

Q21. Welcome to COA's new, online portal for completing your **Annual Program Update (APU)**. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will be saved, should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions about the portal during the process, please email Interim Dean Karen Engel at [kengel@peralta.edu](mailto:kengel@peralta.edu) or call or text her cell phone at (510) 381-5292. For questions about your program or the process, please contact your instructional dean or service area or administrative unit vice president. Thank you!

Q1. Please select the discipline, department or program:

Q102. Please select the Program Type:

- Instructional
- Student Services
- Administrative Services

Q2. Please provide the name of the person(s) completing this Program Review:

Drew Burgess

Q103. The mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Q3. Please provide the mission statement for your program:

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 transfer-ability to a university. The art department introduces students to the world of art and promotes lifelong learning.

Q104. Please specify the **date** of your program's last Comprehensive Program Review (month and year):

October 24th 2016

Q105. Cut and paste the program goals and administrative unit outcomes (AUOs) from your program's most recent Program Review or AUO documents into the left-hand column. Then complete the remaining columns of the table below. Program Review Archives, PCCD and COA Strategic Goals can be found on [your program's APU home](#) page.

			Progress on goal or AUO attainment (specify: the date completed, revised, or ongoing)	Explanation or Comments (describe any revisions or impediments)
<a href="#">PCCD goal</a> advanced upon completion (#)	<a href="#">COA goal</a> advanced upon completion (#)			

**Assessment**

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

**Student Success:**  
Develop an innovative student success program at each college.

Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

In progress--this is an ongoing component in the assessment process.

It is recommended that the College of Alameda implement a streamlined system of assessment, with appropriate staffing.

**Curriculum (if applicable)**

Updating course outlines for all of the courses in the program and reviewing offerings and degrees. Consider new courses such as sculpture.

**Student Success:**  
Develop an innovative student success program at each college.

Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and

In progress--not complete

The art department is understaffed.

**Instruction (if applicable)**

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.

**Student Success:**  
Develop an innovative student success program at each college.

**Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

The department has successfully begun to offer Art 2 and 3, courses tied to the AAT in art history. We have navigated challenges in instruction with alternation of offerings. We tried to offer Art 122 without success--the course did not fill. We are working on ideas to mesh with the upcoming maker space.

Instructional resources are needed to engage with students. For example the studio classes typically have DSPS students in need of tutoring.

**Student Services and Student Equity**

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.

**Student Success:**  
Develop an innovative student success program at each college.

Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and

The art department is strong in terms of diversity including sensitivity to a wide range of individuals.

The art department is in a position to develop a nurturing environment that is educational and progressive.

Professional Development, Institutional and Professional Engagement, and Partnerships

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.

Student Success:  
Develop an innovative student success program at each college.

Communication and Technology: Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

Art Instructors have participated in trainings for online teaching and special events including interplinary learning environments abroad. An instructor visited Brussels via a district opportunity. Faculty have participated in state curriculum trainings and enrollment trainings.

The art department should continue to pursue opportunities for adjunct faculty members.

Other Program Improvement Objectives or AU Outcomes

Researching the development of non-credit programming.

Rationale: The College of Alameda has a significant number of art students requiring unique instruction.

Student Success:  
Develop an innovative student success program at each college.

Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and

In progress

The art department is considering development of non-credit coursework to engage with students who have disabilities.

Other Program Improvement Objectives or AU Outcomes

Creating a methodology to engage with the Fablab (maker-space).

Rationale: The art department has courses in place that fit well with the new lab--Art 47 3D Design.

Student Success:  
Develop an innovative student success program at each college.

Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

In progress

The art department has been active in the development of the new lab.

Q106. Please review and reflect upon the data for your program (see [Data Dashboards](#) on the left of the COA Program Review home page). Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus on the most recent year and/or the years since your last comprehensive program review.

Q107. Using the [Enrollment Data Dashboard](#), review any changes in the student demographics of your students. Particularly consider changing number (or percentage) of student by age, gender, ethnicity, and special populations (foster youth, veterans, low income, students with disabilities). Comment on any changes.

The demographics for the art department have been consistent. During the period of the recession in 2009 and 2010 there was an increase in students. Some faculty noted an increase of students enrolling from UC or CSU schools. From the period of 2011 to 2017 the population of students has been diverse following roughly the percentages of varied peoples found within the school.

Q108. Using the [Enrollment Data Dashboard](#), review and comment about any changes in enrollment by course.

Enrollment of Art 50 has risen in the last three semesters---the course is offered in two locations--COA and LWP.  
Art 20 has been steady in enrollment.  
Art 4 has developed well as a course for the department with successful enrollment.  
Art 23 shows a rise in students. From personal observation faculty are noticing the return of students in the drawing sequence of Art 20, 22 and 23---we have students who complete the entire sequence.  
Art 60,61,62,63 was offered successfully in the Spring of 2016. The course did not fill in the Fall of 2016. Students have asked for the course.

Q109. Using the [Productivity Data Dashboard](#), review and comment on any changes in the productivity of your program and courses.

The productivity of the art department has been consistently higher than the average of the college.

Q110. For Student Services units, consider and comment on any changes in the number of student contacts and the success rates of the students served.

The art department serves a wide range of individuals. Specific Tutoring for art students has not been implemented. A lab for art students which includes hours for the completion of projects, help in writing assignments and one on one instruction concerning the study of art history will benefit students. The art department serves many students with disabilities in the studio classes yet there is not specific help for students with disabilities as there might be in academic classes----students fend for themselves and often fail. Studio art instructors do not have support for the unique interaction with students who may have medical conditions, cognitive challenges, emotional complications and difficulties in the college setting.

Q111. Using the [Course Completion](#) and [Retention Data Dashboards](#), review and comment on any changes in the completion and retention rates of your program's courses.

The completion rates are consistent and in line with the averages of the college.  
The retention rates indicate that the art department closely follows the averages of the college.

Q112. Using the [Course Completion](#) and [Retention Data Dashboards](#), review and comment on any changes in the completion and retention rates of your program's **Distance Education or Hybrid** classes versus **face-to-face** (or lecture) classes. Use the DE filter. Set it to "NULL" to review only face-to-face classes.

The distant education completion and retention rates follow the college averages at about 60%. In these categories 100% Distant Education shows a decline over a period of 7 years. Distant Education classes of the art department, as well as the college as a whole, may need a review of standards to insure the academic integrity of courses.

Q113. Review and reflect on other program specific data or unplanned events that reflect significant changes in the program.

1)The College of Alameda received a grant to pursue Online Educational Resources. The art department may be able to develop coursework which includes specialized online resources. The department will need support to develop these resources.  
2) Some populations of students may benefit with a tutoring lab. While art is considered an elective for some students, there are standards to be met which align with transfer level institutions. The art department is an inclusive environment yet some students are at odds with the difficulty of completing college level assignments. The studio art classes offer an opportunity for individual growth as students encounter problems of a dimensional nature.

Q114. Using the [Equity Data Dashboards](#), please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here?

- Yes
- No

Q115. If differences exist, please detail the differences and describe the activities your program is making to address the differences. How will your program evaluate the effectiveness of these activities?

The art department requests that this analysis is addressed by researchers. Hands on experience with students indicates that there are inequities within the student population.

Suggestions for improvement:

- 1) A designated para-professional to assist with students including lab time, portfolio development, assignments, counseling, one on one instruction, writing, study habits and help with the acquisition of materials.
- 2) Implementation of an effective support system that includes counseling and early alert.
- 3) A review of the method by which instructors are asked to complete financial aid forms for students---the communication gap of aid and student success. A review of the relationship of student services and the art courses.
- 4) The art department is considering the implementation of non-credit sequencing that may help students prepare for credit coursework.
- 6) The department champions individual students. Students graciously experience stressful situations as the art department creates an inclusive and safe learning environment. An ongoing goal is to be innovative in methods to gain inclusion, community and togetherness. Students are nurtured as people in the complex world of today.

Q116. What curricular, pedagogical or other changes has your department made since the most recent program review?

- 1) We have begun to offer Art 2 and 3 more regularly and successfully. These art history courses develop depth in the program.
- 2) We tried to offer Art 122 without success. This course may need deactivation and/or revision.
- 3) We are working on developing a relationship with the upcoming Maker-space. Art 46 2D visual design will be offered in the evening.
- 4) The studio drawing and painting classes have utilized the adjoining gallery space, the 'furnace gallery' (as it is in a room with HVAC noise) to exhibit work.
- 5) The president offered gift certificates in exchange for works of art. Student work was selected and the pieces are hanging in rooms of the 'A' building.
- 6) The art department implemented courses for Dual Enrollment. In the Fall of 2017 the Art 4 class at the AIMS school was withdrawn. The course in painting at LWP may be withdrawn in the Spring of 2018. Dual Enrollment courses have offered pedagogical challenges. Instructors have remarked on the preparedness of students in relation to college level material as well as a lack of support from hosting institutions.
- 7) The art department participated in the development of the grant for the Maker-Space.
- 8) The art department has been incorporated into Division 1 and 'STEAM'. This relationship is experimental. Art students may benefit with equitable allowances. For example, the art department requests a larger portion of supply funding.
- 9) Study Abroad programming is in development.

Q117. Were these changes based on assessment of student learning outcomes at the course or program level?

- Yes  
 No

Q118. Please identify the assessment used.

Art 1 Student Learning Outcome Number 2:

'Identify broad themes of art located in the context of history and contemporary society'

A major goal of the art department is embodied in this outcome. Students of art are successfully engaging with the relationship of art as thematic i.e. personal discovery, social concerns, elements of life and family, contemporary issues of struggle and success.

The aforementioned pedagogical adjustments and changes point to this outcome of the department to offer meaningful engagement in contemporary life.

Q119. Please describe the basis for the change if assessment was not used (choose all that apply).

The question is not applicable to the respondent

Q120. Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs).

[Program Assessment Findings 2017 for APU.pdf](#)

20.5KB

application/pdf

Q121. Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

Each semester student progress is assessed in individual courses. The art department intends to assess student performance in relation to the standards and guidelines of the the course outlines. The course outlines are publicly available---<http://peralta.curricUNET.com/PublicSearch/Index>.

Q124. What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

Program Learning Outcomes of the Art Department:

1) Synthesis of art history studies and art studio innovation to promote decision making, problem solving, and empower the individual in society.

Art students often enroll in art history followed by a studio course. Studio courses engage with personal discovery and innovation. Empowerment may include the success of showing works of art. In the offices of the 'A' building we have begun with the hanging of student artworks. These artworks answer to this PLO and help shape the dialogue within the campus itself. The art department and thus students will benefit with support for individual artistic expression.

2) Development of artistic creative skills to foster aesthetic reflection in life activities.

The art department has begun to regularly engage with activities that are interdisciplinary. See attachment of Anthropology and Art dialogue.

3) Productive knowledge of the breadth of world creativity in order to respond, form positions, and make decisions of daily life.

In the art history classes students engage with questions of daily life. Students reflect on life with essay writing. Assessment results for essay writing may be found in TASKSTREAM.

Additional resources:

- 1) Art Program learning Outcomes---<http://alameda.peralta.edu/art/sample-page/art-program/>
- 2) Public Search of Courses and Programs--- <http://peralta.curricUNET.com/PublicSearch/Index>
- 3) Student learning Outcomes Cycle---<http://alameda.peralta.edu/office-of-instruction/files/2016/11/Art.pdf>
- 4) College Catalog---<http://alameda.peralta.edu/college-catalog/files/2017/09/Art.pdf>

Q123. Describe your plans for improvement projects based upon the assessment results.

To continue with meaningful writing projects for art students.  
To continue with individual art exploration and the exhibit of student works.  
To develop an assessment model of the impact of student works of art in the college setting.  
To develop an assessment model of the interaction of interdisciplinary projects.  
To reflect on the Maker-Space and success of Art 46 in 2018.  
To consider non-credit courses and a certificate pathway.  
To reflect upon the healing capability of art as a component of student health.

Sample Assessment :

For Art 1, I assessed (#2): The student will compose one essay during the course of the semester analyzing themes of art in history.

Students wrote an essay analyzing themes of art (including art about politics, technology, religion/spirituality, identity, story-telling, fantasy, propaganda, etc.). 85% of students scored above 70%.

Q125. Attach evidence of these assessment results (the assessment report from [Taskstream](#), departmental meeting notes, or the assessment spreadsheet showing these results).

[Assessment Findings Art 1 2016.pdf](#)

20KB

application/pdf

Q126. Is your program one of the below?

CTE program

- Counseling Department
- Library Services
- Student Services or Administrative Unit
- None of the Above

**Q128. For CTE Programs:** Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

The question answer displayed to the respondent

**Q129.** Is your CTE program working with a Deputy Sector Navigator?

The question answer displayed to the respondent

**Q130.** Briefly describe your CTE programs' work with the Deputy Sector Navigator?

The question answer displayed to the respondent

**Q131.** Is your CTE program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant(s).

The question answer displayed to the respondent

**Q132. For Counseling:** What has the counseling department done to improve course completion and retention rates? What is planned for the future?

The question answer displayed to the respondent

**Q134.** What is the counseling department planning to do to improve course completion and retention rates in the future?

The question answer displayed to the respondent

**Q133.** What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

The question answer displayed to the respondent

**Q135. For Library Services:** Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update.

The question answer displayed to the respondent

**Q136.** Please fill in the information below re Library Services:

The question answer displayed to the respondent

**Q137. For Student Services or Administrative Units:** Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit.

The question answer displayed to the respondent

**Q138.** How has this information informed unit planning and goal setting?

The question answer displayed to the respondent

**Q139.** Briefly describe any changes that have impacted the work of your unit.

Q146. Please find the Prior-Year Resource Utilization Self-Evaluation Template in your [Program Review home page](#), review your expenditures for 2016-17 and complete the form. Upload it here when you are finished.

[Prior-Year-Resource-Utilization-Self-Evaluation-Template ART DEPARTMENT 2017.xlsx](#)

21.3KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q140. **Human Resources:** If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success:

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCD goal (letter)
<p>Request 1:</p> <div data-bbox="94 1104 527 1255" style="border: 1px solid black; padding: 5px;">                     Art Instructor                 </div>	<div data-bbox="565 1146 712 1182" style="border: 1px solid black; padding: 2px 10px;">                         yes                     </div>	<p>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</p>	<div data-bbox="878 1146 1026 1182" style="border: 1px solid black; padding: 2px 10px;">                         yes                     </div>	<div data-bbox="1045 1033 1203 1297" style="border: 1px solid black; padding: 5px;">                     The art department will better serve students with another full time instructor.                 </div>	<div data-bbox="1214 1146 1362 1182" style="border: 1px solid black; padding: 2px 10px;">                         3                     </div>	<div data-bbox="1377 1146 1524 1182" style="border: 1px solid black; padding: 2px 10px;">                         A                     </div>



Request 2:

Art Instructional Assistant

yes

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

yes

The art department will better serve students with additional one on one instruction.

3

A

Other:

DSPS Assistant

The Art Department needs COA to address students with disabilities enrolled in the studio art classes.

no

yes

The studio art classes provide a healthy and healing atmosphere for many students.

3

A

Q141. **Technology and Equipment:** Please explain how the new technology or equipment will contribute to increased student success:

Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCD goal (letter)
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Request 1:

3D Equipment for Art 47 or a new sculpture course

yes

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

yes

yes

3

A

Request 2:

Art Hanging Method for College Placement of student work

no

yes

Students as well as the college as a whole needs the healthy exchange of visual ideas. Art has the capacity to challenge our social positions as well as heal the human spirit.

3

A

Other:

Portfolios for students.

no

yes

Art students need equipment to help transport their creations to and from campus.

3

A

Q142. **Facilities:** How will this facilities request contribute to student success? Indicate whether and how facilities maintenance and repair affected your program in the past year with your request.

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with <a href="#">college goal</a> (#)	Alignment with <a href="#">PCCD goal</a> (letter)
<b>Request 1:</b> New Double Sink for Room D316. The painting students have difficulty cleaning equipment.	no		yes	yes	3	A
<b>Request 2:</b> Projection set-up for Room D316	yes	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.	yes	yes	3	A
<b>Other:</b> New White Board for Room D316	no		yes	yes	3	A

**Q145. Professional Development or Other Requests:** How will the professional development (PD) activity contribute to student success? What PD opportunities and contributions will your program make to the college in the future?

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with <a href="#">college goal</a> (#)	Alignment with <a href="#">PCCD goal</a> (letter)

**Request 1:**

Study abroad instructional opportunities for adjunct faculty.

no		yes	yes	3	A
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**Request 2:**

Conferences and training for curriculum as it helps and relates to the art department goals of student success.

no		yes	yes	3	A
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**Other:**

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Q144. Congratulations. You have completed your Annual Program Update for 2017-18. If you have completed each question in each section, you may close this tab. Your answers will be saved and submitted. Thank you!

**Location Data**

**Location:** [\(37.773498535156, -122.27880096436\)](#)

**Source:** GeoIP Estimation



2016-2017 Assessment Cycle

## Assessment Findings

### Finding per Measure

#### ART (ART) AA Outcome Set

ART 1 - Introduction to Art History

Introduction to art purposes, principles and forms: Basic understanding of stylistic development and methods of analysis with emphasis on twentieth century art.

#### **Outcome: ART 1 Introduction to Art 1-1 Evaluate**

Evaluate creation of art in historical context with an emphasis toward modern life.

#### ▼ **Measure:** Evaluation of art in relation to modern life *Program level; Direct - Exam*

Details/Description:	Students reflect on art of the modern period in series of discussions.
Acceptable Target:	70% of the students will score at or above 70%.
Ideal Target:	75%
Implementation Plan (timeline):	Fall 2015
Key/Responsible Personnel:	Drew Burgess

Findings for Evaluation of art in relation to modern life

*No Findings Added*

#### Program Review Outcomes





2015-2016 Assessment Cycle

## Assessment Findings

### Finding per Measure

#### ART 1A Introduction to Art

Outcome

#### **Outcome: ART 1 Intro to Art 1.1 Evaluate Art**

Evaluate creation of art in historical context with an emphasis toward modern life.

#### ▼ **Measure:** Art in an historical context *Direct - Other*

**Details/Description:** The student will create a work of research during the course of the semester analyzing the creation of art in history.

**Criteria for Successful Performance:** 70% of the students completing the paper will score 70% and above on the paper.

**How will you collect this information?:** The information will be collected every semester.

**Contact Person:** Drew Burgess

#### Findings for Art in an historical context

**Summary of Findings:** Research papers for Art 1 in the Spring of 2016. Students produced a paper on a selected aspect of art in relation to a historical context. The paper required MLA formatting, citations and college level analysis.

**Results:** Successful Performance Target Met?: Exceeded



**Prior Year Resource Utilization Self-Evaluation**

Directions: Please review your 2016-17 resource allocations and expenditures provided in the **Expenses 2016-17** tab below. Enter them below and evaluate your use of those funds by completing the table below. Please email your completed table to [Dean.Engel@peralta.edu](mailto:Dean.Engel@peralta.edu). Thank you.

**College:** COA  
**Department, Division, Department or Program:** Art  
**Contact Person:** Drew Burgess  
**Date:** 10/10/17

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your <u>Program Goals</u>	If you have quantitative evidence of the impact of these expenditures, please provide it here
General Fund			0		
Instructional Equipment	5000		5000	The instructional equipment has helped the art department further its mission of student success.	
Instructional Supplies			0		
Fund 10			0		
Measure A			0		
Strong Workforce			0		
Perkins			0		
Equity			0		
Basic Skills			0		
Work-Study			0		
Other			0		
TOTAL			0		

## Evaluation Form

Please keep your responses to less than 100 words. If there is additional information, please email it to Interim

Please describe the impact of these funds on your <u>students' outcomes</u>	If you were not able to utilize all of your resources last year, please explain	With which of the College's 10 college goals do these expenditures best align? (See tab below)
The purchased equipment helps communicate ideas of the 21st century.		Number 3 ----Advance COA teaching and learning.