s progress on Program Learning Outcomes (PLOs).

Have your assessment results been recorded in CurricuNet Meta?  Yes  No

If no, what was the reasons for not having been able to assess?

Courses were planned to be offered but cancelled

COVID–19 disruption (in person to OL conversion)

Other:

When do you plan to assess these courses that you did not complete this semester? Indicate the plan in the department assessment calendar. Work with your assessment liaison, if you need assistance**.** [Click here to view your Assessment Calendar](https://peralta4-my.sharepoint.com/personal/ncayton_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncayton%5Fperalta%5Fedu%2FDocuments%2FAssessment%20Info%20for%20APU&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9uY2F5dG9uX3BlcmFsdGFfZWR1L0VrUF9iTld5cFJCSnYwNzhMM1pjcFk0Qk52MzBzZXRjQ2RpZFFwR3FWMUNCV2c_cnRpbWU9RGktQjZ4cGYyRWc)

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1. Describe the impact and accomplishments from previous year’s funded resource allocation request. If not funded, leave blank.

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| --- | --- | --- | --- |
| Brief description of funded request | Funding Source  (any additional award outside your base allocation) | Total  Award Amount | Outcome/Accomplishment |
| Supplies |  | 3000 | yes |
| Library database assistance Jstor and Artstor that serve all Humanities courses. |  | 2400 | yes |
| Replacement tables/chairs after injuies were sustained by faculty and students |  | 7490 | yes |

1. In the boxes below, add improvement actions and resource requests that are directly related to questions 1 thru 7. If there are no improvement actions or resource requested in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

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| **IMPROVEMENT ACTIONS** | |
| Action Name: | build Studio Art course offerings to the amount of 3 years ago |
| Description: | Build out curriculum with Grapic Art AA-T and Public Art certificate |
| To be completed by [Date]: | ongoing |
| Responsible person: | administration working with faculty |

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| **IMPROVEMENT ACTIONS** | |
| Action Name: |  |
| Description: |  |
| To be completed by [Date]: |  |
| Responsible person: |  |

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| **Prioritized Resource Requests** |
| In the boxes below, add resource requests for your department/program that *have not been funded by existing sources*. Provide justifications from your request based on evidence from your responses in questions 1 through 8 above. If there are no resource requested, leave the boxes blank.  You will be required to present your request(s) to the Resource Allocation Committee in order to qualify for funding. Work with your administrator/supervisor to estimate costs. |

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| Resource Category | Description/Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total  Estimated  Cost | Overall  Priority Ranking (1=Most important) |
| **Personnel** |  |  |  |  |  |
| Classified Staff | Part-time office asst. for ACS | 10k |  |  | 3 |
| Student Worker | 1 student worker as a lab assistant | 6k |  |  | 1 |
| Part Time Faculty | 1 Art History PT faculty / 1 Studio art faculty |  |  |  | 2 |
| Full Time Faculty | FT Instructional Designer (faculty position) | 100k |  |  | 1 |
| Professional Development | Description/Justification |  |  | Estimated Cost |  |
| Department wide PD needed | Sabbaticals and general prof. development funds | | |  |  |
| Personal/Individual PD needed |  | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software | VoiceThread and other necessary software for onine instruction | | |  |  |
| Books, Magazines, and/or Periodicals | Continued publications that are provided as previously mentioned. | | |  |  |
| Instructional Supplies | -Portable whiteboard/ chalkboard (not fixed to wall)  -Easels, drawing horses, taborets, drawing-boards, light-tables, cutting-mats.  -Faculty supplies to make class samples | | |  |  |
| Non-Instructional Supplies |  | | |  |  |
| **Technology & Equipment** | Description/Justification | | | Estimated Cost |  |
| New | For Fall 21: In studio art labs: printers. High resolution projector for a designated Art History classroom(s), and Studio art classrooms (411, 413). | | |  |  |
| Replacement | Printer cartridges for synchronous online instruction | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms | New facilities are necessary for student and instructor classroom safety, enhanced course offerings, and increased student enrollment | | |  |  |
| Offices | Egronmic chairs. | | |  |  |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials | Copies of textbooks that instructors use in their courses. | | |  |  |
| Library collections | maintain suscription to Artstor | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description |  | | |  |  |

Thank you for your time and effort in completing the Annual Program Update!