

College of Alameda

Annual Program Update

Supplemental/Revised Template 2015-2016

I. Overview			
BI Download:	11-12-15	Dept. Chair:	Drew Burgess
Subject/Discipline:	Art	Dean:	Myron Jordan
Campus:	College of Alameda		
Mission Statement	The mission of the art program at the College of Alameda is to provide courses leading to the fulfillment of general education, degrees in art and art history and transferability to a university. The art department introduces students to the world of art and promotes lifelong learning.		

II. Enrollment –

Art department —totals per semester	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	314	553	778	272	604	764	244	808	767

Art Department—by age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16	5	4	12	9	4	2	19	1	2
16-18	19	39	29	11	35	18	13	51	12
19-24	37	133	265	25	163	243	22	227	221
25-29	12	23	51	5	38	58	4	48	47
30-34	3	17	16		20	32	2	20	24
35-54	8	23	37	4	31	30	3	26	31
55-64		4	5	1	7	9		7	7
65 & Above		1	3		3	1		2	3
Grand Total	84	244	418	55	301	393	63	382	347

Art Department –by ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native						3		1	2
Asian		27	86	132	16	81	104	28	99
Black/African American		15	42	77	9	75	89	9	65
Filipino		4	8	16	3	17	22	2	18
Hispanic		10	27	63	7	35	56	7	64
Multiple		8	26	43	12	48	54	10	62
Other Non white		2		2		1			
Pacific Islander		1	1	6			5	1	1
Unknown/Non Respondent		2	22	19	1	14	20		17
White Non Hispanic		15	32	60	7	30	40	6	55
Grand Total	84	244	418	55	301	393	63	382	347

Art department—by gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	51	131	222	22	164	192	30	212	199
Male	32	109	188	31	128	191	33	163	144
Unknown	1	4	8	2	9	10		7	4
Grand Total	84	244	418	55	301	393	63	382	347

///. Student Success–

Art Department Success--totals	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	77.07%	74.73%	68.76%	81.15%	70.12%	68.97%	79.71%	72.08%	71.19%

Art Department Retention --totals	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	89.41%	87.61%	82.16%	96.36%	77.85%	69.80%	96.83%	75.32%	79.94%

Art Department --- Retention by Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2013 Spring	2014 Summer	2014 Fall	2014 Spring	2015 Spring
ART 1 - INTRO TO ART HISTORY	89.66%	93.10%	86.62%	96.36%	80.75%	70.23%	96.83%	78.07%	83.13%	
ART 20 - BEG DRAWING & COMP	NA	NA	78.95%	NA	87.50%	NA	NA	NA	63.89%	
ART 21 - CONT DRAWING & COMP	NA	NA	81.82%	NA	50.00%	NA	NA	NA	NA	
ART 22 - INTER DRAWING & COMP	NA	NA	NA	NA	NA	NA	NA	NA	100.00%	
ART 4 - MODERN ART HISTORY	NA	74.00%	64.71%	NA	66.00%	43.75%	NA	51.22%	62.86%	
ART 46 - 2-D VISUAL DESIGN	NA	NA	NA	NA	NA	78.95%	NA	NA	NA	
ART 50 - BEG PAINTING	84.21%	86.21%	66.67%	NA	73.53%	93.10%	NA	74.19%	NA	
ART 50 - BEGINNING PAINTING	NA	NA	NA	NA	NA	NA	NA	NA	90.48%	
ART 51 - CONT PAINTING	100.00%	80.00%	72.73%	NA	100.00%	NA	NA	NA	NA	
ART 52 - INTER PAINTING	NA	NA	NA	NA	NA	100.00%	NA	%	75.00%	
ART 53 - ADV PAINTING	NA	NA	NA	NA	NA	NA	NA	75.00%	100.00%	
Grand Total	89.41%	87.61%	82.16%	96.36%	77.85%	69.80%	96.83%	75.32%	79.94%	

IV. Faculty –

The art department faculty are actively involved in the field of fine art and with the culture of the College of Alameda. The art department faculty are a dedicated group of instructors providing instruction which leads to student success, successful rates of retention, the completion of program degrees and curricular innovation.

The art department faculty have updated the coursework for the college and expect to have two new degrees soon. The AAT in art history which has been approved, and the AAT in Studio arts which is currently under review.

Art Department for Fall 2015:

- a) The Art Department currently has one full time instructor---25%
- b) The Art Department has three part time instructors----75%
- c) Two of the Art Department instructors are male and two of the instructors are female----50%-50%
- d) All of the instructors have advanced degrees in art---100%
- e) The full time instructor teaches studio and art history courses during the day.
- f) One part time instructor teaches a studio and an art history course during the day.
- g) One part time instructor teaches art history in the evening.
- h) One part time instructor teaches art history online.
- i) The art instructional staff is representative of the diversity of the San Francisco Bay Area.

Faculty and Courses offered Fall 2015

Four classes taught by the full time instructor.
 Four classes taught by the part time instructors.

Responsibilities

The full time art instructor's present collegial participation:
 Co-chair of the Art, Music and Dance Cluster, Faculty co-chair for the 2014 Accreditation Cycle, Curriculum Chair for the College of Alameda, Curriculum Tech Review, the META transition, the PRIEC committee, Faculty advisor for the Art Club.

The part time art instructors have responsibilities related to the instruction of their classes at the College of Alameda, art instruction at other colleges, and/or other positions of employment. The part time art instructors teach classes during the day, in the evening, and online. The department, in conjunction with the Dean and the VP of instruction, have discussed possibilities for part time positions with neighboring schools such as the Lionel Wilson College Preparatory Academy in Oakland. The department seeks opportunities which may be beneficial for our partners as well as our instructors.

Expertise

The faculty as a whole have many years of experience in the field of fine art.

College of Alameda Full and Part Time Statistics:

Full-time/Part-time	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2014
	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Alameda Total	158	16.63%	177	17.05%	185	17.26%
Academic, Tenured/Tenure Track	50	31.65%	56	31.64%	61	32.97%
Academic, Temporary	108	68.35%	121	68.36%	124	67.03%

V.

Art Instructors Fall 2015 One Academic Tenure Track 25% Three Academic Temporary 75%

VI. 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 Art department is not a CTE program. However, classes in art enhance possibilities for students who plan to enter the workforce with creative knowledge.

Within the department students gain skills that are applicable in the immediate job market. Art students learn to work with tools, measure, manipulate materials, plan projects, and create designs. Fine artists often enter the workforce with skills of a creative nature that may intersect with traditional crafts such as woodworking, ceramics, printing, painting and display work.

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

Art Department Courses and Degrees address Transfer and Basic skills.

1. The art department courses articulate with and meet IGETC and CSU breadth requirements for transfer to UC and the CSUs. The courses in our discipline are essential to fulfilling College of Alameda's General Education requirements and training students who choose to transfer to a four year college, enroll in a professional school or continue lifelong learning.
2. The discipline strives to make sure that the courses are current, practical, and meaningful for students.
3. Regarding our program and program completion the college offers an AA degree in Art and an AAT degree in Art History. The program is waiting for the approval of an AAT degree in Studio Arts. It is important that the department implement new strategies for growth to serve students who may wish to achieve the degrees in a reasonable time frame of approximately two years. Students who wish to complete a degree may also complete courses at our sister colleges.
4. Fine art instructors at the College of Alameda educate students with materials-sensitive instruction. Working with tools, measuring, and designing compositions promotes creative and cognitive growth. Studio and Art History courses engage students with visual problem solving. Courses in art engage students in active conceptualization utilizing spatial decision making.
5. Basic skills study may be complemented with and intersect with the tangible and intangible qualities of fine art.

6. Courses in Art address the changing attitudes, new directions, and thinking that comprises the cultural world and thus prepares students for the world they will encounter.

VII. Course SLOs and Assessment	
	Fall 2015
Number of active courses in your discipline	16
Number with SLOs	16
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	Six courses---Art 1, Art 4, Art 20, Art 22, Art 50, Art 52
% Assessed/SLOs	37%----We have not offered all of the courses.

Describe types of assessment methods you are using

- Assessment in the art classes is primarily qualitative.
- Art history classes utilize written tests, essay tests, and the writing of papers. In Taskstream the results of essays and analytical testing have been recorded as findings.
- Art history instructors measure student understanding with reflective questioning. In the writing of short questions students are asked to respond to works of art in terms of their visual form, scholarly definitions, historical context and interpretive meaning. Classwork includes the viewing of works of art and discussion. The art history courses require readings in an approved text. Assessment may take place in the class itself as they participate in discussions.
- The Student Learning Outcomes for the art Department incorporate skills in Evaluation, Identification, and Analysis. The Art Department Instructors assess student learning outcomes with the review of the written works of our students and on tests which include reflective essays and analytical questioning. Over the course of the semester the instructor gathers notes on the varied activities, viewings of art, tests, written papers, museum visits with analysis, and final exams.
- Studio course assessment measures and findings are recorded in Taskstream.
- Studio courses utilize direct student and teacher interaction, portfolio review, and critiques which include peers and instructor. Studio art instructors measure student understanding with interaction and observation.
- In studio art classes' instructors measure the ability of students to focus on a problem and pursue it to a conclusion. Our students are assessed for their ability to understand a problem and answer it with creative form. Art instructors observe students at work
- Student works are assessed for the qualities they possess, qualities of artistic imagination, use of materials, and demonstration of techniques, inventiveness and care. A finished portfolio is measured for its quality of work and attention to presentation.

Describe results of your SLO assessment progress

The SLOs have been created by and distributed to instructors of the department. SLOs are to be included on the syllabus of each class. Each instructor actively assesses the progress of each student regarding the pronounced outcomes for each course. The Art Department instructors are focused upon the task of assessment and the arts education of the students of the College of Alameda.

Describe how assessment results and reflection on those results have led to improvements.

The Art Department will benefit with continuous dialogue concerning SLOs. With the distribution of the SLOs art instructors have reflected upon their individual approaches in relation to departmental goals. The Art department instructors recognize the need to revisit and update SLOs.

VIII. Program Learning Outcomes and Assessment	
	Fall 2015
Number of degrees and certificates in your discipline	Two
Number with Program Learning Outcomes	<input type="checkbox"/> One--the AA. <input type="checkbox"/> The AA has been defined with three outcomes for assessment. <input type="checkbox"/> We have PLOs on our <input type="checkbox"/> webpage that relate to <input type="checkbox"/> both degrees: http://alameda.peralta.edu/art/
Number assessed	1
% Assessed	50%
Describe assessment methods you are using	
<input type="checkbox"/> A visit to an art museum is an example of the application of Program Learning Outcomes, Assessment and Findings for the Art 1 classes. The museum visit is found to be a good way to gain an understanding of student learning. A classroom test may gauge the ability of the student to comprehend content, the museum visit is a synthesis of skills. The Museum visit is an application of the projected outcome of the course.	
Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.	
<input type="checkbox"/> The art department recognizes that field trips are essential for art students. The Art Department wishes to include field trips regularly during the semester. The viewing of art in person is very important for student growth. In addition, the Art Department wishes to develop art exhibits on campus.	
<input type="checkbox"/>	
<input type="checkbox"/> These are the program outcomes we have created:	
<input type="checkbox"/> Critical Thinking and Problem Solving --Locate, analyze, evaluate and synthesize relevant information about art of the world. Draw reasonable conclusions and apply scientific principles in order to make decisions and solve problems in everyday life.	
<input type="checkbox"/> Creativity --Develop artistic skills to creatively respond to ideas and information. Incorporate aesthetic reflection into life activities.	
<input type="checkbox"/> Communication --Synthesize academic and studio skills to perceive, understand, and engage in verbal and nonverbal communication concerning art. Listen, respond and adapt communication to cultures and social communities using the process of evaluation, reasoning, analysis, synthesis and relevant information to form positions, and make decisions.	
<input type="checkbox"/>	

VIII. Prioritized Resource Requests Summary

College: College of Alameda

Discipline, Department or Program: Art

Contact Person: Drew Burgess

Date: November 12, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	<p>Full Time Art History Instructor</p> <p>Full Time Studio Art Instructor</p> <p>Part Time Instructors</p>	1	TBD	Page One of the 2012 program review report	<p>Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member</p> <p>C.2 Student Success: Develop an innovative student success program at each</p>

					college.
Human Resources: Classified	Part Time Para-Professional As our program expands to include multiple studio classes and a gallery, we will need a para-professional. The para-professional will have a minimum qualification of a BA in Studio Art or Art History.	5	TBD	Page One of the 2012 program review report. Pages 8 and 9 of the report discuss needs related to assistance for the program.	Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement. C.1 Student Success: Develop a District-wide first year experience/student success program.
Human Resources: Student Workers	Student Aid Members of the Art Club have expressed a desire to assist with the tasks of the art department. The art department has a relationship with the DSPS office. The art club membership includes students with disabilities.	4	TBD	Pages 8 and 9 of the 2012 program review report discuss needs related to student assistance.	Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement. C.1 Student Success: Develop a District-wide first year experience/student success program.
Technology	<u>Art Cataloging Software</u> The department will need to purchase software that students may learn in order to fulfill the requirements of the beginning Art Gallery Management class. As students are involved with the beginning art gallery management class, they will learn to organize and catalog a collection. The Art Department and the College may partner with the acquisition of works of art to establish a collection.	7	Database management software such as 'Small Gallery Organizer" about \$300. Estimate between \$300 and \$1200	The Art program as of Fall 2015 has begun the development of a new course in Gallery Management. Page 8 of the 2012 program review.	The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals. B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year

	A future goal of the college may include a cultural venue such as an art museum.				institutions, local government, and regional industries and businesses
Equipment	<p>1) <u>A system for hanging student work</u> in the art classes and also on campus. A system could consist of panels with Plexiglas. Works on paper could be mounted, covered with the Plexiglas, and hung for viewing.</p> <p>2) <u>Gallery</u> set up including paint, hardware and lighting.</p> <p>3) <u>Audio Visual Presentation equipment</u> for room D316. The art room needs a larger screen for viewing films. Decisions such as these are dependent upon the length of time we are to remain in the 'D' building. Room D312 adjoins the art room. D312 has the capability for showing films. The relationship of the rooms may be a way of augmenting our program.</p> <p>4) <u>Three Dimensional Design</u>. Art 47 is a class in our AAT degree. At present we do not offer the class. The class could be taught with a gathering of tools and fabricating equipment.</p> <p>5) Photography Equipment</p>	<p>2 Developing places for art on campus. The art department in conjunction with the college needs to find a pathway for artistic expression.</p>	<p>1) \$2500--\$5000. This depends on how the project is created. A commitment to hang student art on campus needs to be discussed.</p> <p>2) \$1800</p> <p>3) AV for room D316 \$2500.</p> <p>4) 3D tools and equipment \$2500</p> <p>5) \$1000</p>	<p>Page 8 of the 2012 program review section no. 6 Human and Physical resources</p> <p>'Expansion of Offerings related to Facilities' page 9 of the 2012 program review</p>	<p>Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p>
Supplies	<p><u>Instructional Art Materials and Office Supplies</u></p> <p>The instruction of art classes requires materials for demonstration. We are offering watercolor, drawing and painting.</p> <p>The department needs to supply instructors with</p>	3	\$1000	Page 8 and 9 of the program review of 2012 indicate the relationship of the program to personal and facility needs.	Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.

	<p>varied office supplies such as paper, white board markers, flash drives, external hard drives, and software such as 'Gradekeeper'.</p> <p>Instructors need supplies to demonstrate art processes.</p>				<p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p>
Facilities	<p><u>Art Gallery</u> The development of an art gallery is a goal of the art department. At present we have identified an adjoining room next to D316 that may be used for exhibitions. We need to have some lighting installed.</p> <p><u>Murals</u> have been discussed with many colleagues throughout the campus. The Dance and Aviation departments have asked for murals. Discussion with the Science and Math departments has included the subject of murals. The Art Club has expressed a need for murals as well. Murals have the capability 'to educate', as they have throughout history, and also 'to express'. The content of mural painting is a dialogue about imagery and influence. The subject of murals and/or public art, be it conceptual projects, sculpture, or new mediums should be an ongoing project of the department and the college.</p>	8	<p>TBD</p> <p>TBD—This is a commitment that could start with a funding of \$800 for a small project such as a showcase that is fitted for the expression of artworks or a mural outside the art room.</p> <p>The College of Alameda will benefit with a discussion concerning public art.</p>	<p>Page 8 of the 2012 program review report under section 'Presentation of Art and Design'</p>	<p>The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses</p>
Professional Development	<p><u>College Art Association Conference</u>. The annual College Art Association Conference is a way art departments network throughout the country.</p>	9	TBD	<p>Page 1 of the 2012 program review report</p>	<p>The Mission of College of Alameda to serve the educational needs of its diverse community</p>

					<p>by providing comprehensive and flexible programs and resources that empower students to achieve their goals.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses</p>
Other (specify)	<u>Annual Museum Field Trip</u>	6	TBD	Page 1 of the 2012 program review report	<p>Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p>

IX. Alignment of Goals Template

College: _____ College of Alameda _____

Discipline, Department or Program: _____ Art _____

Contact Person: _____ Drew Burgess _____

Date: _____ 11-12-2015 _____

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
<p>1. "The Art Department faculty, with our students, create an environment that fosters problem solving and stimulates the imagination." (page one of the 2012 narrative)</p>	<p>Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member</p>	<p>C.2 Student Success: Develop an innovative student success program at each college.</p>
<p>2. "Instructional processes and methods are aimed at embracing our changing society and unfolding the principles of art." (page one of the 2012 narrative)</p>	<p>Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p>
<p>3. "The mission of the art program at the College of Alameda is to provide courses leading to the fulfillment of general education, degrees in art and art history and transferability to a university. The art department introduces students to the world of art and promotes lifelong learning." (art department mission statement)</p>	<p>College of Alameda The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.</p>	<p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses</p>
<p>4. "We recognize our students as people with distinct qualities." (page one of the 2012 narrative) ----as a department we foster individual growth to promote student success.</p>	<p>Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.</p>	<p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p>
<p>5. "The Art Department is committed to our students, community engagement, lifelong learning, and self-fulfillment." (page one of the 2012 narrative)</p>	<p>Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member</p>	<p>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 19,355 RES FTES.</p>

<p>6. "We employ all new technologies to engage students and encourage our students to incorporate and access the abundant and broadening materials, tools and information available. Our studio artists are encouraged to explore new mediums."</p> <p>(page three under 'Instruction' of the 2012 narrative report)</p>	<p>Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.</p>	<p>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 19,355 RES FTES.</p>
<p>7. "Synthesize academic and studio skills to perceive, understand, and engage in verbal and nonverbal communication concerning art. Listen, respond and adapt communication to cultures and social communities using the process of evaluation, reasoning, analysis, synthesis and relevant information to form positions, and make decisions."</p> <p>(AA degree program outcome as listed in Taskstream)</p>	<p>Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.</p>	<p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p>
<p>8. "Locate, analyze, evaluate and synthesize relevant information about art of the world. Draw reasonable conclusions and apply scientific principles in order to make decisions and solve problems in everyday life."</p> <p>(AA degree program outcome as listed in Taskstream)</p>	<p>Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.</p>	<p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p>

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

* Academic Excellence

* Budgetary Competence

* Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	<p>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 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
B: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
D: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>