

# Peralta Community College District

Berkeley City College  
College of Alameda  
Laney College  
Merritt College



## Instructional Program Review Handbook

Fall 2016

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# Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

# Components in the Process

The Comprehensive Instructional Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Comprehensive Program Review process include:

- The Comprehensive Instructional Program Review Team
  - Core data elements
  - Completion of a Comprehensive Instructional Program Review Narrative Report every three years
  - Validation of the Comprehensive Instructional Program Review Report
  - Completion of three reporting templates (found in the appendix). They are:
    - The *Comprehensive Instructional Program Review Resource Requests Template* in which to summarize key resource needs.
    - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
    - The *Validation Process Form* in which to document the validity of the program review.
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- Annual Program Updates (APUs), which review progress in meeting goals identified in the Comprehensive Instructional Program Review, are completed in the alternate years within the Comprehensive Program Review three year- cycle.
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Thus, the recommendations and priorities from the Comprehensive Instructional Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

# The Comprehensive Instructional Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.
- Division Dean
- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.
- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

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The Comprehensive Instructional Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the Comprehensive Instructional Program Review Narrative Report.

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**Validation:** A designated college body, such as a validation committee or institutional effectiveness committee, will review the Comprehensive Instructional Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

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# Core Data Elements

## Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1<sup>st</sup> of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.
  - Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.
  - FTES per FTEF (productivity) by course and discipline, department or program for the last three years.
  - College productivity rate for the last three years.
  - Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.
  - Total degrees and certificates awarded by the college, per year, for the last three years.
  - Retention rates by course and discipline, department or program for the last three years.
  - Overall college retention rate.
  - Course completion (student success) rates, by course and discipline, department or program for the last three years.
  - College course completion rates for the last three years
  - Faculty Demographics: Full-time/part-time, age, gender, ethnicity
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## Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
  - A list of degrees and certificates
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B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.
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C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

# Definitions

**Discipline:** An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

**Department/Program:** An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

**FTEF (Full Time Equivalent Faculty):** Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent.

**FTES (Full Time Equivalent Student):** This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

To approximate the FTES generated by a 17.5 week semester class use the formula:

$$\text{WSCH (Weekly Student Contact Hours from the census)} / 525 \times 17.5 = \text{FTES}$$

The WSCH of “contact hour” is the basic unit of attendance for computing FTES. It is a period of not less than 50 minutes of scheduled instruction.

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH. To figure the FTES for the class, the formula yields:

$$120 / 525 \times 17.5 = 4.0 \text{ FTES}$$

**FTES/FTEF (Productivity):** The ratio of full-time equivalent students to full-time equivalent instructors.

**Retention:** After the first census, the percent of students earning any grade but a “W” in a course or series of courses. To figure retention for a class, subtract the “W”s from the total enrollment and divide the number by the total enrollment.

**Student Success:** Course completion rate with a grade “C” or better.



# The Comprehensive Instructional Program Review Report

## 1. College: College of Alameda

**Discipline, Department or Program: ART**

**Date: October 14, 2016**

**Members of the Comprehensive Instructional Program Review Team: Drew Burgess**

**Members of the Validation Team:**

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

### **Mission:**

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.

### **Narrative:**

Art students learn to explore creative problems to engage in the world of today. Art is a language to investigate a diversity of concerns. Fine Art is a cultural pathway of expressive form. Art history is an investigation of the ways people of the world have created symbolic cultural articles. The study of art at the College of Alameda is an avenue to numerous occupations in the field such as a visual artist, designer, art educator, art historian or a position within a museum organization. Faculty of the Art Department is dedicated to student growth through an investigation of the arts.

Art courses at the College of Alameda may be pursued in conjunction with other programs and degrees or as components toward transfer to a CSU or UC school. College of Alameda offers strong fundamental skills and progressive ideas to help each student construct an academic journey. Various required and elective courses focus on individual creative development and provide a broad range of classroom and studio experiences. Art courses fulfill requirements for transfer or prepare students for careers requiring competency in visual media. The Art Department aligns with goals of the Peralta District to recognize diverse communities, foster innovation, encourage creativity and to prepare students as members of a global community.

### **The Art Department acknowledges the mission of the college:**

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.

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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.

The art department courses are up to date.

- 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 do not have immediate plans to deactivate courses. During the last four years deactivations have been accomplished. The catalog entries for the art department have been adjusted to mesh with the AAT degree we offer in Art History and an AAT degree in Studio Arts which is in review.

- 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 Degree in Art  
AAT in Art History

The department offers some online coursework. The degrees cannot be completed online.

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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)

On our webpage there are outcomes listed. In addition outcomes are an integral aspect of the syllabi of the art faculty. Outcomes are an integral component of our course outlines. Course outlines may be found via the Peralta website and also on the COA website:

Outcomes:

<http://alameda.peralta.edu/art/>

Course Outlines:

<http://alameda.peralta.edu/curriculum-committee/>

- 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. Faculty have included the SLOs within the syllabi for classes.

Improvement 2. Faculty have implemented methods of assessing SLOs as a component of tests, essays, assignments, portfolios and critiques.

Improvement 3. Assessment findings have been compiled within the TASKSTREAM system.

- 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. Drawing courses are a very strong component of the Art Program.

Plan 2. Painting courses are a very strong component of the Art Program.

Plan 3. Introduction to Art History is a very strong course within the Art Program.

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

The Art Department does not offer a wide selection of Distance Education coursework or a DE program.

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

The course of Art 1, Introduction to Art History, is the example we have for multiple sections. Among art faculty the general problems of coursework, strengths, weaknesses and plans for delivery are discussed in meetings of the department. The technological delivery of content is often discussed---class rooms may or may not be adequate. With knowledge gained from discussions in meetings and recordings in Taskstream, it is apparent that Art 1 courses are performing well in terms of student success and retention.

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

**ILOs** of the College of Alameda include: *Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.*

Art Assessment is tied to Institutional Learning Outcomes as illustrated in the example below.....

## 2.Creativity

Develop artistic skills to creatively respond to ideas and information. Incorporate aesthetic reflection into life activities.

▼ **Measure:** Creativity  
Program level; Direct - Portfolio

**Details/Description:** A collection of drawings of studio art students will be assessed for aesthetic reflection, craftsmanship and artistic ability.

**Acceptable Target:** 70% of the student portfolios will be assessed at or above 70%.

**Ideal Target:** 75%

**Implementation Plan (timeline):** An assessment will take place in the fall of 2015

**Key/Responsible Personnel:** Drew Burgess

### Findings for Creativity

**Summary of Findings:** In the Fall of 2015 students of the drawing class produced charcoal portrait drawings. The students performed very well.

**Results:** Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded

**Recommendations :** Art students respond to structure with flexible pathways for individual expression.

**Reflections/Notes :** The assignment offered options and students worked independently.

**Substantiating Evidence:**

[📄 Art 20 and 22 Beginning and Intermediate Drawing--Taskstream.docx](#) link opens in new window (Word Document (Open XML))

- 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.

### The Art Department embraces the mission of the college:

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.

The AA program of Art is aligned with the following goals.....

<p><b>Problem Solving</b> Solve problems and make decisions.</p>	<p><b>Communication and Technology</b> Technology and written and oral</p>	<p><b>Creativity, reflection</b> Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.</p>
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## 5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process
- Innovation includes varied delivery styles and formats----it is recognized that our students live in a changing world with many demands---ART instruction includes a grounding of tradition coupled with innovation.
- Art history classes utilize effective 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 effective 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 textbooks which are accredited with peer review.
- Assessment may take place in the class itself as students 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.
- How has new technology been used by the discipline, department or program to improve student learning?

The Art History classes employ methods whereby students interact with new media. Instructors present course content in a variety of ways----films, slides, 'clips' from the internet. Students are engaged with the edge of the technological spectrum.

- 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 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. We do not offer studio classes online.

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.

For an online Art History courses such as Art 1, the distance education instructor communicates with the Department Chair. As with other courses, DE courses are evaluated with a visit by a faculty member and an administrator. A student evaluation is included in the evaluation. All Art History courses, face to face, hybrid and online, are required to address the course outline which aligns with the program.

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

All courses are expected to adhere to the standards set forth in the course outline. Individual instructors may interpret the outline to include diverse methods of delivery. The art department recognizes the needs of students for sound courses which are structured, interesting, and academically challenging.

The art department embraces the mission of the college:

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.

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

**Overall enrollment trends in the past three years:**

**SAMPLE---Art 1-----2012 through spring 2015**


Summer 2012	=58
Fall 2012	=154
Spring 2013	=303
Summer 2013	=55
Fall 2013	=187
Spring 2014	=299
Summer 2014	=63
Fall 2014	=301
Spring 2015	=250

Census total = 1670

**Answer:** The enrollment of the Art classes has been consistent for multiple years.

**FALL 2015 Nine Sections:**

Fall'15 Alameda





SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
ART	9	394	394	45.50	1.80	47.30	0.75	0.20	1.15	2.09	22.59 

Green:when productivity is 15 and above Yellow:productivity between 10 and 15 Red: productivity below 10

Answer: The Art Department has been consistently productive for multiple years.










**FALL 2015 Six sections of ART 1, one section of Drawing, one section of Painting and one section of ART 4:**

Fall'15 Alameda ART

CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
ART:1	INTRO TO ART HISTORY	6	277	277	26.20	1.50	27.70	0.40	0.00	0.80	1.20	46.00	4.62	0.20	23.08 
ART:20	BEG DRAWING & COMP	1	48	48	9.40	0.20	9.60	0.35	0.00	0.00	0.35	48.00	9.60	0.35	27.68 
ART:4	MODERN ART HISTORY	1	38	38	3.70	0.10	3.80	0.00	0.20	0.00	0.20	38.00	3.80	0.20	19.00 
ART:50	BEGINNING PAINTING	1	31	31	6.20	0.00	6.20	0.00	0.00	0.35	0.35	31.00	6.20	0.35	17.88 
<b>Grand Total</b>			<b>9</b>	<b>394</b>	<b>394</b>	<b>45.50</b>	<b>1.80</b>	<b>47.30</b>	<b>0.75</b>	<b>0.20</b>	<b>1.15</b>	<b>2.09</b>	<b>5.26</b>	<b>0.23</b>	<b>22.59</b>

**FALL 2015 SECTIONS**

Fall'15 Alameda ART

ID	CATALOG	CATL DESCR	ATTEN	CENSUS	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
1154240946	ART:1	INTRO TO ART HISTORY	W	51	4.70	0.40	5.10	0.20	0.00	0.00	0.20	 25.50
1154240947	ART:1	INTRO TO ART HISTORY	W	55	5.10	0.40	5.50	0.20	0.00	0.00	0.20	 27.50
1154240948	ART:1	INTRO TO ART HISTORY	D	29	2.80	0.10	2.90	0.00	0.00	0.20	0.20	 14.50
1154241174	ART:4	MODERN ART HISTORY	W	38	3.70	0.10	3.80	0.00	0.20	0.00	0.20	 19.00
1154241238	ART:1	INTRO TO ART HISTORY	W	50	4.80	0.20	5.00	0.00	0.00	0.20	0.20	 25.00
1154241294	ART:1	INTRO TO ART HISTORY	W	50	4.80	0.20	5.00	0.00	0.00	0.20	0.20	 25.00
1154241323	ART:50	BEGINNING PAINTING	W	31	6.20	0.00	6.20	0.00	0.00	0.35	0.35	 17.88
1154243868	ART:20	BEG DRAWING & COMP	W	48	9.40	0.20	9.60	0.35	0.00	0.00	0.35	 27.68
1154245392	ART:1	INTRO TO ART HISTORY	D	42	4.00	0.20	4.20	0.00	0.00	0.20	0.20	 21.00
<b>Grand Total</b>				<b>394</b>	<b>45.50</b>	<b>1.80</b>	<b>47.30</b>	<b>0.75</b>	<b>0.20</b>	<b>1.15</b>	<b>2.09</b>	<b>22.59</b>

Green:when productivity is 15 and above Yellow:productivity between 10 and 15 Red: productivity below 10

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

- Art 1 is a significant class for the department. Art 1 is integrated in the IGETC pattern and also serves as an elective for students seeking a Humanities course.
  - Drawing and Painting are courses that have been taught at COA for many years.
  - Art 1, Art 50 and Art 20 are the bedrock courses for the department.
- Productivity for the discipline, department, or program compared to the college productivity rate. **COA ART=21.07**

Spring'16 Alameda											
SUB	SECT	CENSUS	ENRL	FTE RESD	FTE NONR	FTE TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
ART	9	376	375	46.50	3.80	50.30	0.75	0.14	1.49	2.39	21.07

Green:when productivity is 15 and above Yellow:productivity between 10 and 15 Red: productivity below 10

College productivity rate 16.28

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.
- Counselors help students design semester schedules. The art department is a niche program which serves the needs of a range of students. The students in the classes may be transferring, returning to school or taking art for personal enrichment. The art department serves many people with disabilities.
  - Are courses scheduled in a manner that meets student needs and demands? How do you know?
  - Block scheduling is employed in the arrangement of offered classes.
  - A message from an art colleague at Cal State East Bay illustrates the connection of COA to our neighboring CSU campuses-----we communicate with students and sister institutions:

*“The College of Alameda is a significant source of transfer students to our majors, so I and a couple of my faculty are hoping we could come to Alameda and present our new curricula in Fine Art, and Art History to you and whichever of your faculty you think appropriate, and discuss which approaches might make 2018 and the years following easier for students moving between our campuses”*

- Recommendations and priorities---It is recommended that the College of Alameda continue with **Fine Art** offerings for the community.



## 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 66%

### Success by Course

TER M	CAMPU S	SUBJEC T	CATALO G	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F15	Alameda	ART	1	INTRO TO ART HISTORY	276	174	63.0%	61	22.1%
F15	Alameda	ART	20	BEG DRAWING & COMP	39	15	38.5%	12	30.8%
F15	Alameda	ART	22	INTER DRAWING & COMP	9	7	77.8%	1	11.1%
F15	Alameda	ART	4	MODERN ART HISTORY	38	19	50.0%	13	34.2%
F15	Alameda	ART	50	BEGINNING PAINTING	14	11	78.6%	1	7.1%
F15	Alameda	ART	52	INTER PAINTING	12	10	83.3%	2	16.7%
F15	Alameda	ART	53	ADV PAINTING	4	1	25.0%	2	50.0%

Total Graded = any grade, including W  
 Success = A, B, C, or Pass  
 Success Rate = Success / Total Graded  
 Withdraw = Withdraw from class

### Success by Course

TER M	CAMPU S	SUBJEC T	CATALO G	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S16	Alameda	ART	1	INTRO TO ART HISTORY	246	180	73.2%	42	17.1%
S16	Alameda	ART	20	BEG DRAWING & COMP	25	12	48.0%	9	36.0%
S16	Alameda	ART	22	INTER DRAWING & COMP	12	7	58.3%	4	33.3%
S16	Alameda	ART	50	BEGINNING PAINTING	51	45	88.2%	1	2.0%
S16	Alameda	ART	52	INTER PAINTING	9	7	77.8%	1	11.1%
S16	Alameda	ART	53	ADV PAINTING	3	3	100.0%	0	0.0%
S16	Alameda	ART	60	BEG PAINT/WATERCOLOR	21	15	71.4%	4	19.0%
S16	Alameda	ART	61	CONT WATERCOLOR	1	0	0.0%	1	100.0%
S16	Alameda	ART	62	INTER WATERCOLOR	3	3	100.0%	0	0.0%

**SAMPLE---** ART Department/discipline course completion rates:

Course 1. Art 1 Fall 2015 63%  
 (course name and number) rate

Course 2. Art 1 Fall 2016 73%  
 (course name and number) rate

Course 3. Art 22 Fall 2015 77%  
 (course name and number) rate

Course 4. \_\_\_\_\_ Art 50 \_\_ Spring 2016 \_\_\_\_\_ 88% \_\_\_\_\_  
(course name and number) rate

Discussion: All Art courses are transferable and align with the coursework of the CSU Art departments. The art courses follow the course outlines as described in the Curricunet system. **Art Department courses are generally aligning with the completion rate goals of the college.**

**SAMPLE---COA Fall 2104 DATA: Successful student course completion for F14**

Date Run: 1/29/2015

	Term	Census Enrollment	Success	Success Rate
College of Alameda	2014 Fall	12,798	8,097	63.30%

Success = A,B,C, or Pass

Success Rate = Success / Census Enrollment

- 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 \_\_\_\_\_ 65% \_\_\_\_\_

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

Course 1. \_\_\_\_\_ Art 1 \_\_\_\_\_  
(course name and number) rate

The department has offered Art 1 online. The analysis of the course is in process.

Discussion: The Art Department offers Art 1 online. The data of Art 1 for the department needs disaggregation.

- 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?
- The department is aware of no situation at present. Art Faculty communicate to address student needs, abide by the course outline and adhere to the mission of the college. This analysis is in process
- 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?

### Retention by Course

TER M	CAMPU S	SUBJEC T	CATALO G	CATL DESCR	RETN	CENSUS	RETN %
F15	Alameda	ART	1	INTRO TO ART HISTORY	215	277	77.6%
F15	Alameda	ART	20	BEG DRAWING & COMP	27	39	69.2%
F15	Alameda	ART	22	INTER DRAWING & COMP	8	9	88.9%
F15	Alameda	ART	4	MODERN ART HISTORY	25	38	65.8%
F15	Alameda	ART	50	BEGINNING PAINTING	13	14	92.9%
F15	Alameda	ART	52	INTER PAINTING	10	13	76.9%
F15	Alameda	ART	53	ADV PAINTING	2	4	50.0%

### Retention by Course

TER M	CAMPU S	SUBJEC T	CATALO G	CATL DESCR	RETN	CENSUS	RETN %
S16	Alameda	ART	1	INTRO TO ART HISTORY	204	249	81.9%
S16	Alameda	ART	20	BEG DRAWING & COMP	16	26	61.5%
S16	Alameda	ART	22	INTER DRAWING & COMP	8	12	66.7%
S16	Alameda	ART	50	BEGINNING PAINTING	50	51	98.0%
S16	Alameda	ART	52	INTER PAINTING	8	9	88.9%
S16	Alameda	ART	53	ADV PAINTING	3	4	75.0%
S16	Alameda	ART	60	BEG PAINT/WATERCOLOR	17	21	81.0%
S16	Alameda	ART	61	CONT WATERCOLOR	0	1	0.0%
S16	Alameda	ART	62	INTER WATERCOLOR	3	3	100.0%

College retention standard \_\_\_\_\_47%\_\_\_\_\_

**SAMPLE-----**ART Department retention rates

Year 1. \_\_\_\_Fall 2015 75%\_\_\_\_\_

Year 2. \_\_\_\_Spring 2016 80%\_\_\_\_\_

Discussion: The art department has overall retention rates above the college standard

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?
- The department would like to improve some of the completion rates for classes---this will be an agenda item for departmental meetings.
- 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?
  - 1) The plan of the department is to work with the counseling department to communicate the availability of art department offerings.
  - 2) Communicate to students the AAT in Art History and AA degree that the department awards.

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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 one

Part-time faculty headcount four

Total FTEF faculty for the discipline, department, or program \_\_\_\_\_

Full-time/part-time faculty ratio 1:4

Classified staff headcount zero

- Describe your current utilization of facilities and equipment.
  - Currently we have one room that is utilized for the Art Studio classes
  - Currently Art History courses are taught in a variety of class rooms on campus
  - Each of the rooms has some form of 'smart equipment'.
- 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.
  - A part time classified staff person.
  - An additional full time faculty member.
  - The department has one full time faculty member and four adjuncts.
  - The tasks of the department include: the management of the rooms, ordering supplies and equipment, acquisition of data, writing of reports, developing schedules, and participating in shared governance.
  - Goals of the department include Community Partnerships and Public Exhibitions.

**Success by Course**

TER M	CAMPU S	SUBJEC T	CATALO G	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S16	Alameda	ART	1	INTRO TO ART HISTORY	246	180	73.2%	42	17.1%
S16	Alameda	ART	20	BEG DRAWING & COMP	25	12	48.0%	9	36.0%
S16	Alameda	ART	22	INTER DRAWING & COMP	12	7	58.3%	4	33.3%
S16	Alameda	ART	50	BEGINNING PAINTING	51	45	88.2%	1	2.0%
S16	Alameda	ART	52	INTER PAINTING	9	7	77.8%	1	11.1%
S16	Alameda	ART	53	ADV PAINTING	3	3	100.0%	0	0.0%
S16	Alameda	ART	60	BEG PAINT/WATERCOLOR	21	15	71.4%	4	19.0%
S16	Alameda	ART	61	CONT WATERCOLOR	1	0	0.0%	1	100.0%
S16	Alameda	ART	62	INTER WATERCOLOR	3	3	100.0%	0	0.0%

- The Art Department has many students enrolled with special needs.** Many students are under-prepared-----studio art courses and art history courses will benefit with additional resources and/or staffing to encourage student success.
- 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) Faculty members need support to insure that the delivery of content will be achieved. For example the support of AV staff with equipment during class periods.
- 2) Adjunct faculty were supplied with laptops in 2016. Updates and software will help faculty meet the demands of the ever changing digital environment.
- 3) The showing of films must include closed captioning.
- 4) Students with disabilities have needs for face to face coursework as well as digitally based learning in terms of the layout of pages, vision, color, sound, and other issues of accessibility.

F15	Alameda	ART	20	BEG DRAWING & COMP	39	15	38.5%	12	30.8%
F15	Alameda	ART	22	INTER DRAWING & COMP	9	7	77.8%	1	11.1%

The Fall 2015 concurrent class of Art 20/22 included a range of students. The class included students with intellectual and physical disabilities. Students are challenged with basic college requirements such as acquiring materials, caring for materials, and completing assignments.

- 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.
  - 1) The Art Department is functioning within the provided rooms ---the art department productivity rate is above the college rate. However, the facilities will benefit with a vision from a professional designer. The College of Alameda students will benefit with renewed facilities----- updated rooms.

OTHER FACTORS: The College of Alameda is in a position to influence the west side of Alameda as a cultural institution.

**Alameda Center for the Arts**----the College of Alameda of the future could include a center that engages the community with cultural events.

- 2) Exhibition Space—strongly recommended for a healthy community and college.

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

## 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 Full Time Art Instructor has served as the co-department chair for the Art, Music and Dance Cluster. The Full Time Art Instructor is the Curriculum Chair for the college, a member of the PRIEC committee, the College Council and the Building Steering committee.

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

Community outreach is a goal of the department. The department had an art show in the Spring of 2016.

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

Adjunct faculty participate in the departmental and division meetings. As a department, colleagues communicate in person as well as via email or phone---communication is achieved through these methods to discuss student matters, facilities, courses, and plans for the development of the department. Adjunct faculty have requested and received staff development funding to pursue professional updates and trainings. Adjunct faculty have participated in online coursework to learn methods of DE instruction within the district.

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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.
- 

### **10. Discipline, 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: Updating course outlines for all of the courses in the program and reviewing offerings and degrees. Consider new courses such as sculpture.

Rationale: The courses of the program need to be explored for their content and relevance.

- **Goal 2. Assessment:**

Activities: Continue to work with the assessment of courses individually---as experts in the field of art--and compile data in the system of TASKSTREAM.

Rationale: Instructors are to be qualified in the instruction of courses, subject to evaluation, and positioned to assess the progress and success of student development.

- **Goal 3. Instruction:**

Activities: The art department supports instructors. The future goals of the department include a consideration of the challenges faced in the ‘classroom’ of today. The department, through discussion, will find pathways for improvement.

Rationale: Student Success is enhanced with teachers who are flexible and well supported by the services of the institution.

- **Goal 4. Student Success:**

Activities: Students are respected with high regard within the art department. Students in turn learn with a structure in place which is supportive of individual inquiry. The Art Department as a whole regards student ‘success’ in terms of the coursework and also the wholistic well being of the student.

Rationale: While challenging and rigorous, art classes also offer new pathways of personal development for students---*not* succeeding may also be a form of success in that art demands inventive thought and directions yet unknown.

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

Activities: Professional development is provided by the college and instructors are made aware of opportunities as they arise. Community engagement and other related activities are a goal of the department. Foremost for the department is the support of coursework and partnerships which include the enhanced opportunity for students pursuing an advanced degree.

Rationale: The art department is primarily a transfer based program.

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

## Appendices

### Appendix A

Comprehensive Instructional Program Review  
Prioritized Resource Requests Summary

College: College of Alameda

Discipline, Department or Program: ART

Contact Person: Drew Burgess

Date: 10-14-2016

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
<b>Human Resources: Faculty</b>	Art Instructor	1	n/a	Page 7,18	C.2 Student Success: Develop an innovative student success program at each college.  COA ILO Problem Solving: Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement
<b>Human Resources: Classified</b>	Instructional Assistant	2	n/a	Page 10,18	C.2 Student Success: Develop an innovative student success program at each college.  COA ILO: Civic Responsibility: Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member
<b>Human Resources: Student Workers</b>	Student Aid	3	n/a	Page 10,18	C.2 Student Success: Develop an innovative student success program at each college.



					COA ILO: Diversity: Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
<b>Technology</b>	Presentation Technology	4	n/a	Page 18	C.2 Student Success: Develop an innovative student success program at each college.  COA ILO: Communication and Technology: Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
<b>Equipment</b>	3D Equipment for Art 47 or a new sculpture course	5	n/a	Page 20	C.2 Student Success: Develop an innovative student success program at each college.  COA ILO: Problem Solving: Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement
<b>Supplies</b>	Instructional Aids	6	n/a	Page 10	C.2 Student Success: Develop an innovative student success program at each college.  COA ILO: Problem Solving: Solve problems and make decisions in life and work using

					critical thinking, quantitative reasoning, community resources, and civil engagement.
<b>Facilities</b>	Art Gallery	7	n/a	Page 19	C.2 Student Success: Develop an innovative student success program at each college.  COA ILO: Creativity: Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
<b>Professional Development</b>	Conferences and Training	8	n/a	Page 10	C.2 Student Success: Develop an innovative student success program at each college.  COA ILO: Diversity: Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
<b>Other (specify)</b>	Visiting Artists	9	n/a	Page 19	C.2 Student Success: Develop an innovative student success program at each college.  COA ILO: Creativity: Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

## Appendix B

## PCCD Program Review Alignment of Goals Template

College of Alameda \_\_\_\_\_

Discipline, Department or Program: ART \_\_\_\_\_

Contact Person: Drew Burgess \_\_\_\_\_

Date: 10-14-2016 \_\_\_\_\_

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
<ul style="list-style-type: none"> <li>• <b>Goal 1. Curriculum:</b>   <b>Activities:</b> Updating course outlines for all of the courses in the program and reviewing offerings and degrees. Consider new courses such as sculpture.   <b>Rationale:</b> The courses of the program need to be explored for their content and relevance.</li> </ul>	Diversity: Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.	C.2 Student Success: Develop an innovative student success program at each college.
<ul style="list-style-type: none"> <li>• <b>Goal 2. Assessment:</b>   <b>Activities:</b> Continue to work with the assessment of courses individually----as experts in the field of art---and compile data in the system of TASKSTREAM.   <b>Rationale:</b> Instructors are to be qualified in the instruction of courses, subject to evaluation, and positioned to assess the progress and success of student development.</li> </ul>	Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.	C.2 Student Success: Develop an innovative student success program at each college.

<ul style="list-style-type: none"> <li>• <b>Goal 3. Instruction:</b></li> </ul> <p><b>Activities:</b> The art department supports instructors. The future goals of the department include a consideration of the challenges faced in the ‘classroom’ of today. The department, through discussion, will find pathways for improvement.</p> <p><b>Rationale:</b> Student Success is enhanced with teachers who are flexible and well supported by the services of the institution.</p>	<p>Creativity: Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.</p>	<p>C.2 Student Success: Develop an innovative student success program at each college.</p>
<ul style="list-style-type: none"> <li>• <b>Goal 4. Student Success:</b></li> </ul> <p><b>Activities:</b> Students are respected with high regard within the art department. Students in turn learn with a structure in place which is supportive of individual inquiry. The Art Department as a whole regards student ‘success’ in terms of the coursework and also the wholistic well being of the student.</p> <p><b>Rationale:</b> While challenging and rigorous, art classes also offer new pathways of personal development for students---<i>not</i> succeeding may also be a form of success in that art demands inventive thought and directions yet unknown.</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>C.2 Student Success: Develop an innovative student success program at each college.</p>
<ul style="list-style-type: none"> <li>• <b>Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:</b></li> </ul> <p><b>Activities:</b> Professional development is provided by the college and instructors are made aware of opportunities as they arise. Community engagement</p>	<p>Communication and Technology: Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.</p>	<p>C.2 Student Success: Develop an innovative student success program at each college.</p>

<p>and other related activities are a goal of the department. Foremost for the department is the support of coursework and partnerships which include the enhanced opportunity for students pursuing an advanced degree.</p> <p><b>Rationale:</b> The art department is primarily a transfer based program.</p>		

## Appendix C

### Program Review Validation Form and Signature Page

**College:**

**Discipline, Department or Program:**

**Part I. Overall Assessment of the Program Review Report**

Review Criteria	Comments: Explanation if the box is not checked
<input checked="" type="checkbox"/> 1. The narrative information is complete and all elements of the program review are addressed.	
<input checked="" type="checkbox"/> 2. The analysis of data is thorough.	
<input checked="" type="checkbox"/>	

<p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	
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**Part II. Choose one of the Ratings Below and Follow the Instructions.**

Rating	Instructions
<p><input type="checkbox"/></p> <p>1. Accepted.</p>	<p>1. Complete the signatures below and submit to the Vice President of Instruction.</p> <p>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.</p> <p>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.</p>
<p><input type="checkbox"/></p> <p>2. Conditionally Accepted.</p>	
<p><input type="checkbox"/></p> <p>3. Not Accepted.</p>	

**Part III. Signatures**

**Validation Team**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Validation Team**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Received by Vice President of Instruction**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**College of Alameda**

**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

### **District-College Strategic Goals & Institutional Objectives**

**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.

<b>Strategic Goals</b>	
<b>A: Advance Student Access, Equity, and Success</b>	<p><b>A.1 Student Access:</b> 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><b>A.2 Student Success:</b> Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> 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><b>A.4 Student Equity Planning:</b> Address the achievement gap through fully developing and</p>



	implementing the student success and equity plans at each campus.
<b>B: Engage and Leverage Partners</b>	<p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p><b>B.2. Partnerships:</b> Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<b>C: Build Programs of Distinction</b>	<p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program.</p> <p><b>C.2 Student Success:</b> Develop an innovative student success program at each college.</p>
<b>D: Strengthen Accountability, Innovation and Collaboration</b>	<p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>

