

Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College



Instructional Program Review Handbook

Fall 2015
Version 3.

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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
- Two additional faculty members.
- 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.

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.

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.

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 1st 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
-

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
-

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 for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

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

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

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

$$FTES = WSCH \times 17.5 / 525$$

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

$$FTES = 120 \times 17.5 / 525 = 4.0$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = 35/2 = 17.5.

Retention: The percent of students earning any grade but “W” in a course or series of courses. To compute retention for a class, take class completion with grade other than “W” and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

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

The Comprehensive Instructional Program Review Report

1. College: Laney

Discipline, Department or Program: Art Department

Date: 10-22-2015

Members of the Comprehensive Instructional Program Review Team:

**Members of the Validation Team: Fan L Warren, Larry Henderson,
Susannah Israel and Anna Vaughan.**

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

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

The Laney College Art Department offers a variety of courses from Drawing, Sculpture, Ceramics, to Eco-Arts and Gallery Management. The faculty and staff offer supportive educational services to a diverse group of students. They are given a solid foundation in the elements of visual arts, two-and three-dimensional design also various techniques and medium. Students learn to set and reach their goals ranging from learning a new art discipline or preparation for transfer to a four-year institutions or professional art schools.

We offer an Associate of Arts Degree in Ceramics and Associate of Arts Degree in Studio Arts, which is a Transfer degree mainly for studio art major at CSU. Completion of the program with a minimum G.P.A. of 2.0 provides students specific guarantees for transfer to the CSU system. Also an Associate of Arts Degree for Transfer in Art History is in Progress.

The Laney College Art Department adheres to the mission, vision, and values adopted by the Peralta Community College Board of Trustees and Laney College.

We have and will continue to view it as our responsibility to introduce a broad cultural perspective by lecturing and presenting diverse art and artists, including cultural context that produces and influences they work. This important response to the diverse student population at Laney has been highly effective; students are excited and inspired to learn of their own artistic cultural legacy

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. **Yes ...see attached Curriculum Review Report**
- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)? **Yes...see attached Curriculum Review Report**
- 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?
- **Associate of Arts Degree for Transfer in Studio Arts (AA-T Degree). Currently 50% of this degree cannot be completed through distance Education.**
- **Associate of Arts Degree Ceramics. Currently 50% of this degree cannot be completed through distance Education.**
- **Associate of Arts Degree for Transfer in Art History (New in Progress)**

4. Assessment:

Laney's Program Review Resources & Information webpage (<http://www.laney.edu/wp/instruction/program-review/>) has several files you will need to complete this section. Please look at the files available and follow the instructions below. If you have questions, contact the Laney Assessment Coordinators, Heather Sisneros [and Rebecca Bailey](mailto:hsisneros@peralta.edu) (hsisneros@peralta.edu, rbailey@peralta.edu).

- 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)
- **Each art class that's taught in the Art Department has their SLOs listed on their class syllabi and instructional handouts. The Art Department websites is in the process of being updated to included program course SLO's.**
-
- Insert evidence of the approval status for all SLOs for every course offered in your department. Note that if the course has been updated through CurricUNET in 2007 or later, SLOs have been approved. Course approval dates can be found in the CurricUNET Report August 2015 file. Use the toggles at the column headings to choose your cluster or department, select the boxes for your area, and copy/paste below. The second tab shows the key to cluster abbreviations.

ART	1	Introduction to Art History	3/15/13
ART	2	History of Western Art: Prehistoric Through the Middle Ages	3/15/13
ART	3	History of Western Art: Renaissance to Contemporary Art	3/15/13
ART	4	History of Modern Art (1800 to Present)	3/15/13
ART	5	History of Asian Art (Past to Present)	3/15/13

ART	7	History of African American Art (Past to Present)	3/15/13
ART	20	Beginning Drawing & Composition	3/15/13
ART	22	Intermediate Drawing and Composition	3/15/13
ART	23	Advanced Drawing and Composition	
ART	24	Special Projects: Drawing	1/1/07
ART	26	Continuing Figure Drawing and Composition	
ART	27	Intermediate Figure Drawing and Composition	
ART	28	Advanced Figure Drawing and Composition	
ART	29	Special Projects: Figure Drawing	1/1/07
ART	35	Beginning portraiture	
ART	36	Continuing Portraiture	
ART	37	Intermediate Portraiture	
ART	38	Advanced Portraiture	
ART	39	Special Projects: Portraiture	1/1/07
ART	40	Color Dynamics: The Interaction of Color	12/11/12
ART	41	Basic Design	1/1/89
ART	46	2-D Visual Design	3/15/13
ART	47	3-D Visual Design	3/15/13
ART	50	Beginning Painting	3/15/13
ART	51	Continuing Painting	12/5/14
ART	52	Intermediate Painting	1/1/96
ART	53	Advanced Painting	1/1/96
ART	54	Special Projects: Painting	1/1/07
ART	60	Beginning Painting: Watercolor	1/1/96
ART	61	Continuing Painting: Watercolor	1/1/96
ART	62	Intermediate Painting: Watercolor	1/1/96
ART	63	Advanced Painting: Watercolor	1/1/96
ART	64	Special Projects: Watercolor Painting	1/1/07
ART	71	Continuing Sculpture	1/1/96
ART	74	Special Projects: Sculpture	1/1/07
ART	76	Continuing Figure Sculpture	10/3/14
ART	77	Intermediate Figure Sculpture	10/3/14
ART	79	Special Projects: Figure Sculpture	
ART	80	Beginning Ceramics	3/15/13
ART	81	Continuing Ceramics	3/15/13
ART	82	Intermediate Ceramics	3/15/13
ART	83	Advanced Ceramics	3/15/13
ART	84	Special Projects: Ceramics	3/15/13
ART	100	Beginning Printmaking	3/15/13
ART	101	Continuing Printmaking	1/1/96
ART	102	Intermediate Printmaking	1/1/96
ART	103	Advanced Printmaking	1/1/96
ART	118	Ceramics: Raku	3/15/13
ART	129	Introduction to Mural Art	3/15/13
ART	137	Beginning Figure Drawing and Composition	3/15/13
ART	141	Eco Art Matters-Beginning	3/15/13
ART	144	Ecoart Matters Continuing Food and Water	3/15/13
ART	145	Advanced EcoArt Matters: Community Outreach and Collaboration	2/1/13
ART	146	Special Projects: EcoArt Matters	3/15/13
ART	165	Beginning Figure Sculpture	3/15/13
ART	176	Beginning Sculpture	3/15/13
ART	202	Fundamentals of Drawing	4/19/13
ydART	205	Fundamentals of Painting	4/19/13
ART	208	Foundations of Ceramics	3/15/13

ART	230	Beginning Art Gallery Management	4/5/13
ART	231	Continuing Art Gallery Management	2/21/14
ART	232	Intermediate Gallery Management	2/21/14
ART	233	Advanced Art Gallery Management	2/21/14

To answer the following questions, please review either your “At-a -Glance” report generated from TaskStream, or your Laney Assessment Spreadsheet. Answer the questions below, and attach the report (save it with your area’s information and include it when you turn in your Program Review).

- 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 year of assessment for each example. Attach as evidence your Laney Assessment Spreadsheet or Task Stream “Status Report” for the courses in your examples.
- Improvement 1. **Art 80**
- **The Ceramics department is using an enhanced format to increase student’s proficiency in creating forms using both pottery wheel and hand building techniques. Now instructors are performing more demonstrations in different areas of the classroom while using the same terminology in various ways.**
-
- Improvement 2. **Art 20**
- **Before the Drawing midterm all drawing techniques are reviewed in a condensed power point lecture with videos and class demonstrations. This has improved students’ skills, comprehension and facilitated their transition into the next phase of the class.**
-
- Improvement 3. **Art 74**
- **Students in all levels of the sculpture class are taught to give thoughtful, written feedback and criticism about other students work during reviews. Assessment of this cognitive approach showed that students benefited in the development of sophisticated and well-informed responses when evaluating and discussing their own work as well as the work of others. Written reviews include technical and formal characteristics, cultural context, contemporary influences and theory and personal interpretation.**
-
- 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 relevant data from your Laney Assessment Spreadsheet or the TaskStream report “Assessment Findings and Action Plan” section for each example.

Plan 1. Art 176 - Beginning Sculpture

Continue improvements to the sculpture studio, including purchasing new tools and introducing new materials. The studio has been thoroughly organized, cleaned and maintained. Broken or obsolete equipment was removed, maximizing usable space. Over the next three years, we plan to replace the out-of-date sculpture kiln with two newer models, which will allow the sculpture instructors to more effectively train students how to properly load and fire ceramic work.

Plan 2. Art Department

A workshop with video, PDF that explains how to use the Smart Cart is planned for studio Art Instructors. They have expressed a need for updating their classes and reaching more students, with power point lectures, video and films.

Plan 3. Art History

The Associate of Arts Degree for Transfer in Art History should be in place with a new full time faculty and new technology in AC 110 and AC112.

This should increase the headcount and improve the department morale.

- 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 is in the process of exploring Distance Education as another option for some Art History and Studio classes. Currently, the department does not have a Distance Education Program.**
- Describe assessment results for courses with multiple sections. Are there similar results in each section?

The Art Department has concurrent art studio classes with 3-5 sections from beginning, continuing, intermediate, advance to special projects. The results have not been the same in each section. Each section has different expectations and experiences for each student.

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

The Art Department has had a few faculty assessment workshops each semester involving the institutional level outcomes (ILOs).

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach either your Laney Assessment Spreadsheet or “Goal Alignment Summary” report from Task Stream.
-
- **Currently, the Art Department is in the process of updating and assessing parts of the programs and courses curriculum. Often when the art curriculum is assessed it aligns with the institutional level outcomes because they are core values for the department.**

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

The African American Art History instructor uses power point lectures interspersed with short films to engage students in the experience of the subject matter.

Students work in groups to research and present answers to their midterm questions in a 10-15 min. power point lecture. This class also, has a class blog so that students can have discussions about various topics; access their home work, extra credit and various resources related to the class.

The same instructor assigned a Special Project Student, to design a class blog for the various drawing sections that would both inform and appeal to students. The student had to research, organize

materials, analyze students' reactions, make corrections and create drawings for various techniques and exercises.

The Ceramics department is using two older kilns as instructional research kilns. Students are taught various techniques on how to fire both (Raku and Soda) kilns and then the produced work and process is evaluated.

- How has new technology been used by the discipline, department or program to improve student learning?

Some instructors in the Art Department depend on power point lectures and educational videos to teach their studio and art history classes. One faculty member uses web blogs in both classes in two stylishly different ways.

With the Art History blog, students can have discussions about various topics; access their homework, extra credit and various resources related to the class.

The Drawing Blog students can review videos, exercises, techniques and terminology for each class.

- 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?
-
- **The Art Department is in the process of updating and installing a policy of making sure that each discipline is in line with the academic standards.**
- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

The Art Department is in the process of exploring Distance Education as another option for a few selected Art History and Studio. We do not currently have a Distance Education program.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
 - Overall enrollment trends in the past three years
- **In The Art Department within the last 3 years: Students ages 19-24 has the highest headcount in Spring 2015.**
- **Also, more students were enroll in Art Classes in Spring 2013, 75% of them were ages 19-54.**
-
- **The Art Department within the last 3 years enrollment by ethnicity: White Non Hispanic have the highest headcount, Black/ African American and Hispanic headcounts are similar. Multiple (Mix Race) headcount is consistent over the years. American Indian, Filipino and Pacific Islanders headcount is consistently low.**
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- **The Art Department within the last 3 years: Day classes and Art History classes have the highest headcount.**
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Please insert the data chart here

• **UNDUPLICATED ENROLLMENT BY SUBJECT: AGE**

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Campus	Laney
Subject	ART

Age	Term 2012 Summer			2012 Fall			2013 Spring			2013 Summer
	Headcount	Count of Ethnicity	Count of Gender	Headcount	Count of Ethnicity	Count of Gender	Headcount	Count of Ethnicity	Count of Gender	Headcount
Under 16	3	3	3	1	1	1				2
16-18	13	7	7	66	14	14	13	7	7	14
19-24	61	18	18	328	23	23	401	21	21	78
25-29	21	9	9	117	15	15	159	17	17	18
30-34	12	6	6	55	13	13	102	16	16	21
35-54	26	12	12	137	21	21	168	20	20	45
55-64	12	6	6	68	14	14	65	13	13	9
65 & Above	11	5	5	51	12	12	52	12	12	6
Grand Total	159	66	66	823	113	113	960	106	106	193

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Count of Ethnicity	Count of Gender	2013 Fall		2014 Spring		2014 Summer	
		Headcount	Count of Ethnicity	Headcount	Count of Ethnicity	Headcount	Count of Ethnicity
2	2					9	6
11	11	35	9	24	9	27	9
12	12	288	17	276	19	98	14
9	9	106	14	119	16	23	11
8	8	66	16	58	14	20	9
15	15	134	17	154	17	39	10
5	5	66	13	59	12	15	5
3	3	51	14	43	12	12	7
65	65	746	100	733	99	243	71

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•
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Campus	Laney
Subject	ART

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Count of Gender	2014 Fall		2015 Spring	
	Headcount	Count of Ethnicity	Headcount	Count of Ethnicity
6	3	3	3	

9	66	10	10	22	10	10
14	246	16	16	245	17	17
11	83	15	15	103	17	17
9	51	11	11	73	15	15
10	126	17	17	141	19	19
5	67	13	13	64	14	14
7	52	14	14	69	15	15
71	694	99	99	717	107	107

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UNDUPLICATED ENROLLMENT BY SUBJECT: ETHNICITY

Campus	Laney
Subject	ART

Ethnicity	Term							
	2012 Summer			2012 Fall			2013 Spring	
	Headcount	Count of Gender	Count of Age Group	Headcount	Count of Gender	Count of Age Group	Headcount	Count of Gender
American Indian/Alaskan Native				2	2	2	4	3
Asian	34	13	13	182	16	16	197	15
Black/African American	24	11	11	160	16	16	186	15
Filipino	2	2	2	13	6	6	14	6
Hispanic	15	7	7	96	16	16	108	14
Multiple	20	8	8	75	13	13	110	13
Other Non white	2	2	2	3	3	3	5	4
Pacific Islander	1	1	1	5	4	4	2	2
Unknown/Non Respondent	11	7	7	62	18	18	61	15
White Non Hispanic	50	15	15	225	19	19	273	19
Grand Total	159	66	66	823	113	113	960	106

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Count of Age Group	2013 Summer		2013 Fall			2014 Spring	
	Headcount	Count of Gender	Count of Age Group	Headcount	Count of Gender	Count of Age Group	Headcount
3							2
15	50	11	11	149	16	16	153
15	43	12	12	152	16	16	157
6	3	3	3	10	6	6	10
14	15	8	8	83	12	12	71
13	23	10	10	88	14	14	88
4				1	1	1	1
2				1	1	1	2
15	9	7	7	35	15	15	41
19	50	14	14	227	19	19	208
106	193	65	65	746	100	100	733

Count of Gender	Count of Age Group	2014 Summer		2014 Fall			2015 Spring	
		Headcount	Count of Gender	Count of Age Group	Headcount	Count of Gender	Count of Age Group	Headcount

2	2				1	1	1	1	1
14	14	59	13	13	152	16	16	176	16
18	18	63	15	15	108	15	15	101	14
4	4	4	4	4	4	3	3	15	8
12	12	24	7	7	82	13	13	81	13
16	16	26	10	10	101	14	14	81	17
1	1	2	2	2	1	1	1	1	1
1	1				3	2	2	1	1
14	14	10	6	6	36	13	13	41	16
17	17	55	14	14	206	21	21	219	20
99	99	243	71	71	694	99	99	717	107

ENROLLMENT BY COURSE:

Time of Day

CAMPUS	Laney (Multiple Items)
SUBJECT	
CATALOG_NBR	(All)
TIME_OF_DAY	DAY

CENSUS_TOTAL Course	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ART 1 - INTRO TO ART HISTORY		105	109		96	107		103	94
ART 118 - CERAMICS: RAKU		18			26	25		27	22
ART 129 - INTRO TO MURAL ART		33	27		20			16	
ART 141 - ECO ART MATTERS		17	14		20				
ART 141 - ECO ART MATTERS-BEGINNING						10		20	11
ART 144 - ECO ART MATTERS CONTINUING					2	4		5	5
ART 145 - ADVANCED ECO ART MATTERS					1	4		2	4
ART 146 - SPECIAL PROJECTS: ECOART					0	1		2	3
ART 165 - BEG FIGURE SCULPTURE					6	13		11	17
ART 176 - BEGINNING SCULPTURE					16	15		12	22
ART 2 - ANCIENT ART HISTORY			48		48				
ART 2 - HISTORY OF WESTERN ART								32	
ART 20 - BEG DRAWING & COMP	29	55	25	21	46	52	44	51	35
ART 21 - CONT DRAWING & COMP	8	10	5	9	15		8	16	
ART 22 - INTER DRAWING & COMP	5	8	5	4	7	19	0	7	23
ART 23 - ADV DRAWING & COMP	3	5	3	2	5	6	1	0	11
ART 230 - BEGINNING ART GALLERY MANAGEME					10	8		9	7
ART 231 - Continuing Art Gallery Managem									4
ART 232 - Intermediate Gallery Managemen									1
ART 233 - Advanced Art Gallery Managemen									1
ART 24 - SPEC PROJ: DRAWING		3	5	0	3		1	1	
ART 25 - BEG FIG DRAW/COMP			57						
ART 26 - CONT FIG DRAW/COMP			12						
ART 27 - INTER FIG DRAW/COMP			5						
ART 3 - MEDIEVAL/RENAISSANCE ART		38			41				
ART 3 - RENAISSANCE TO CONTEMP ART						35		21	40
ART 4 - MODERN ART HISTORY		104	169	34	48	80	53	50	79
ART 40 - COLOR DYNAMICS		36		21		17	24		25

ART 47 - 3-D VISUAL DESIGN									27
ART 50 - BEG PAINTING	25	20	23	19	32	32	17	48	38
ART 51 - CONT PAINTING	5	11	8	1	14	20	4	7	15
ART 52 - INTER PAINTING		13	7	0	9	3	5	13	3
ART 53 - ADV PAINTING	1	3	7	2	6	7	0	1	10
ART 54 - SPEC PROJ: PAINTING	2	7	7	3	7	6	3	8	5
ART 60 - BEG PAINT/WATERCOLOR		26	27		21	36		27	21
ART 61 - CONT WATERCOLOR		7	3		8	4		6	1
ART 64 - SPEC PROJ:WATERCOLOR		3	10		9	2		5	5
ART 7 - AFR-AMER ART HIST				16		42	16		
ART 70 - BEGINNING SCULPTURE		28	29						
ART 71 - CONTINUING SCULPTURE		4	4		15	12		12	10
ART 74 - SPEC PROJ: SCULPTURE		9	20		8	9		8	8
ART 75 - BEG FIGURE SCULPTURE		39							
ART 76 - CONT FIG SCULPTURE		2			15	7		3	6
ART 77 - INTER FIG SCULPTURE						4			
ART 78 - ADV FIGURE SCULPTURE						1			
ART 79 - SPEC PROJ: FIG SCULP		2			4	3		9	5
ART 80 - BEGINNING CERAMICS	23	70	79	21	70	56	25	75	62
ART 81 - CONTINUING CERAMICS	8	35	47	7	20	31	9	28	35
ART 82 - INTER CERAMICS		17	23	4	18	13	6	18	16
ART 83 - ADVANCED CERAMICS		5	20	2	10	11	2	7	7
ART 84 - SPEC PROJ: CERAMICS	13	44	52	10	22	42	8	17	35
POSCI 1 - GOVT/POLITICS IN US	90	254	304	114	245	271	110	217	267
POSCI 2 - COMPARATIVE GOVT		36			34	35		20	21
POSCI 21 - OVERVIEW/CALIF COURT SYSTEM					38				
POSCI 3 - INTERNATL RELATIONS			49		27	34		25	34
POSCI 4 - POLITICAL THEORY									21
POSCI 6 - CRIMINAL DUE PROC.		35			36	30		13	
Grand Total	212	1102	1203	290	1078	1107	336	952	1056

Please insert the data chart here

- An explanation of student demand (or lack thereof) for specific courses.
- **There has been a student demand to reinstate the Silk Screen-Printing class and to reinstate the Saturday Art Classes. The new Fundamental Painting, Drawing, Sculpture and Ceramics classes would be ideal for the weekend.**
- **Drawing classes fills very quickly and have waiting lists every semester because it's a mandatory class for numerous majors and disciplines such as culinary, graphic design, video and communication.**

- Productivity for the discipline, department, or program compared to the college
- productivity rate.

The Productivity for the Art Department is 16.54% and the Productivity of Laney College is 15.41%.

Please insert the data chart here

Productivity by Subject

IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT

CAMPUS Laney
SUBJECT ART

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	19.25	19.49	22.66	13.50	17.73	18.47	17.54	18.89	16.54

IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE

Productivity by College

CAMPUS Laney

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

College productivity rate 15%

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

The department is in the process of studying enrollment trends.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?
- **The Art Department is aware when classes schedules work or not when students don't enroll and when they inform various instructors and the Department Chair. The Art Department is also working hard to stay within Laney College scheduling table, which will give students a better transition to various classes on campus.**
- Recommendations and priorities.
- **The new Fundamental Painting, Drawing, Sculpture and Ceramics classes would be ideal for the weekend courses.**
- **Survey student and faculty for department needs and improvements.**

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?
- The Art Department year 1 completion rate is 75%, similar year 2 and year 3 has a 1.5% increase. The Department completion rates compared to the school are 2% higher.**

College course completion standard 15.41%

Course Success: Subject

IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT, CATALOG NUMBER

CAMPUS	Laney
SUBJECT	ART
CATALOG_NBR	(All)

Success	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Course										
ART 1 - INTRO TO ART HISTORY	NA	82.18%	84.40%	NA	85.42%	83.18%	NA	91.18%	88.30%	
ART 100 - BEG PRINTMAKING	85.19%	78.95%	53.33%	92.31%	69.23%	75.00%	62.50%	94.12%	80.95%	
ART 101 - CONT PRINTMAKING	66.67%	87.50%	77.78%	50.00%	100.00%	75.00%	100.00%	100.00%	86.67%	
ART 102 - INTER PRINTMAKING	50.00%	33.33%	60.00%	100.00%	100.00%	66.67%	NA	75.00%	100.00%	
ART 103 - ADV PRINTMAKING	0.00%	100.00%	60.00%	100.00%	66.67%	50.00%	NA	NA	100.00%	
ART 117 - SPEC PROJ:PRINTMAKIN	83.33%	85.71%	85.71%	100.00%	33.33%	85.71%	100.00%	NA	60.00%	
ART 118 - CERAMICS: RAKU	NA	100.00%	NA	NA	88.46%	68.00%	NA	37.04%	31.82%	
ART 129 - INTRO TO MURAL ART	NA	46.88%	92.59%	NA	60.00%	NA	NA	75.00%	NA	
ART 137 - BEG FIGURE DRWNG&COMPOSITION	NA	NA	NA	NA	100.00%	NA	NA	NA	NA	
ART 141 - ECO ART MATTERS	NA	68.75%	57.14%	NA	60.00%	NA	NA	NA	NA	
ART 141 - ECO ART MATTERS-BEGINNING	NA	NA	NA	NA	NA	60.00%	NA	70.00%	45.45%	
ART 144 - ECO ART MATTERS CONTINUING	NA	NA	NA	NA	100.00%	50.00%	NA	100.00%	80.00%	
ART 145 - ADVANCED ECO ART MATTERS	NA	NA	NA	NA	100.00%	100.00%	NA	50.00%	100.00%	
ART 146 - SPECIAL PROJECTS: ECOART	NA	NA	NA	NA	NA	100.00%	NA	50.00%	100.00%	
ART 165 - BEG FIGURE SCULPTURE	NA	NA	NA	NA	100.00%	84.62%	NA	81.82%	70.59%	
ART 176 - BEGINNING SCULPTURE	NA	NA	NA	NA	81.25%	73.33%	NA	75.00%	86.36%	
ART 2 - ANCIENT ART HISTORY	NA	NA	56.25%	NA	72.92%	NA	NA	NA	NA	
ART 2 - HISTORY OF WESTERN ART	NA	NA	NA	NA	NA	NA	NA	59.38%	NA	
ART 20 - BEG DRAWING & COMP	82.76%	65.38%	68.00%	71.43%	69.57%	61.54%	56.82%	80.39%	63.89%	
ART 21 - CONT DRAWING & COMP	75.00%	77.78%	100.00%	100.00%	53.33%	NA	75.00%	50.00%	NA	
ART 22 - INTER DRAWING & COMP	80.00%	85.71%	60.00%	75.00%	100.00%	84.21%	NA	71.43%	47.83%	
ART 23 - ADV DRAWING & COMP	66.67%	80.00%	100.00%	100.00%	60.00%	100.00%	0.00%	NA	63.64%	
ART 230 - BEGINNING ART GALLERY MANAGEME	NA	NA	NA	NA	90.00%	87.50%	NA	88.89%	100.00%	
ART 231 - Continuing Art Gallery Managemem	NA	NA	NA	NA	NA	NA	NA	NA	100.00%	
ART 232 - Intermediate Gallery Managemem	NA	NA	NA	NA	NA	NA	NA	NA	NA	
ART 233 - Advanced Art Gallery Managemem	NA	NA	NA	NA	NA	NA	NA	NA	NA	
ART 24 - SPEC PROJ: DRAWING	NA	66.67%	100.00%	NA	100.00%	NA	100.00%	100.00%	NA	

ART 25 - BEG FIG DRAW/COMP	NA	50.00%	75.44%	NA	NA	NA	NA	NA	NA
ART 26 - CONT FIG DRAW/COMP	NA	33.33%	83.33%	NA	88.89%	NA	NA	NA	NA
ART 27 - INTER FIG DRAW/COMP	NA	85.71%	100.00%	NA	50.00%	NA	NA	NA	NA
ART 28 - ADV FIG DRAW/COMP	NA	100.00%	100.00%	NA	NA	NA	NA	NA	NA
ART 29 - SPEC PROJ: FIG DRAW	NA	NA	100.00%	NA	100.00%	NA	NA	NA	NA
ART 3 - MEDIEVAL/RENAISSANCE ART	NA	76.32%	NA	NA	78.05%	NA	NA	NA	NA
ART 3 - RENAISSANCE TO CONTEMP ART	NA	NA	NA	NA	NA	65.71%	NA	90.48%	65.00%
ART 35 - BEG PORTRAITURE	NA	79.17%	45.16%	NA	37.04%	56.00%	NA	75.00%	64.52%
ART 36 - CONT PORTRAITURE	NA	60.00%	88.89%	NA	100.00%	60.00%	NA	50.00%	66.67%
ART 39 - SPEC PROJ: PORTRAIT	NA	100.00%	85.71%	NA	50.00%	60.00%	NA	80.00%	0.00%
ART 4 - MODERN ART HISTORY	NA	67.65%	55.09%	70.59%	68.75%	77.50%	92.45%	84.00%	79.75%
ART 40 - COLOR DYNAMICS	NA	71.43%	NA	71.43%	NA	76.47%	75.00%	NA	68.00%
ART 47 - 3-D VISUAL DESIGN	NA	NA	NA	NA	NA	NA	NA	NA	85.19%
ART 49 - INDEP STUDY/ART	NA	100.00%	NA	100.00%	NA	NA	100.00%	100.00%	NA
ART 50 - BEG PAINTING	64.00%	63.16%	47.83%	73.68%	65.63%	53.13%	100.00%	79.17%	63.16%
ART 51 - CONT PAINTING	80.00%	90.91%	100.00%	100.00%	64.29%	75.00%	100.00%	71.43%	86.67%
ART 52 - INTER PAINTING	NA	84.62%	100.00%	NA	77.78%	66.67%	80.00%	76.92%	100.00%
ART 53 - ADV PAINTING	100.00%	100.00%	57.14%	100.00%	83.33%	71.43%	NA	100.00%	90.00%
ART 54 - SPEC PROJ: PAINTING	100.00%	100.00%	71.43%	100.00%	100.00%	83.33%	100.00%	100.00%	80.00%
ART 60 - BEG PAINT/WATERCOLOR	NA	79.17%	55.56%	NA	52.38%	66.67%	NA	77.78%	80.95%
ART 61 - CONT WATERCOLOR	NA	57.14%	100.00%	NA	50.00%	100.00%	NA	33.33%	100.00%
ART 64 - SPEC PROJ:WATERCOLOR	NA	100.00%	90.00%	NA	44.44%	50.00%	NA	100.00%	80.00%
ART 7 - AFR-AMER ART HIST	NA	47.73%	44.55%	80.00%	64.15%	83.33%	75.00%	57.14%	86.36%
ART 70 - BEGINNING SCULPTURE	NA	75.00%	72.41%	NA	NA	NA	NA	NA	NA
ART 71 - CONTINUING SCULPTURE	NA	100.00%	25.00%	NA	93.33%	66.67%	NA	91.67%	90.00%
ART 74 - SPEC PROJ: SCULPTURE	NA	77.78%	80.00%	NA	50.00%	55.56%	NA	75.00%	62.50%
ART 75 - BEG FIGURE SCULPTURE	NA	56.41%	NA	NA	NA	NA	NA	NA	NA
ART 76 - CONT FIG SCULPTURE	NA	100.00%	NA	NA	86.67%	85.71%	NA	33.33%	100.00%
ART 77 - INTER FIG SCULPTURE	NA	NA	NA	NA	NA	100.00%	NA	NA	NA
ART 78 - ADV FIGURE SCULPTURE	NA	NA	NA	NA	NA	100.00%	NA	NA	NA
ART 79 - SPEC PROJ: FIG SCULP	NA	100.00%	NA	NA	NA	100.00%	NA	100.00%	60.00%
ART 80 - BEGINNING CERAMICS	94.74%	77.94%	73.42%	80.95%	88.57%	69.64%	92.00%	76.00%	90.16%
ART 81 - CONTINUING CERAMICS	87.50%	91.43%	80.85%	85.71%	90.00%	83.87%	100.00%	71.43%	88.57%
ART 82 - INTER CERAMICS	NA	93.75%	86.96%	100.00%	88.89%	100.00%	100.00%	77.78%	66.67%
ART 83 - ADVANCED CERAMICS	NA	100.00%	95.00%	100.00%	80.00%	72.73%	100.00%	57.14%	85.71%
ART 84 - SPEC PROJ: CERAMICS	92.31%	95.45%	92.31%	66.67%	68.18%	80.95%	87.50%	64.71%	62.86%
Grand Total	80.89%	74.54%	69.31%	79.08%	74.35%	74.51%	81.53%	77.09%	75.92%

Please insert the data chart here or complete the section below

Course Retention: Subject by Course

IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT, CATALOG NUMBER

CAMPUS	Laney
SUBJECT	ART
CATALOG_NBR	(All)

Retention	Term								
	Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall
ART 1 - INTRO TO ART HISTORY	NA	93.07%	90.83%	NA	92.71%	90.65%	NA	95.10%	
ART 100 - BEG PRINTMAKING	85.19%	100.00%	60.00%	92.31%	73.08%	75.00%	68.75%	94.12%	
ART 101 - CONT PRINTMAKING	66.67%	100.00%	88.89%	50.00%	100.00%	75.00%	100.00%	100.00%	
ART 102 - INTER PRINTMAKING	50.00%	100.00%	60.00%	100.00%	100.00%	66.67%	NA	75.00%	
ART 103 - ADV PRINTMAKING	0.00%	100.00%	60.00%	100.00%	66.67%	50.00%	NA	NA	
ART 117 - SPEC PROJ:PRINTMAKIN	83.33%	100.00%	100.00%	100.00%	100.00%	85.71%	100.00%	NA	
ART 118 - CERAMICS: RAKU	NA	100.00%	NA	NA	88.46%	68.00%	NA	59.26%	
ART 129 - INTRO TO MURAL ART	NA	93.75%	92.59%	NA	85.00%	NA	NA	81.25%	
ART 137 - BEG FIGURE DRWNG&COMPOSITION	NA	NA	NA	NA	100.00%	NA	NA	NA	
ART 141 - ECO ART MATTERS	NA	100.00%	57.14%	NA	60.00%	NA	NA	NA	
ART 141 - ECO ART MATTERS-BEGINNING	NA	NA	NA	NA	NA	70.00%	NA	70.00%	
ART 144 - ECO ART MATTERS CONTINUING	NA	NA	NA	NA	100.00%	50.00%	NA	100.00%	
ART 145 - ADVANCED ECO ART MATTERS	NA	NA	NA	NA	100.00%	100.00%	NA	50.00%	
ART 146 - SPECIAL PROJECTS: ECOART	NA	NA	NA	NA	NA	100.00%	NA	50.00%	
ART 165 - BEG FIGURE SCULPTURE	NA	NA	NA	NA	100.00%	84.62%	NA	81.82%	
ART 176 - BEGINNING SCULPTURE	NA	NA	NA	NA	87.50%	80.00%	NA	83.33%	
ART 2 - ANCIENT ART HISTORY	NA	NA	79.17%	NA	83.33%	NA	NA	NA	
ART 2 - HISTORY OF WESTERN ART	NA	NA	NA	NA	NA	NA	NA	87.50%	
ART 20 - BEG DRAWING & COMP	82.76%	86.54%	80.00%	80.95%	86.96%	75.00%	68.18%	84.31%	
ART 21 - CONT DRAWING & COMP	87.50%	88.89%	100.00%	100.00%	73.33%	NA	100.00%	62.50%	
ART 22 - INTER DRAWING & COMP	80.00%	100.00%	80.00%	75.00%	100.00%	94.74%	NA	85.71%	
ART 23 - ADV DRAWING & COMP	66.67%	80.00%	100.00%	100.00%	60.00%	100.00%	100.00%	NA	
ART 230 - BEGINNING ART GALLERY MANAGEME	NA	NA	NA	NA	90.00%	87.50%	NA	88.89%	
ART 231 - Continuing Art Gallery Managem	NA	NA	NA	NA	NA	NA	NA	NA	
ART 232 - Intermediate Gallery Managemen	NA	NA	NA	NA	NA	NA	NA	NA	
ART 233 - Advanced Art Gallery Managemen	NA	NA	NA	NA	NA	NA	NA	NA	
ART 24 - SPEC PROJ: DRAWING	NA	66.67%	100.00%	NA	100.00%	NA	100.00%	100.00%	
ART 25 - BEG FIG DRAW/COMP	NA	57.69%	89.47%	NA	NA	NA	NA	NA	
ART 26 - CONT FIG DRAW/COMP	NA	66.67%	91.67%	NA	88.89%	NA	NA	NA	
ART 27 - INTER FIG DRAW/COMP	NA	85.71%	100.00%	NA	100.00%	NA	NA	NA	
ART 28 - ADV FIG DRAW/COMP	NA	100.00%	100.00%	NA	NA	NA	NA	NA	
ART 29 - SPEC PROJ: FIG DRAW	NA	NA	100.00%	NA	100.00%	NA	NA	NA	
ART 3 - MEDIEVAL/RENAISSANCE ART	NA	92.11%	NA	NA	90.24%	NA	NA	NA	
ART 3 - RENAISSANCE TO CONTEMP ART	NA	NA	NA	NA	NA	82.86%	NA	100.00%	
ART 35 - BEG PORTRAITURE	NA	83.33%	54.84%	NA	40.74%	56.00%	NA	75.00%	
ART 36 - CONT PORTRAITURE	NA	80.00%	88.89%	NA	100.00%	60.00%	NA	50.00%	
ART 39 - SPEC PROJ: PORTRAIT	NA	100.00%	100.00%	NA	50.00%	60.00%	NA	80.00%	
ART 4 - MODERN ART HISTORY	NA	92.16%	83.23%	85.29%	95.83%	86.25%	94.34%	86.00%	
ART 40 - COLOR DYNAMICS	NA	91.43%	NA	80.95%	NA	82.35%	79.17%	NA	
ART 47 - 3-D VISUAL DESIGN	NA	NA	NA	NA	NA	NA	NA	NA	
ART 49 - INDEP STUDY/ART	NA	100.00%	NA	100.00%	NA	NA	100.00%	100.00%	
ART 50 - BEG PAINTING	80.00%	73.68%	52.17%	78.95%	71.88%	71.88%	100.00%	81.25%	
ART 51 - CONT PAINTING	80.00%	90.91%	100.00%	100.00%	64.29%	80.00%	100.00%	71.43%	

ART 52 - INTER PAINTING	NA	100.00%	100.00%	NA	88.89%	66.67%	80.00%	76.92%	100.00%
ART 53 - ADV PAINTING	100.00%	100.00%	71.43%	100.00%	83.33%	85.71%	NA	100.00%	100.00%
ART 54 - SPEC PROJ: PAINTING	100.00%	100.00%	85.71%	100.00%	100.00%	83.33%	100.00%	100.00%	80.00%
ART 60 - BEG PAINT/WATERCOLOR	NA	87.50%	70.37%	NA	66.67%	66.67%	NA	77.78%	80.95%
ART 61 - CONT WATERCOLOR	NA	85.71%	100.00%	NA	50.00%	100.00%	NA	33.33%	100.00%
ART 64 - SPEC PROJ:WATERCOLOR	NA	100.00%	100.00%	NA	44.44%	50.00%	NA	100.00%	80.00%
ART 7 - AFR-AMER ART HIST	NA	79.55%	83.64%	93.33%	86.79%	83.33%	100.00%	82.14%	86.36%
ART 70 - BEGINNING SCULPTURE	NA	100.00%	86.21%	NA	NA	NA	NA	NA	NA
ART 71 - CONTINUING SCULPTURE	NA	100.00%	50.00%	NA	93.33%	100.00%	NA	91.67%	100.00%
ART 74 - SPEC PROJ: SCULPTURE	NA	77.78%	80.00%	NA	100.00%	77.78%	NA	75.00%	75.00%
ART 75 - BEG FIGURE SCULPTURE	NA	64.10%	NA	NA	NA	NA	NA	NA	NA
ART 76 - CONT FIG SCULPTURE	NA	100.00%	NA	NA	86.67%	85.71%	NA	33.33%	100.00%
ART 77 - INTER FIG SCULPTURE	NA	NA	NA	NA	NA	100.00%	NA	NA	NA
ART 78 - ADV FIGURE SCULPTURE	NA	NA	NA	NA	NA	100.00%	NA	NA	NA
ART 79 - SPEC PROJ: FIG SCULP	NA	100.00%	NA	NA	NA	100.00%	NA	100.00%	80.00%
ART 80 - BEGINNING CERAMICS	94.74%	86.76%	74.68%	90.48%	92.86%	73.21%	96.00%	76.00%	90.16%
ART 81 - CONTINUING CERAMICS	87.50%	91.43%	80.85%	85.71%	90.00%	83.87%	100.00%	71.43%	91.43%
ART 82 - INTER CERAMICS	NA	93.75%	86.96%	100.00%	94.44%	100.00%	100.00%	77.78%	66.67%
ART 83 - ADVANCED CERAMICS	NA	100.00%	95.00%	100.00%	90.00%	72.73%	100.00%	57.14%	85.71%
ART 84 - SPEC PROJ: CERAMICS	100.00%	95.45%	94.23%	66.67%	72.73%	80.95%	87.50%	76.47%	65.71%
Grand Total	84.71%	89.01%	82.91%	86.22%	83.92%	80.51%	87.95%	82.11%	80.98%

Please insert the data chart here or complete the section below

Department/discipline course completion rates:

Course 1. _____
 (course name and number) rate

Course 2. _____
 (course name and number) rate

Course 3. _____
 (course name and number) rate

Course 4. _____
 (course name and number) rate

ETC.

Discussion:

- 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 N/A

Please insert the data chart here or complete the section below.

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

Course 1. N/A _____
(course name and number) rate

Course 2. NA _____
(course name and number) rate

Course 3. N/A _____
(course name and number) rate

Course 4. N/A _____
(course name and number) rate

ETC.

Discussion:

- Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

College course completion standard N/A

Please insert the data chart here or complete the section below.

Department/discipline Hybrid course completion rates:

Course 1. N/A _____
(course name and number) rate

Course 2. N/A _____
(course name and number) rate

Course 3. N/A _____
(course name and number) rate

Course 4. N/A _____

(course name and number) rate

ETC.

Discussion:

- 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? How do you assess the overall effectiveness of Distance Education/hybrid course?
- N/A
- 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?

College retention standard 81.25%

Discipline, department, or program retention rates

Year 1. 80.98%

Year 2. 80.51%

Year 3. 82.91%

Discussion:

- 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 is in the process of restructuring and reorganizing itself based on the information from both faculty and students. We are in process of discussing what is working and what needs improvement within the disciplines, department and programs. The department has also added more class sections right away when classes have large waiting lists. Instructors have also work individually to maintain and updated their classes and student relations in order to retain their classes.**
- 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?
-

Count of ACAD_PLAN Program	Academic Year		
	2012-2013	2013-2014	2014
5			
3			
2			
ART	6	2	2
Ceramics (AA)	1		
Communication Graphics (Advertising Design) (AA)		1	2

Number of Awards by Subject Area, Program and Academic Year at Berkeley City College

CAMPUS_NAME

Count of ACAD_PLAN

Program

ART

Ceramics (AA)

Communication Graphics (Advertising Design) (AA)

Fine Arts (AS)

Laney College Art Department

Academic Year	2012-2013	2013-2014	2014-2015	Total
	6	2	2	10

1				1
		1		1
5		1	2	8

-
-
-
- **The Art Department is in the process of creating it's first plan to improve the number of students seeking degrees.**

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 3

Part-time faculty headcount 11

Total FTEF faculty for the discipline, department, or program 7

Full-time/part-time faculty ratio 1:3

Classified staff headcount 1

- Describe your current utilization of facilities and equipment.
- **Printmaking, Painting/Drawing, Ceramics, Sculpture and Art History classrooms are in constant use. Most of the art classrooms have equipment that's pending repairs, need to be replaced or updated, which will greatly improve the utilization of the facilities.**
- **Other Laney Departments also use the Smart Classrooms AC 110 and AC112 between art classes, so the equipment, chairs, desk and technology is old misused and need replacement.**
- 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.
- **The Art Department needs five full-time faculty positions. Two full time instructors from Ceramics and Art History /Studio are expected to retire within the next two-three years. The Painting/ Drawing area needs two full-time instructors since the area lost four part-time instructors in the last three years. The Art History area needs one full-time instructor because we are in the process of adding a new Associate of Arts Degree in Art History with some online classes.**
-
- 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.
-
- **The current technology in the Art History Smart Classes AC 110 & AC112 is 10 years old. Each of these classrooms need a New IMac Computers, a Digital Projectors, a Digital Projector Remote (with the built-in laser pointer) and 2 sound systems. This equipment needs to be in a stable locked podium case. The present setup in these classrooms can only be used seated, most instructors lecture standing up and want and need the technology to be easy to use.**
-
- **Ceramics need to replace 6 electric kilns. The present Full Time instructor has**
- **Patching them up.**
- **Sculpture need to replace ancient kiln with two 10-cubic ft. electric kilns.**
- **Printmaking needs to replace old print presses.**
- **White Boards in each Art Studio Classroom**
- **Viewing Screen for power point lectures in studio**
-
- 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.
-
- **Repair or replace plumbing in the entire studio area. Drains currently DO NOT function well. The entire AC Building needs urgent plumbing repair which impacts Ceramics, Painting/Drawing, Printmaking and Sculpture classrooms and the bathrooms.**
-
- **White Boards for Ceramics and Sculpture class rooms AC 130-135 so, instructors can write lecture notes for students.**
-
- **Studio courses are very active for students and teachers while standing long hours on concrete. We need anti-fatigue mats in classrooms AC 125 and AC 120 the Painting & Drawing Studios.**
-

- *(Some of the information below is from the previous Program Review Update which is still not done)*
- **All the studio classrooms need paper towels twice a week.**
- **Lights (that are engineer height) are still out in the corridor and classrooms AC 120 and AC125. The Windows in AC 125 still need new window blinds. The door locks on room AC125 need to be repaired.**
- **The Smart Classrooms AC 110 and AC112 need to be swept every day and their trashcan should be emptied twice a day.**
- **The Studio Classrooms consist 3/4 of the building need to be swept or vacuumed every day, mopped once month and their trashcan should be emptied twice a day.**
- **Since, the Art Center Building is not monitored and other departments also use the two smart rooms; bathrooms need to be cleaned swept, mopped twice a day.**
- **The corridor needs to be swept and mopped once a week.**
- **The pathways leading to the center need to be cleaned of debris everyday and swept.**
- **The garbage should be removed from around the building every day. The plant life should be kept trim and not allowed to grow into the pathway.**
-

UNDUPLICATED ENROLLMENT BY SUBJECT

IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT

Campus	Laney
Subject	ART

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	159	823	960	193	746	733	243	694	717

- 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.
- **Two part-time art instructors are on Laney College Sustainability Committee.**

- **Three part-time art instructors participate in the Laney Eco-Festival by setting up booths so that students and visitors at the festival can participate in creating artworks that address issues of sustainably.**
- **Art faculty participates in Annual Faculty exhibition at the June Steinhart Art Gallery every other year.**
- **Each semester the ceramic area organizes a sale of student ceramic on campus.**
- **The resident Art Historian has given workshops on diversity in the classroom for Professional Development Day.**
- **Recently, the part-time Art Department Chair has applied for the at-large membership for the Learning Assessment Committee to support the department.**
- **Currently, the full-time faculty is not listed on any committees.**

- **Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.**
- **The Eco Arts instructors and students have participated in several community events including; The Annual Bioneers Conference, volunteering for Save the Bay and worked collaborative with Creative Growth Art Center.**
-
- **The Laney Arts and Community Student Club have a part-time art instructor as the faculty advisor. The club's mission is to organize opportunity so students can share their artwork with the community. Recently the club organized an exhibition of ceramic lanterns as part of the Autumn Lights Festival at Lake Merritt Oakland Gardens.**
-
- **Laney Art instructors have worked collaborative with other departments and schools. The Eco Arts instructors invited both Mark Ravon from Geography and Chellie Folsom from Chemistry to talk to their students.**
- **The drawing and dance instructors had their students collaborate on merging the two disciplines, drawing while dancing in the center of the campus to help promote both departments.**
- **The June Steingart Art Gallery exhibits community artist and organizations. The gallery has established collaborative exhibitions with the Art Departments at the other Peralta Colleges.**
-
- **Most of the Art Faculty are professional artist who are actively creating and exhibiting artist. Their works are on display nationally and internationally at private and public galleries as well as public art commissions.**

- **Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.**
-
- **Currently the Art Department has a faculty meeting once a month where discussions happen and decisions are made. We are currently in the process of discussing shared governance.**
-

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.
-
- **The Art Department instructors need and want on going training for the complete usage of the smart cart and smart classrooms.**
-
- **The instructors also need and want on going multi level trainings for creating visual presentations using Power Point and online resources such as Prezi, Podcasting, Blogs, Webpages Wiki just to name a few.**
-
- **Funding for art instructors to participate in teacher trainings, educational webinars, seminars and workshops on and off campus. Also, for instructional training in educational methods, teaching tools, technology, cultural sensitivity and how to operate and function as a collective.**
-
- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

N/A

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).
- **One goal is to secure the Laney Art Center. The Art Center is a solitarily freestanding unlocked building that needs to be addressed. Presently the Art Center is unlocked by a maintenance person sometime in the morning and can only be locked by them sometime in the evening. A maintenance person can only lock the building. The Art Building needs to be secured. Behind the unlocked Art Building is a bridge that's being remodeled with variety of new pedestrian pathways that lead to the estuary on campus.**
-
- **Explore methods that will transform the philosophy of the Art Department to increase optimism, productivity, student involvement and community input.**
-
- **Another goal is to have replacements for the 2 full-time instructors in Ceramics and Art History /Studio, who are expected to retire within the next two-three years. To also have 2 full-time faculty positions in the Painting/ Drawing area since the lost of four part-time instructors in the last three years. To have a fulltime faculty in the Art History department because we are in the process of adding a new Associate of Arts Degree in Art History.**

- **To build alliances and work collaborative with other Laney Departments such as Media, Dance, Music , Graphic Arts, Native American Studies and Wood Technology.**
- **The next goal is to continue updating the Art Department website to included program course SLO's, faculty web pages and general information about the department.**
-
- **Have a free community lectures series about art. The art instructors are professional artist who conduct power point lecture and have visiting artist lecture to their students. The lectures should be free to the community as advertisement for the Art Department.**
- **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:**

Update mandatory classes by fall 2015. The following spring 2016 semester update all of the Art History Classes and the rest of classes that were not updated should be finished. By fall 2016 all of the Art classes should be updated. The Art Department has 58 classes and they cannot all be updated in the same semester. Currently instructors are updating their studio classes. Spring 2016 the art chair and instructors will continue to update classes.

Activities and Rationale:

- **Goal 2. Assessment:**

To map, assess and measure Student Learning Out Comes for all of the art classes and both programs and create a plan to include several extra Assessment Workshops for instructors each semester. Also, the department chair as applied to work as an at large member of the Learning Assessment Committee to support the Art Department.

Art History, Drawing / Painting will be assessed in Spring 2016. The rest of the studio classes will be assessed in the Fall 2016.

Continuing the process of updating the Art Department website to included program course SLO's, instructors webpages and general department information.

Activities and Rationale:

- **Goal 3. Instruction:**
- **Replace two full-time instructors in Ceramics and Art History /Studio.**
- **Add one or two full-time faculty positions to the Painting/ Drawing area because of the lost of three part-time instructors.**
- **Then add a fulltime faculty for the new Associate of Arts Degree in Art History.**
-
- **Replace the current technology in the Art History Smart Class AC 110 & AC112 because it's nearly 10 years old. Each of these classrooms need a New IMac Computers, a Digital Projectors, a Digital Projector Remote (with the built-in laser pointer) and 2 sound systems in a stable locked case.**

- **Train instructors on how to access and build their department's Faculty Websites.**
-
- **The department will continue updating and installing a policy to keep each discipline in line with the academic standards.**

Activities and Rationale:

- Goal 4. Student Success:
- **Locate the data on Art Degrees at Laney College in order to create and finish plans to increase enrollment and retention.**
- **Use college resources to support student transfer to four year Colleges or University.**
- **Explore ways that students can build a more supported visible art community.**

Activities and Rationale:

- Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:
- **To have continues training workshops that includes a PDF or a video so instructors can learn how to use the smart cart and smart classrooms. Also multi level trainings for visual presentations using Power Point and online resources such as Prezi, Podcasting, Blogs, webpages Wiki just to name a few.**
- **The Art Department is in the process of experimenting with teacher student Educational Tours.**
-
- **Have a free community lectures series about art. Laney's art instructors are professional artist who conduct power point lecture and have visiting artist lecture to their students. The lectures should be free to the community as advertisement for the Art Department and the School.**

Activities and Rationale:

- **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 for Additional (New) Resources

College: Laney

Discipline, Department or Program: Art

Contact Person: Fan Lee Warren

Date: 10-29-2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (Page # in the program review narrative report)
Human Resources: Faculty	5-Full time Art Faculty for the discipline Ceramics, Drawing/ Painting and Art History	5	\$305,000	Check 7. Human, Technological, and Physical Resource. Pg. 23-25
Human Resources: Classified	2-Part time Art Technical Assistances	4	\$20,000	Check 7. Human, Technological, and Physical Resource. Pg. 23-25
Human Resources: Student Workers	2-Student Workers	4	\$5,000	Check 7. Human, Technological, and Physical Resource. Pg. 23-25
Technology	2 New IMac Computers, 2 Digital Projectors, 2 Digital Projector Remote (with the built-in laser pointer) 2 sound systems in a stable locked case for Smart classrooms AC 110 & AC112	4	\$10,000	Check 7. Human, Technological, and Physical Resource. Pg. 23-25
Equipment	Ceramics need to replace 6	5	\$50,000	Check 7.

	<p>electric Kilns. Sculpture need to replace 1 ancient kiln with two 10-Cubic ft. electric kilns.</p>			<p>Human, Technological, and Physical Resource. Pg. 23-25</p>
Supplies	<p>White Boards for Ceramics and Sculpture class rooms AC 130-135.</p> <p>5 Printer for computers in office</p> <p>12Ft Ladders,</p>	4	\$3,500	<p>Check 7. Human, Technological, and Physical Resource. Pg. 23-25</p>
Facilities	<p>Repair or replace plumbing in the entire studio area.</p> <p>Studio Classrooms need to be swept or vacuumed every day, mopped once month and their trashcan emptied twice a day.</p> <p>Bathrooms need to be cleaned swept, mopped twice a day</p> <p>Lights replaced in the corridor and classrooms AC 120 and AC125.</p> <p>All the studio classrooms need paper towels twice a week</p> <p>New window blinds in AC 125</p> <p>The pathways leading to the center need to be cleaned of debris everyday.</p>	5	\$800,000	<p>Check 7. Human, Technological, and Physical Resource. Pg. 23-25</p>
Professional Development	<p>On going training for the complete usage of the smart cart and smart classrooms. On going trainings for creating visual presentations using the latest technology, Power Point, Prezi, Podcasting and Wiki.</p> <p>Funding teacher trainings,</p>	5	\$10,000	<p>Check 9. Professional Development: Pg. 27-28</p>

	in educational webinars, seminars and workshops on and off campus.			
Other (specify)				

Appendix B

PCCD Program Review Alignment of Goals Template

College: Laney College

Discipline, Department or Program: Art Department

Contact Person: Fan lee Warren

Date: 10-29-2015

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
<p>1. Locate the data on Art Degrees at Laney College in order to create and finish plans to increase enrollment and retention.</p> <p>Use college resources to help support student transfer to four year Colleges or University.</p> <p>Explore ways that students can build a more supported visible art community.</p>	<p>Goal #1</p> <p>Student Success: Develop new and strengthen existing interventions and strategies to increase students' access and success.</p>	<p>1. Advance Student Access, Equity, and Success</p>
2.	Goal #2	

<p>Explore methods that will transform the philosophy of the Art Department to increase optimism, productivity, student involvement and community input.</p>	<p>Accreditation: Ensure a collaborative process to successfully complete the necessary actions that lead to the reaffirmation of Laney College's accreditation on an unconditional (non- warning) status.</p>	<p>B: Engage and Leverage Partners</p>
<p>3. To map, assess and measure Student Learning Out Comes for all of the art classes, both programs ; and create a plan to include several extra Assessment Workshops for instructors each semester.</p>	<p>Goal #3 Assessment: Ensure completion of the Assessment cycle for SLOs and PLO</p>	<p>Build Programs of Distinction</p>
<p>• 4. The Art Department need to hire 5 full time instructors to teach Ceramics, Art History and Painting /Drawing.</p>	<p>Goal #4 Resources: Increase, develop and manage the College's resource capacity in the areas of facilities, technology, personnel, finances and public and private partnerships, in order to advance the quality of education provided.</p>	<p>Strengthen Accountability, Innovation and Collaboration</p>
<p>5.</p>		
<p>6.</p>		
<p>7.</p>		
<p>8.</p>		

Appendix C

Program Review Validation Form and Signature Page

College: Laney

Discipline, Department or Program: Art Department

Part I. Overall Assessment of the Program Review Report

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

Part II. Choose one of the Ratings Below and Follow the Instructions.

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

Part III. Signatures

Validation Team Chair

_____ Signature _____ Date _____

Discipline, Department or Program Chair

_____ Signature _____ Date _____

Received by Vice President of Instruction

_____ Signature _____ Date _____

