Art Department – 2011-2012 Annual Program Review

The Annual Program Review is a data-informed review, needs assessment, and goal setting mechanism. It must contain linkages to District and College goals. It is also a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to the College on findings of ongoing assessment and evaluation of instructional programs and services units. The College is looking for quantitative data, which document the program's and unit's quality initiatives and outcomes. While anecdotal accounts may be beneficial, they should only supplement other data which establish longitudinal trends and patterns. In addition, each review should show the progress of the Action Plan from the previous review, if applicable. Start by filling in the chart below. These data points are areas, which the District and College have identified as key performance indicators of College and student success.

If you need training or any help, contact either of the following to schedule an appointment or suggest workshop times:

Ann Morgan, Director, Institutional Research and Planning (anmorgan@bakersfieldcollege.edu or x4453)

Stephen Eaton, Dean of Instruction (seaton@bakersfieldcollege.edu or x4743)

Bill Barns, Assistant Professor, Agriculture, Co-chair, Program Review Committee (wbarnes@bakersfieldcollege.edu or x4637)

Due Dates for Instructional Programs

- September
  - Training for department chairs and administrators
  - Week of September 19: 5-Year trend data from Institutional Research & Planning to instructional units

- October
  - Week of October 3: Instructional chairs submit APR to deans
  - Columbus Day (10/10): Submit final copy to dean and vice president

Assessment Plan

The assessment plan and results will be due **April 16, 2012** to Dean Suderman. Forms and supporting documentation are in the Office of Academic Affairs public folder. Click here for directions to the folder.

Trend Data from Institutional Research & Planning[1]

Art

Student Demographic Information

Student Headcount	2006-07		2007-08		2008-09		2009-10		2010-11 Department		2010-11 Collegewide	
			#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr
Unduplicated[2]	1,901	--	2,151	13%	2,456	14%	2,440	-1%	2,505	3%	27,396	-3%

	2006-07		2007-08		2008-09		2009-10		2010-11 Department		2010-11 Collegewide	
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	1,145	60%	1,234	57%	1,472	60%	1,400	57%	1,456	58%	14,947	55%
Male	756	40%	915	43%	983	40%	1,038	43%	1,043	42%	12,365	45%
Unknown	0	0%	2	0%	1	0%	2	0%	6	0%	84	0%
Age												
19 & Younger	750	39%	842	39%	922	38%	1,028	42%	1,002	40%	6,852	25%
20-29	867	46%	945	44%	1,156	47%	1,105	45%	1,175	47%	13,602	50%
30-39	127	7%	182	8%	178	7%	152	6%	189	8%	3,872	14%
40 & Older	157	8%	182	8%	200	8%	155	6%	139	6%	3,070	11%
Ethnicity												
African American	76	4%	89	4%	117	5%	116	5%	122	5%	2,185	8%
American Indian	32	2%	28	1%	31	1%	18	1%	26	1%	261	1%
Asian/Filipino/Pacific Islander	119	6%	119	6%	116	5%	128	5%	153	6%	1,421	5%
Hispanic/Latino	903	48%	1,018	47%	1,185	48%	1,341	55%	1,402	56%	14,018	51%
White	707	37%	802	37%	892	36%	756	31%	726	29%	8,595	31%
Two or more races	15	1%	26	1%	35	1%	45	2%	64	3%	578	2%
Unknown	49	3%	69	3%	80	3%	36	1%	12	0%	338	1%

Course Enrollments - Productivity

	2006-07		2007-08		2008-09		2009-10		2010-11 Department		2010-11 Collegewide	
	F-t-F[3]	DE	F-t-F[3]	DE	F-t-F[3]	DE	F-t-F[3]	DE	F-t-F[3]	DE	F-t-F[3]	DE
Number of Sections	93		98	3	94	6	88	4	87	4	3,431	296
Enrollment[4]												
Census	2,468		2,674	100	2,914	235	2,891	138	2,915	150	113,343	11,151
Students/Section[5]	27		27	33	31	39	33	35	34	38	33	38
Productivity												
FTES[6]	409.8		453.3	9.3	488.4	21.9	464.3	12.9	463.7	14.0	12,809.0	1,242.8
FTEF[6]	23.2		23.7	0.6	30.4	1.2	24.2	0.8	23.8	0.8	745.7	69.4
FTES/FTEF[7]	17.7		19.1	15.5	16.0	18.2	19.2	16.1	19.5	17.5	17.2	17.9

Trend Data from Institutional Research & Planning[1]

Art

Outcomes

	2006-07		2007-08		2008-09		2009-10		2010-11 Department		2010-11 Collegewide	
	F-t-F[3]	DE	F-t-F[3]	DE	F-t-F[3]	DE	F-t-F[3]	DE	F-t-F[3]	DE	F-t-F[3]	DE
Retention Rate by Delivery Mode[8,9]	88.5%		87.6%	86.5%	83.8%	85.4%	85.3%	84.8%	81.7%	84.7%	83.5%	74.2%
Overall Department Retention Rate	*88.5%*		*87.5%*		*83.9%*		*85.3%*		*81.8%*		*82.6%*	
Success Rate by Delivery Mode[8,9]	72.4%		71.8%	78.7%	68.6%	79.6%	73.5%	73.2%	68.7%	77.3%	65.5%	49.8%
Overall Department Success Rate	*72.4%*		*72.0%*		*69.4%*		*73.5%*		*69.1%*		*64.1%*	

Degrees - Certificates

	2006-07		2007-08		2008-09		2009-10		2010-11 Department		2010-11 Collegewide	
	AA/AS	CERT	AA/AS	CERT	AA/AS	CERT	AA/AS	CERT	AA/AS	CERT	AA/AS	CERT
Awards related to or contributed to by Art												
Digital Arts	11	4	11	5	13	4	12	5	10	1		
Art	13	0	7	0	12	0	9	0	11	0		
Total Awards by Type	24	4	18	5	25	4	21	5	21	1	912	654
% of total awards by type	*86%*	*14%*	*78%*	*22%*	*86%*	*14%*	*81%*	*19%*	*95%*	*5%*	*58%*	*42%*
Total Awards	28		23		29		26		22		1,566	
Liberal Studies	101	0	79	0	85	0	83	0	76	0		
Liberal Arts/Science	252	0	243	0	231	0	166	0	132	0		

Definitions

[1] **Source:** ODS Reports (September, 2011)

[2] **Student Headcount**, ***Unduplicated*** : Number of students enrolled on census day, where each student is counted one time.

[3] **F-t-F**: Face to Face delivery mode.

[4] **Enrollment**: Every course in which students are enrolled on census day.

[5] **Students/Section:** Student enrollments per section on census day. Cross-listed sections are not combined.

[6] Acronyms **FTES** and **FTEF** represent full-time equivalent students and full-time equivalent faculty, respectively.

[7] **FTES/FTEF:** A measurement of productivity where the generally accepted target is 17.5.

[8] **Success rate numerator:** Number of course enrollments with a successful passing grade (A,B,C,P/CR).
Retention rate numerator: Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).
Success and Retention rate denominator: Number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped (DR).
Note: Beginning Summer 2008, DR grades are in the denominator, generally leading to a higher denominator and lower rate; DR assignment occurs when a student drops between census day and the last day to drop without receiving a W (30% date); DR grades did not exist before Summer 2008.

[9] Distance education retention and success rates not displayed if only one distance education course was offered.

Art
2011-12 Annual Program Review

1. Program/Unit Description, Mission, and Alignment

Description:

The Art Department provides freshman and sophomore lecture and studio courses that:
1. satisfy general education requirements in the "Arts, Literature, Philosophy and Foreign Language" category,
2. meet transfer requirements in Art for the CSU and UC systems,
3. offer a workforce associate degree and certificate in Digital Arts.

The Digital Arts program is a workforce development program and a component of the "Arts, Media and Entertainment" designated career pathway.

Six tenure-track and six adjunct faculty members staff the Department. Four tenure-track faculty members and two adjuncts have terminal MFA degrees, one tenure-track and five adjuncts have an MA in Art or the equivalent.

On the main Bakersfield College campus, the department makes use of two dedicated campus buildings containing studios for ceramics, three-dimensional design and sculpture, drawing, painting, two-dimensional design, and digital arts (photography and graphic design). In addition to these dedicated spaces, the department shares a large lecture hall for art history and art appreciation with other departments.

The department offers courses in the morning, afternoon, and evening, at the Bakersfield College main campus, at the college's Delano site, the Stockdale High School site, and online.

Mission Statement:

The mission of the Bakersfield College Art Department is to provide excellent instruction in the visual arts, to prepare students to make societal contributions by becoming citizens who are visually literate, culturally aware, skilled in creative problem-solving, and aesthetically sensitive.

Alignment with Budget Decision Criteria

The Art Department is in alignment with budget decision criteria by:
1. Offering courses that meet one the three following criteria: transfer, CTE (career/technical education), and general education;
2. Focusing on student success, working continually to improve course success and persistence rates, and degree and certificate completion and transfer rates;
3. Ongoing examination, improvement, and implementation of program and course-level student learning outcomes;
4. Implementation of course sequences (curriculum review) to increase student success and assure program and service sustainability.

2. Other Program Data

- **Provide the following data if available and relevant to your program:**
  - Cost per FTES – From the Office of Academic Affairs
  - CTE: Non-traditional enrollment, Student survey results, Employment
  - Transfer data – may use National Student Clearinghouse data when reliability improves

1. Productivity

Productivity as expressed in FTES/FTEF for the Art Department in AY 2010/2011 was:

a. 19.5 FTES/FTEF for face-to-face courses
b. 17.5 FTES/FTEF for distance education courses.
(The accepted target is 17.5.)

The 2009/2010 FTES/FTEF level was 19.1. The 2008/2009 FTES/FTEF level was 16.1.

2. CTE

Figures from College Core Indicator Information by 4 Digit TOP (2011-2012) report provided by college VTEA program.

a. Non-traditional enrollment (Non-traditional participation):

TOP 1030 Graphic Art and Design	28.33%
TOP 0614 Digital Media	N/R
TOP 1012 Applied Photography	40%

(State rate is 20.37%, the District rate is 16.83%)

b. Employment

TOP 1030 Graphic Art and Design	91.30%
TOP 0614 Digital Media	DN
TOP 1012 Applied Photography	82.21%

3. Transfer data

According to the CPEC website, the number of transfers in the visual arts from Bakersfield College 2010 in was 12.

The specific majors:

Art/Art Studies, General	8
Film/Cinema Studies	1
Fine/Studio Arts, General	2
Photography	1

http://www.cpec.ca.gov/OnLineData/OnLineData.asp

3. What are the Program's/Unit's strengths?

- Discuss the following elements where applicable. List any strength that may be unique to your program or unit. For each strength, complete all relevant boxes on the chart.
- Questions to consider: Link to APR SWOT Questions
- Best practices contact: Link to Form (this will ask for name, email, phone, practices)

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
The Bakersfield College Art Department provides freshman and sophomore level courses for students in the visual arts, which may lead to a degree or certificate. Courses in art also provide electives for other degree programs.	Core Mission Student Success	• In 2010/2011, 10 degrees and 1certificate were awarded in Digital Arts; and 11 degrees were awarded in Art from Bakersfield College. • Art courses are also included in the Liberal Studies and Liberal Arts/Sciences degree programs, which resulted in 76 and 132 graduates respectively in AY 2010/2011. • Digital Arts courses are part of the degree and certificate in Web Development: Design Emphasis.	The number of majors for 2010-11: • Art - 409 • Digital Arts - 260			See trend data on page 3 of this report.
As a result of the Curriculum review in AY 2010/2011, all 29 (100%) of Art Department courses will transfer to a CSU or UC.	Core Mission Student Success	Outcomes not available, as changes were made in AY 2010/2011.	Will allow for easier transfer for students.	1. Include all tenure-track faculty members in the curriculum review process (writing, editing, entering data) but designate one editor/proofreader to assure a consistent "voice." 2. Work with CSUB to assure transferability of courses.		See curriculum listing on pages 20 through 24 of this report.
Curriculum review in AY 2010/2011 resulted in 13 Art Department courses that that were approved for BC General Education.	Core Mission Student Success	Outcomes not available, as changes were made in AY 2010/2011.	Allows a larger number of courses for students to choose for Gen Ed.	Include all tenure-track faculty members in the curriculum review process (writing, editing, entering data) but designate one editor/proofreader to assure a consistent "voice."		See curriculum listing on pages 20 through 24 of this report.
Curriculum review in AY 2010/2011 resulted in course sequences to increase retention and success rates.	Student Success	Outcomes not available, as changes were made in AY 2010/2011. Department will monitor retention and success rates.	No results as of this year, sequences started in Fall 2011.			

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
Curriculum review in AY 2010/2011 resulted in changes to course naming and numbering, to increase retention and success rates, help students in planning schedules.	Student Success	Outcomes not available, as changes were made in AY 2010/2011. Department will monitor retention and success rates.	Less student confusion in scheduling courses predicted. Will continue to monitor and assess.	Students tend to follow course numbers. Alignment of course sequences with course numbers helps to reduce confusion in student scheduling.		
Department has established a robust and sustainable Assessment plan. During the curriculum review, all course level outcomes were revised and updated. The Program Learning Outcomes have been reviewed, revised, and are continuously being assessed.	Student Success	All courses contain elements of the three PLOs, all syllabi contain the PLOs, and many courses have PLOs embedded in assignments. All courses have established Student Learning Outcomes.	Overall, the students tested have a good grasp of the PLOs. The department is always looking at innovative ways to make improvements, including working on a publication to increase student success regarding the PLOs.			
Working with Media Services, Department put together two new media carts were created. It was a no cost solution, using "recycled" technology. All studios now have access to digital technology.	Student Success	All labs have digital media.	Digital media can be shown in all labs.	Recycling slightly used technology can solve needs at low or no cost.		
Using free Web 2.0 tools, Department websites have been created in the past year: for the department as a whole, a second one as a repository of art history images. A third one provides information and links for photography students. Some faculty use web tools for student assignments and information.	Student Success Technology Needs	Students have access to news regarding Department and local art activities. Faculty and students have access to many strong art history images hosted at other institutions at no cost. Photography students have access to current articles and images relating to subject matter taught in classes. Students can engage with the professor by submitting links and images to the blogs.	Increased engagement of students with course material.	Starting a Web 2.0 blog only requires a time investment for the professor, and is a way to provide timely information for classes that is accessible 24/7 for students. It also encourages student engagement by allowing students to submit links, images, etc… to add to the classroom dialectic.		(Appendices A — J)
Using VTEA funding, the Department has continued to host high school art teachers at the annual "Panorama" conference.	Program and Service Sustainability	The Department has made contact with and continues to nurture a relationship with the high school art teachers in the Bakersfield area. This has created a mutual respect between the two levels of education. The more that the high school teachers know about the department's program, the more that they can align	Area teachers are more likely to send students to Bakersfield College.	It is inexpensive and does not take much effort, to connect with high school colleagues who teach art. Acknowledging the work that they do, and sharing the work done by the Department, creates a situation that allows them to recommend Bakersfield College to their students.		

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
		their curriculum, better preparing students for college work.				
Using VTEA and campus GUI funding, the Department upgraded both digital labs in the summer of 2011.	Technology Needs	iMacs and digital projectors were purchased to maintain industry standards; Adobe software was also upgraded at the.	Provides the students with professional quality, industry-standard digital tools.			
The Department participated in the Assessment Showcase on April 27, 2011	Student Success	Shared Department's PLOs with other departments and programs.	Participation in the Showcase exposed the department to other assessment ideas, and allowed our ideas to be seen by others.			See Appendix K
The Department faculty is a group of professional artists who teach. The department consists of 6 tenure-track faculty, and 6 adjunct faculty members. The faculty in the department work well together toward student success, professional development, and helping the department meet yearly goals.	Student Success	A cooperative, collegial respectful group of faculty works as a team, rather than a group of disconnected entrepreneurs.	Welcoming and comfortable workplace with colleagues who respect one another, and who share best practices. Faculty members know that they can ask for help and discuss ideas without fear of retribution or ridicule.	Creating a community of colleagues who respect one another has been valuable for the department. The department strives to conduct business in a fair and transparent manner, and work toward consensus in decision-making.		
The Art Department made some progress on the goals set in AY 2010/2011: 1. Cleanup of toxic materials, and purchase of HEPA vacuum for ceramics program. 2. Informal display cases for installation in "locker room."	Student Success		Safety issues are now avoided with new vacuum. Display cases allow more exhibit of student artwork, increasing ability to allow student to experience professional practices.			
Tenure-track faculty members in department are encouraged to participate as members of a campus committee.	Student Success	• Borneman: College Council • Koeth: FCDC, Assessment, VTEA • Maddigan: Curriculum • Magner: Diversity • Shafik: Levin Center • Stallworth: Academic Senate, VTEA	The department is well informed and engaged in campus discussions and decision-making.			

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
Success and retention for the department's Distance Education courses are higher than the overall campus Distance Education rates.	Student Success	In AY 2010-2011, the Art Department Distance Education success rate was 77.3%, and the retention rate was 84.7%. The campus-wide Distance Education success rate was 49.8% and the retention rate was 74.2%.	By carefully choosing and monitoring an adjunct hired to teach the department's Distance Education courses, the results for both success and retention have been better than the campus as a whole.	Choose adjuncts for distance education carefully, and monitor their success and retention rates closely. Engaging, enthusiastic online professors are just as important as engaging, enthusiastic face-to-face instructors.		
Success and retention for the department's Distance Education courses are slightly better than the department's face-to-face success and retention rates.	Student Success	• In AY 2010-2011, the Art Department Distance Education success rate was 77.3%, and the retention rate was 84.7%. • The Department's face-to-face success rate was 68.7%, and the retention rate was 81.7% in AY 2010/2011.	By carefully choosing and monitoring an adjunct hired to teach the department's Distance Education courses, the results for both success and retention have been better than the campus as a whole. This may be in part, be a result of the type of student who chooses to take this type of course, and in part due to the skills of the adjunct who teaches this course.			
Digital Arts program collaborates with other vocational programs; participates in outreach efforts related to VTEA efforts.	Core mission - CTE	By participating, the Digital Arts program is awarded supplemental grant funding for the program.	The program has been able to maintain professional standards, keep professor up to date with technology and trends in industry.			

4. What are the Program's/Unit's weaknesses?

Weakness	Relationship to Budget Decision Criteria	Outcomes Not Yet Achieved	Assessment Results	External Conditions	Internal Conditions	Trend Data
Aging facilities that are not adequately maintained.	Student Success	Finish painting classrooms.	Increased student respect for workplace.			
A library of high quality digital images for all art faculty	Student Success and Technology	Due to lack of budget, the Department has been unable to subscribe to an online art image service.	Better quality images and consistent images for faculty; better images may help student success.	Lack of budget prevents Department from subscribing to a service.	Until the budget situation improves, this may remain unaffordable.	
Aging equipment in Ceramics lab.	Student Success Technology	There is a need for replacing or reconditioning the potter's wheels and electronic controls. Department will need augmentation of budget to afford all the repairs.		Lack of budget prevents Department from repairs or replacements. The situation is becoming increasingly urgent.		
Lack of full-time 2D/Drawing professor	Core Mission Student Success	Unable to offer an adequate number of 2D design and drawing courses, due to .667 limit on adjunct faculty members. A full-time faculty member could offer 3 or 4 courses per semester.	New faculty member will allow addition of Art B2 and B3 courses; allowing students to complete degrees or certificates more quickly.	Due to budget issues, the Department has been discouraged from asking for a new faculty line in the Art Department. The Department has a difficult time recruiting new adjunct faculty members, and is currently employing every known qualified adjunct.	The Department implemented course sequences and is proposing new major requirements. These requirements include all art majors taking 2D design. When the majors are approved, there will be a lack of 2D design courses.	Waitlists for Two Dimensional Design and Drawing courses have been: in the 75 to 98% range during the AY 2010/2011.
Aging printers in the digital labs.	Technology Needs Student Success	The program needs two new color printers (one inkjet, one laser). • The current Epson Inkjet must use an older dedicated iMac running old software. • The HP LaserJet 5500 printer has very slow spooling times, causing delays with printing for students. It also has issues with color calibration. The old machines may be useful for backup printers.	New printers will allow faster printing, and higher quality prints for student portfolios.	Budget constraints may prevent the Digital Arts program from acquiring the new machines.		

Weakness	Relationship to Budget Decision Criteria	Outcomes Not Yet Achieved	Assessment Results	External Conditions	Internal Conditions	Trend Data
Aging facilities in the darkroom, plumbing issues.	Core Mission Student Success	A safe and professional photographic wet lab.				
Inability to offer more than 4 exhibits per year in Jones Gallery	Core Mission Student Success	Provide a full year artistic experiences for students; improved engagement		Lack of budget limits gallery to 4 exhibits per year.		
Difficulty in hiring adjunct faculty members	Student Success	Ability to hire additional adjuncts to "grow" the program.		Lack of qualified adjuncts in Bakersfield area.	Most tenure-track professors are already teaching overload.	
Lack of full-time 3D professor	Core Mission Student Success	Ability to offer an adequate number of 3D design and drawing courses. A full-time faculty member could offer 3 or 4 courses per semester.	New faculty member will allow 3D and Sculpture courses to be taught in greater numbers, allowing students to complete degrees or certificates more quickly. 3D/Sculpture concentration created in curriculum update.	The Department has a difficult time recruiting new adjunct faculty members, and is currently employing every known qualified adjunct.	Due to budget issues, the Department has been discouraged from asking for a new faculty line in the Art Department.	Waitlists for 3D Design and Sculpture courses have been: in the ?? to ??% range during the AY 2010/2011.
Lack of an "Art Technician" to assist Ceramics and 3D programs.	Core Mission Student Success	Increased engagement between students and professors, with professors leaving prep work to tech.	Better student success as professor focuses on teaching.		Ceramics instructor must perform all firing, glaze preparation, and cleanup duties in addition to teaching. A tech would allow the professor to focus on teaching. The tech could also be shared with the proposed 3D/sculpture professor. Due to budget issues, the Department has been discouraged from asking for a new classified line in the Art Department.	

5. What are the Program's/Unit's opportunities?

- Consider items that do not currently exist in the program/unit that could be implemented to help the program, unit, and/or College reach its goal.

Opportunity	Relationship to Budget Decision Criteria	Possible Outcome	Assessment Methods	Non-Financial Resources Required (including collaboration)	Funding/Support Requested	
					Equipment ▪ Include # of units & estimate total cost ▪ For ISIT requests, use form on APR website ▪ For M&O requests, use form on APR website	Staffing ▪ # Positions ▪ Total cost for each position ▪ % time ▪ Other ▪ Staff request forms on APR website
Full-time 2D/Drawing professor (This may not be possible, due to budget constraints, but will remain on the APR as a reminder.)	Core Mission Student Success	Ability to offer an adequate number of 2D design and drawing courses. A full-time faculty member could offer 3 or 4 courses per semester.	Track FTES Increase graduation rate Increase transfer rate			1 position Cost $70,000 100%
Two new color printers (one laser, one inkjet)	Technology Needs Student Success	Staying current with industry standards. Better and quicker printing for students in the digital arts program.	Track improved portfolios			Epson Inkjet - $3000 (est) HP LaserJet - $3000 (est)
Expand links with local high school art programs.	Student Success.	Students arrive better prepared. Students are already invested in the program.	Increase number of students, and their preparedness for college-level art courses.			
Lighting equipment needs updating.	Student Success.	Students better prepared for working in the job market.			Lighting equipment - $2000	
Full-time three-dimensional design and sculpture professor. (This position may not be possible because of budget constraints, but it will stay on the APR as a reminder.)	Student Success.	Ability to offer a larger number of 3D design and sculpture courses. A full-time faculty member could offer 3 or 4 courses per semester.	Increase engagement level for ceramics professor. Ability to offer more ceramics sections.			1 position Cost $70,000 100%

Opportunity	Relationship to	Possible Outcome	Assessment Methods	Non-Financial	Funding/Support Requested	
Art technician	Student success	Allows professors to focus on teaching.	A tech would allow the professor to focus on teaching. The tech could also be shared with the proposed 3D/sculpture professor.			Unknown costs.

- How could the weaknesses listed above be addresses to move them from weaknesses to strengths?

6. What external threat(s) does the Program/Unit face?

Threat	Relationship to Budget Decision Criteria	Source of Threat	Action Plan if Threat Materializes
Continued economic malaise could impact enrollments.		External	Encourage students to finish degrees.
Earthquake could damage facilities, interrupting a semester.		External	Dependent upon severity of damage.

7. List the Program's/Unit's goals for the coming year.

Goal	Relationship to Budget Decision Criteria	Action Plan
Maintain an adequate number of courses to assure students can move through the program to earn a degree	Student Success	Monitor
Continue to evaluate, refine, and assess the program and course-level student learning outcomes.	Student Success	Having embedded SLO evaluation in each course syllabi, the Department will compile and compare results each semester. The results will be shared on the Assessment Plan in the spring of 2012.
Increase Persistence and Success rates by 2% each for AY 2011/2010.	Student Success	Increase opportunities for success and retention by "coaching" students toward success. Offering open labs, encouraging study groups, making faculty office hours more widely published, engaging students with blogs, etc…
Maintain facilities and technology	Health and Safety	Continue to lobby for maintenance of photo wetlab sinks and ceramics studio.
Update degrees and certificates (work was started in AY 2010/2011 with curriculum review, but not finished, due to deadlines).	Student Success	Work with Curriculum Committee to finish work on degrees and certificates.
Continue articulation efforts with area high schools.	Core Mission	Schedule Panorama conference in Spring 2012 semester.
Continue to closely monitor the schedule of courses.	Student Success	Taking direction from Administration regarding Enrollment Management issues, adjust number of courses as needed.

Goal	Relationship to Budget Decision Criteria	Action Plan
Maintain and enhance quality of program for optimum student success	Student Success	1. Large size lecture course numbers are adjusted to assure student success. 2. Student jurying of annual exhibit moved to an online service.
Maintain equipment to assure student success	Student Success Technology Needs	1. Kiln repair 2. Purchase new equipment for maintaining ceramics lab
Increase understanding of Program Level Outcome criteria by students.	Student Success	The Department is working on a common vocabulary book to cover the PLOs.
The Department has two kilns that need repair, and a kiln that needs to be connected to a gas line.	Student Success	Examine budget to determine if repairs can be covered with GUI funds, lobby for connection to gas line.
The Department has a non-functioning air compressor that needs to be fixed or replaced. Work orders have been placed, and no action has been taken.	Student Success	Lobby for repair or replacement.
Investigate the purchase of a collection system for the sculpture lab to alleviate potential health hazards.	Student Success Health and Safety	Investigate costs and health and safety issues, lobby for installation of a system.
Upgrade to bats and pins on the potter's wheels.	Student Success	Price bats and pins, order as many as possible with this year's GUI funding.
Sculpture lab needs safety attachments for the table saw and band saw in Sculpture lab.	Health and Safety	Price these items and purchase using GUI funds if possible.

Goal	Relationship to Budget Decision Criteria	Action Plan
Ceramics lab needs new high fire shelves	Student Success	$90/each; purchase as many as possible with funding in current GUI budget.
Work on setting correct course maximums for Ceramics classes so there is no classroom overcrowding. Currently, when hand building, there is inadequate table space for 30 students.	Student Success	Look at table space in Ceramic lab, investigate reconfiguring lab, look at adjusting course maximums.

8. List any Maintenance and Operations needs

Darkroom sinks
Dust collection system in FA23
Connect kiln to gas line
Finish painting classrooms
Safety attachments for band saw and table saw

Link to Multipage Excel M&O Worksheet on APR website
Support need for room with appropriate Link to room utilization statistics developed by FCDC subcommittee

9. List any Information Systems & Information Technology (ISIT) Requests

New laser printer
New inkjet printer
Lighting equipment

Link to Multipage Excel ISIT Worksheet on APR website

10. List curriculum changes.

- What curriculum did/will the Program/Unit review . . .

Last Year (2010-2011	This Year (2011-2012)	Next Year (2012-2013)
In AY 2010/2011, the Art Department re-wrote all active courses, and deleted the printmaking courses.	In AY 2011/2012, the Department will work with the Curriculum Committee for approval of the revised majors and certificates.	Continue to examine and update courses as needed.

- Has the Program/Unit made any of the following changes? If so, please list.

Added or Deleted Courses	Added Prerequisites	Changed Units	Modified, Added, or Deleted Degrees or Certificates
The Art Department deleted the Printmaking series of courses in AY 2011/2012.	**To increase student success, the Art Department initiated course sequences.** (Effective Fall 2011) Drawing • Drawing I is a prerequisite for Drawing II. • Drawing I is a prerequisite for Figure Drawing I. • Figure Drawing I is a prerequisite for Figure Drawing II. Painting • Drawing I is a prerequisite for Acrylic Painting I • Acrylic Painting I is a prerequisite for Acrylic Painting II Ceramics • Ceramics I is a prerequisite for Ceramics II • Ceramics II is a prerequisite for Ceramics III 3D/Sculpture • Three Dimensional Design is a prerequisite for Sculpture I • Sculpture I is a prerequisite for Sculpture II Photography • Digital Photography or Black and White Photography: either one is a prerequisite for Advanced Photography I	No units were changed.	Certificates and degrees were modified: The Art Department will work with the Curriculum Committee in AY 2011/2012 for final approval of these degrees and certificates at the state and local levels. - - - - - - - - AA in Art Education - 24 units ART B4 Two Dimensional Design 3 units ART B5 Three Dimensional Design 3 units ART B2 Drawing I 3 units ART B6 Acrylic Painting I 3 units ART B10 Ceramics I 3 units ART B17 Black and White Photography 3 units ART B35 Survey of Western Art I 3 units ART B36 Survey of Western Art II 3 units - - - - - - - - - - - - - - - AA in Art History - 18 unit Core courses - 15 units ART B2 Drawing I 3 units ART B4 Two Dimensional Design 3 units ART B35 Survey of Western Art I 3 units ART B36 Survey of Western Art II 3 units ART B37 Survey of Art - Latin America 3 units Electives - choose one - 3 units

Added or Deleted Courses	Added Prerequisites	Changed Units	Modified, Added, or Deleted Degrees or
	• Advanced Photography I is a prerequisite for Advanced Photography II • Advanced Photography II is a prerequisite for Advanced Photography III Graphic Design • Digital Art I and Digital Art II are both required as prerequisites for Typography • Typography is a prerequisite for Digital Illustration • Typography is a prerequisite for Advertising Design • Digital Illustration and Advertising Design are both required as prerequisites for Graphic Design		ART B5 Three Dimensional Design 3 units ART B8 Figure Drawing I 3 units ART B10 Ceramics I 3 units ART B16 Digital Photography 3 units ART B17 Black and White Photography 3 units ART B20 Digital Art I - Vector Art 3 units ART B24 Digital Art II - Raster Art 3 units - - - - - - - - - - - - - - - - - AA in Studio Art - Drawing Emphasis - 21 units ART B2 Drawing I 3 units ART B3 Drawing II 3 units ART B4 Two Dimensional Design 3 units ART B8 Figure Drawing I 3 units ART B9 Figure Drawing II 3 units ART B35 Survey of Western Art I 3 units ART B36 Survey of Western Art II 3 units - - - - - - - - - - - - AA in Studio Art - Painting/Drawing Emphasis - 21 units ART B2 Drawing I 3 units ART B4 Two Dimensional Design 3 units ART B3 Drawing II or ART B8 Figure Drawing I - 3 units ART B6 Acrylic Painting I 3 units ART B7 Acrylic Painting II 3 units ART B35 Survey of Western Art I 3 units ART B36 Survey of Western Art II 3 units - - - - - - - - - - AA in Studio Art - Sculpture Emphasis - 24 units ART B2 Drawing I 3 units ART B4 Two Dimensional Design 3 units ART B5 Three Dimensional Design 3 units ART B13 Sculpture I 3 units ART B14 Sculpture II 3 units ART B10 Ceramics I 3 units ART B35 Survey of Western Art I 3 units ART B36 Survey of Western Art II 3 units - - - - - - - - - - - AA in Studio Art - Ceramics Emphasis - 24 units ART B2 Drawing I 3 units ART B4 Two Dimensional Design 3 units ART B5 Three Dimensional Design 3 units ART B10 Ceramics I 3 units

Added or Deleted Courses	Added Prerequisites	Changed Units	Modified, Added, or Deleted Degrees or
			ART B11 Ceramics II 3 units ART B12 Ceramics III 3 units ART B35 Survey of Western Art I 3 units ART B36 Survey of Western Art II 3 units - - - - - - - - - - AA in Digital Arts - Graphic Design Emphasis - 24 units ART B20 Digital Art I - Vector Art 3 units ART B24 Digital Art II - Raster Art 3 units ART B25 Typography 3 units ART B40 Digital Illustration 3 units ART B41 Advertising Design 3 units ART B42 Graphic Design 3 units ART B35 Survey of Western Art I 3 units ART B36 Survey of Western Art II 3 units - - - - - - - - - - AA in Digital Arts - Photography Emphasis ART B4 Two Dimensional Design or ART B20 Digital Art I - Vector Art - 3 units ART B16 Digital Photography or ART B17 Black and White Photography - 3 units ART B46 Advanced Photography I 3 units ART B47 Advanced Photography II 3 units ART B48 Advanced Photography III - Independent Study 1 or 2 units ART B35 Survey of Western Art I 3 units ART B36 Survey of Western Art II 3 units - - - - - - - - - - Digital Arts Certificate of Achievement - Graphic Design Emphasis 18 units - No General Education required ART B20 Digital Art I - Vector Art 3 units ART B24 Digital Art II - Raster Art 3 units ART B25 Typography 3 units ART B40 Digital Illustration 3 units ART B41 Advertising Design 3 units ART B42 Graphic Design 3 units - - - - - - - - - - Digital Arts Certificate of Achievement - Photography Emphasis 13 or 14 units - No General Education required ART B4 Two Dimensional Design or ART B20 Digital Art I - Vector Art - 3 units ART B16 Digital Photography or ART B17 Black and White Photography - 3 units ART B46 Advanced Photography I - 3 units ART B47 Advanced Photography II - 3 units

Added or Deleted Courses	Added Prerequisites	Changed Units	Modified, Added, or Deleted Degrees or
			ART B48 Advanced Photography III - Independent Study - 1 - 2 units
The Department added Drawing II, Figure Drawing II. The remaining courses were revised for numbering and naming consistency, using I, II, III to indicate a sequence of courses.			

- Has the Program/Unit made any online/distance education changes? If so, please list.

11. How do the Retention/Success rates of Face-to-Face courses vs. Distance Education/Online courses compare?

(Refer to data table from Institutional Research & Planning)

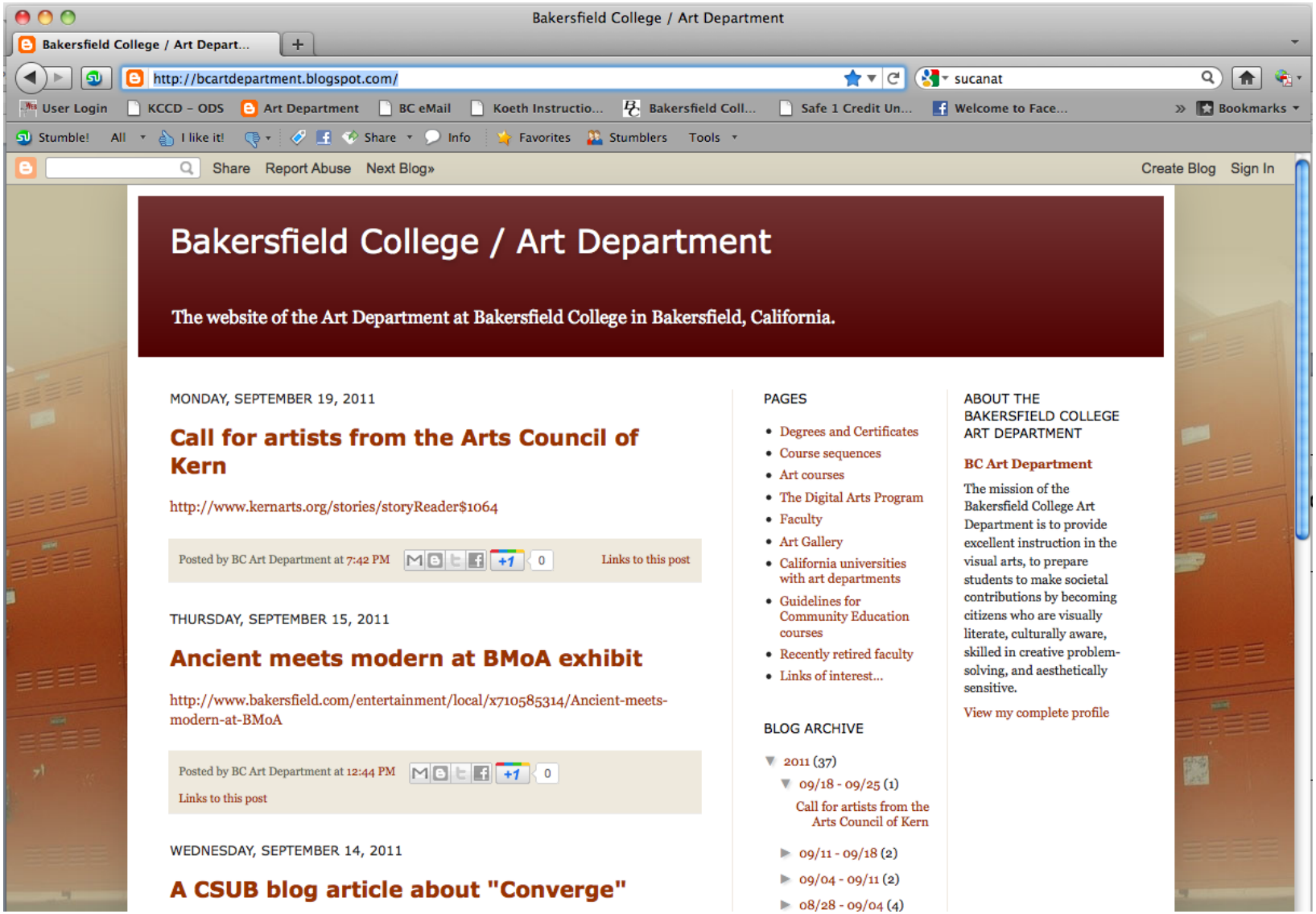
Type of Course	Retention	Success
Face-to-Face Courses	81.7% is the retention rate for the 79 Art courses taught face to face in AY 2010/2011. (The college-wide retention rate for face-to-face courses is 83.5%.)	68.7% is the success rate for the 79 Art courses taught face to face. (The college-wide success rate of face-to-face courses is 65.7%.)
Distance Education / Online Courses	84.7% is the retention rate for the 4 Art Appreciation courses taught online in AY 2010/2011. (The college-wide distance education retention rate was 65.5%.) The distance education Art retention rate is substantially higher than the college's rate, and only slightly higher than the Art Department's face-to-face rate.	77.3% retention is the rate for the 4 Art Appreciation courses taught online in AY 2010/2011. This is substantially higher than the college-wide distance education success rate of 49.8%. The distance education Art success rate is higher than the Art face-to-face success rate. The type of student that chooses distance education, as well as the teaching methods used by the instructor may account for this difference.

12. Evaluation

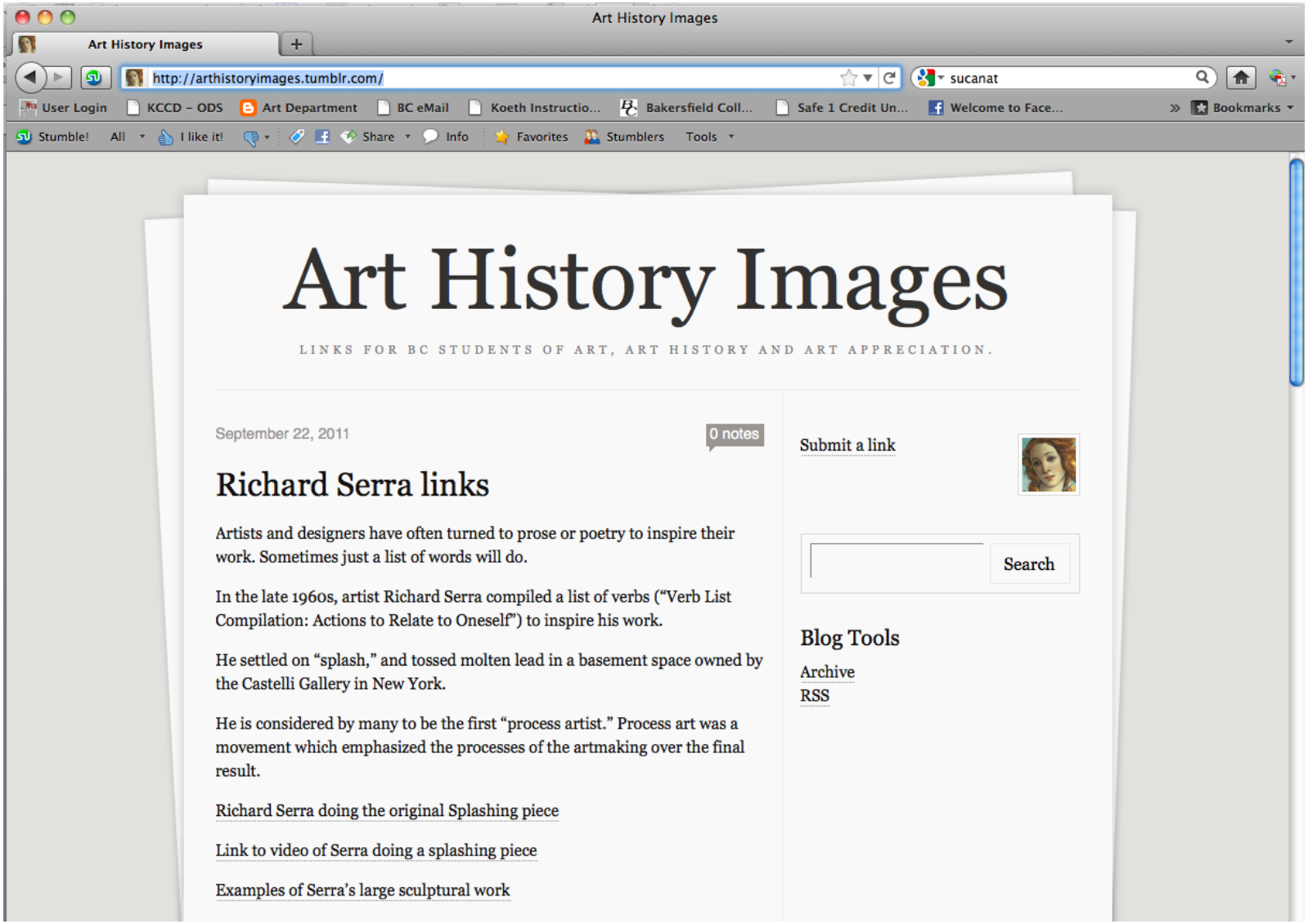
Link to Evaluation (Survey Monkey)

- Please click the link above that will take you to an evaluation form that asks:
  - What did you find beneficial about this process?
  - How can we improve the process?
  - Is there anything else you would like to know?

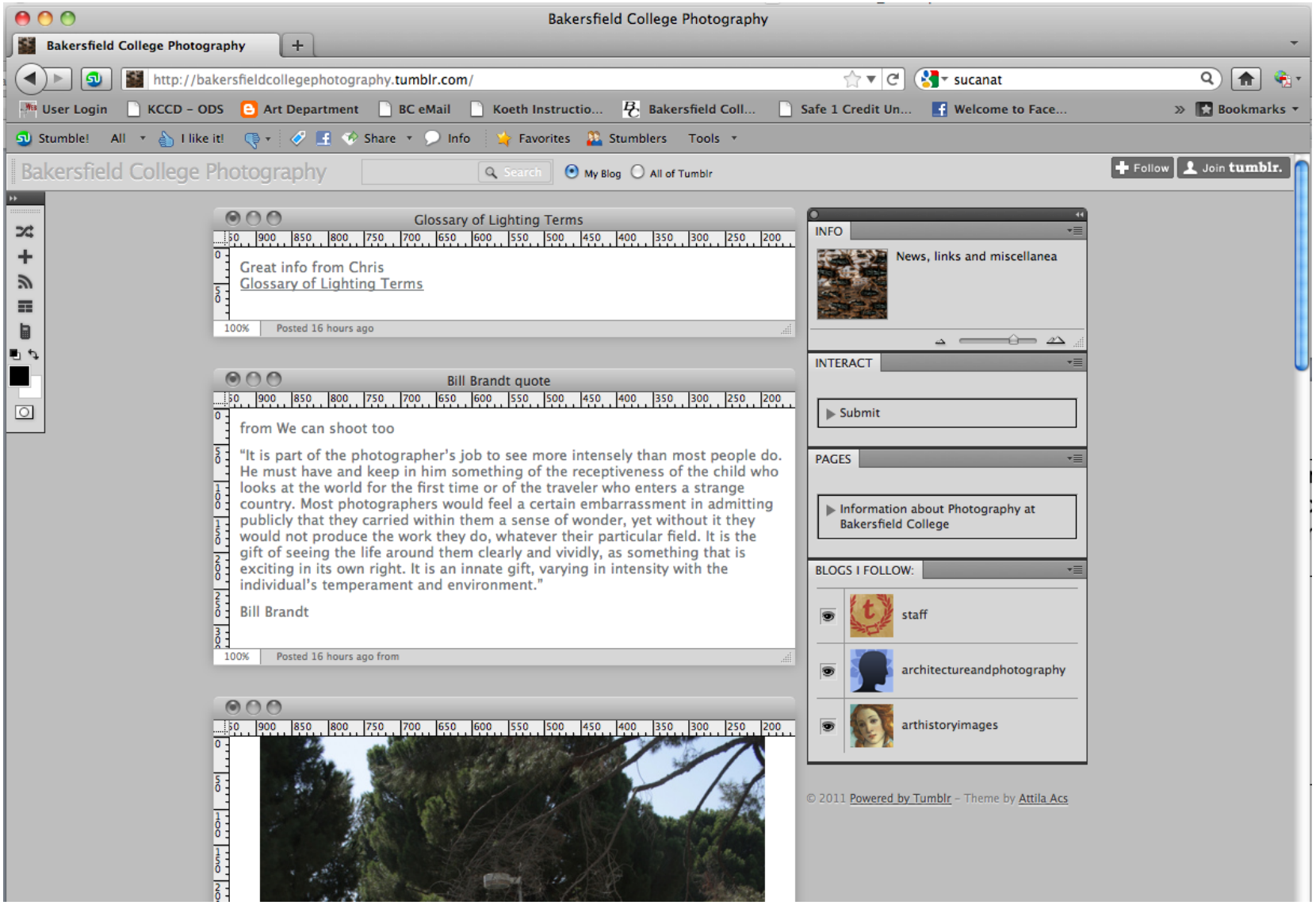
Appendix A – Screen shot of Art Department blog



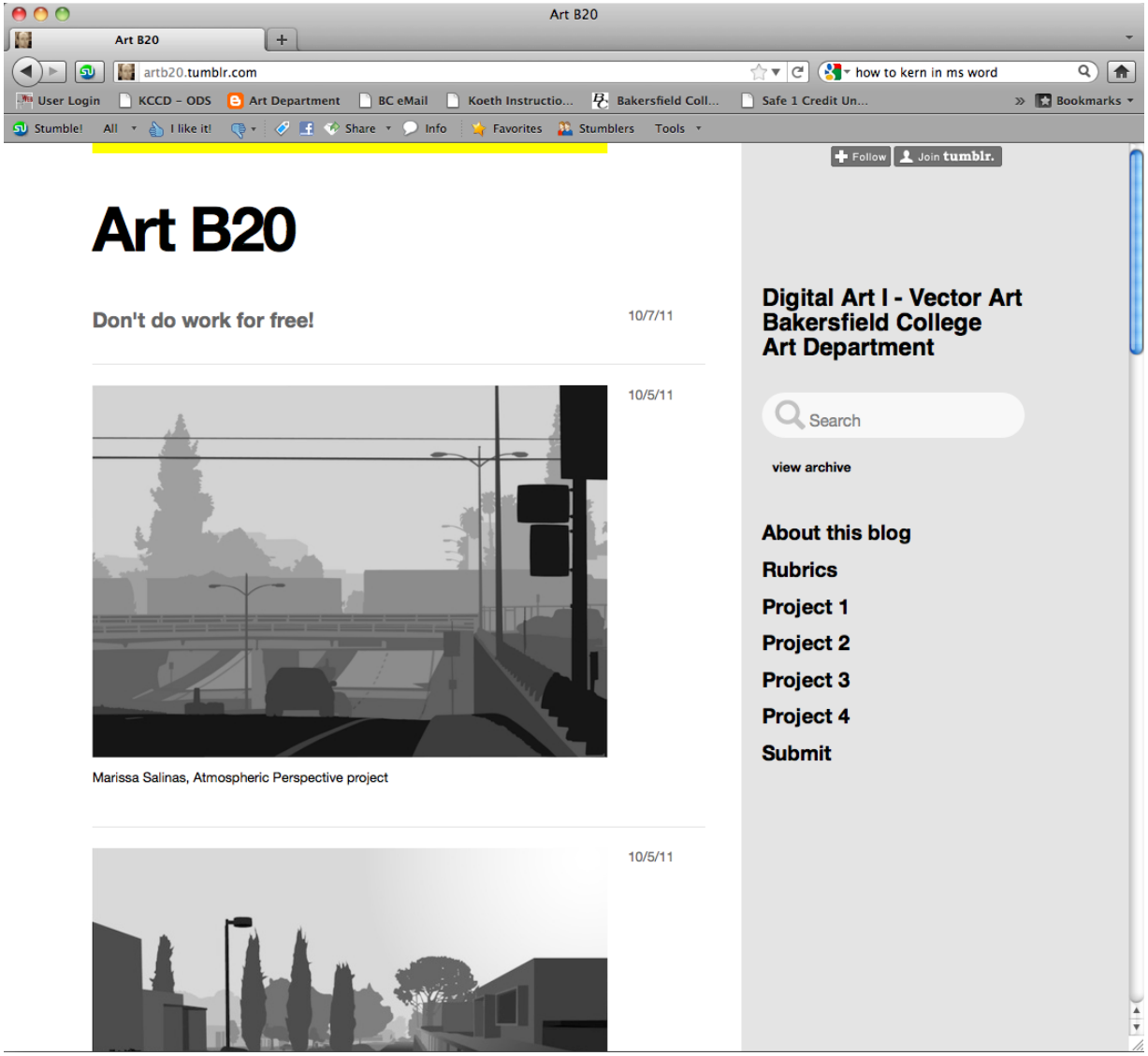
Appendix B - Screen shot of Art history images



Appendix C - Screen shot of Bakersfield College Photography blog



Appendix D - Screen shot of Art B20 blog


Art B20
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how to kern in ms word
User Login
KCCD – ODS
Art Department
BC eMail
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I like it!
Share
Info
Favorites
Stumblers
Tools
Follow
Join tumblr.
Art B20
Don't do work for free!
10/7/11
10/5/11
Marissa Salinas, Atmospheric Perspective project
10/5/11
Digital Art I - Vector Art
Bakersfield College
Art Department
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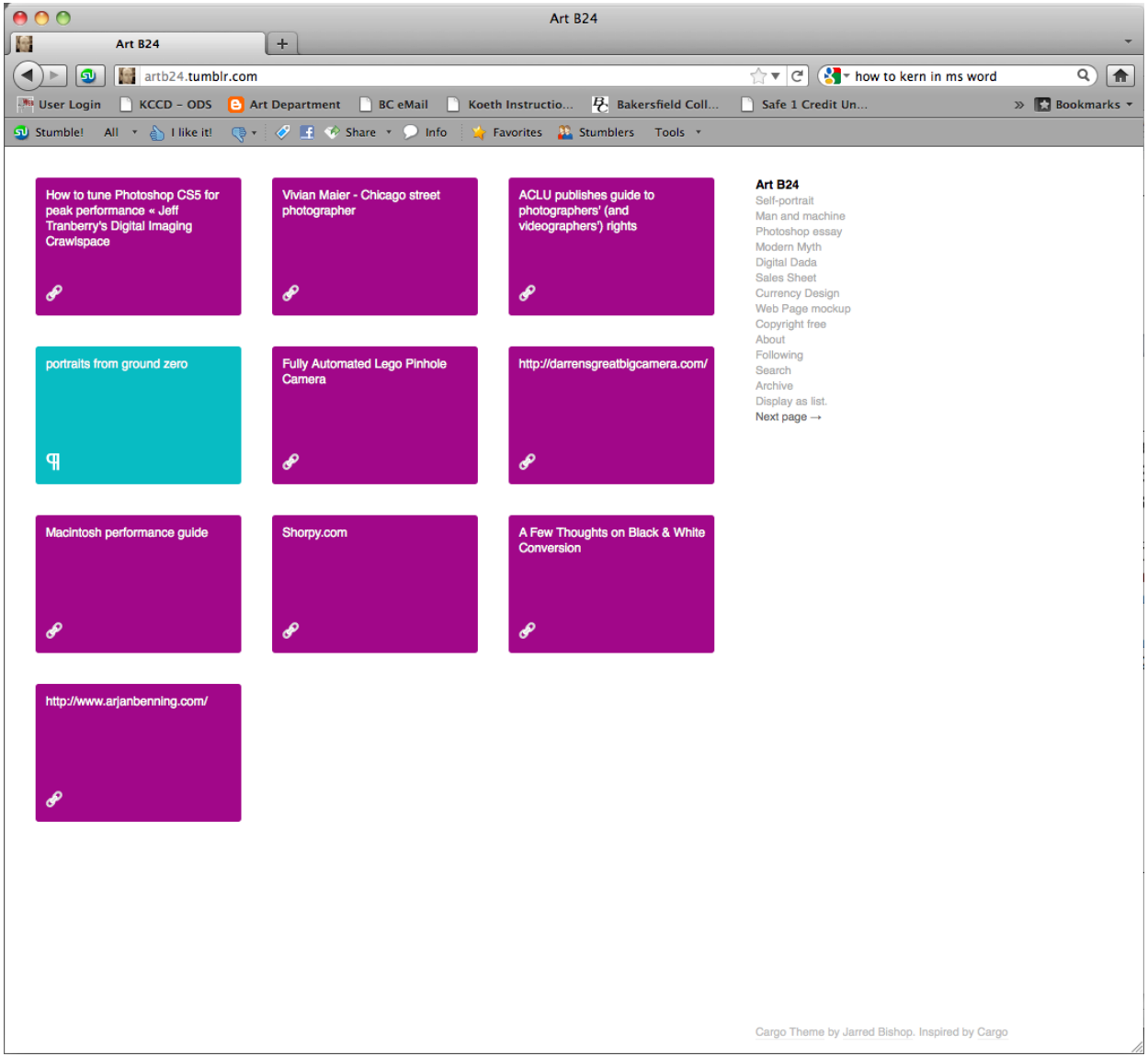
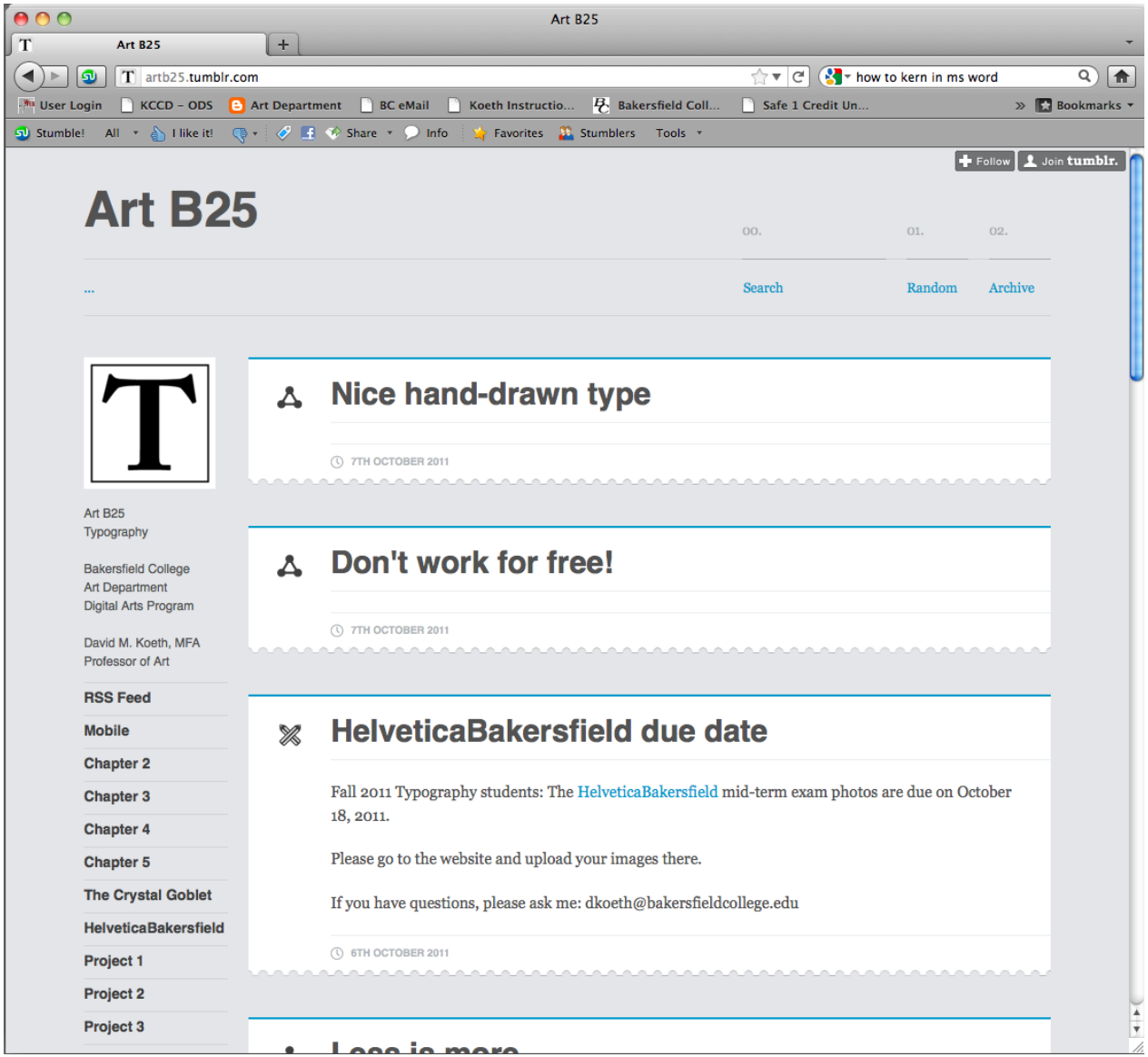
Rubrics
Project 1
Project 2
Project 3
Project 4
Submit

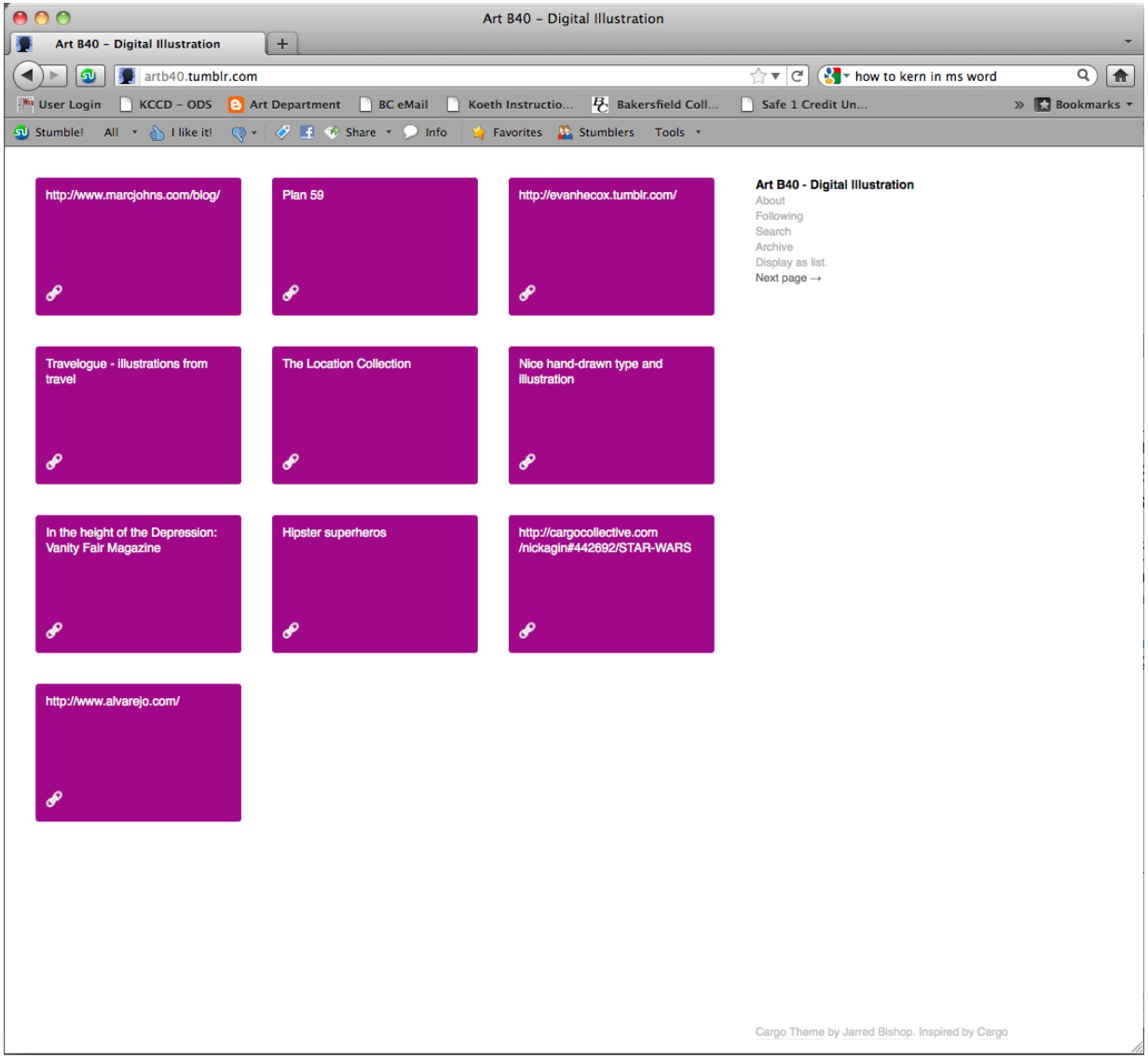
Appendix E - Screen shot of Art B24 blog



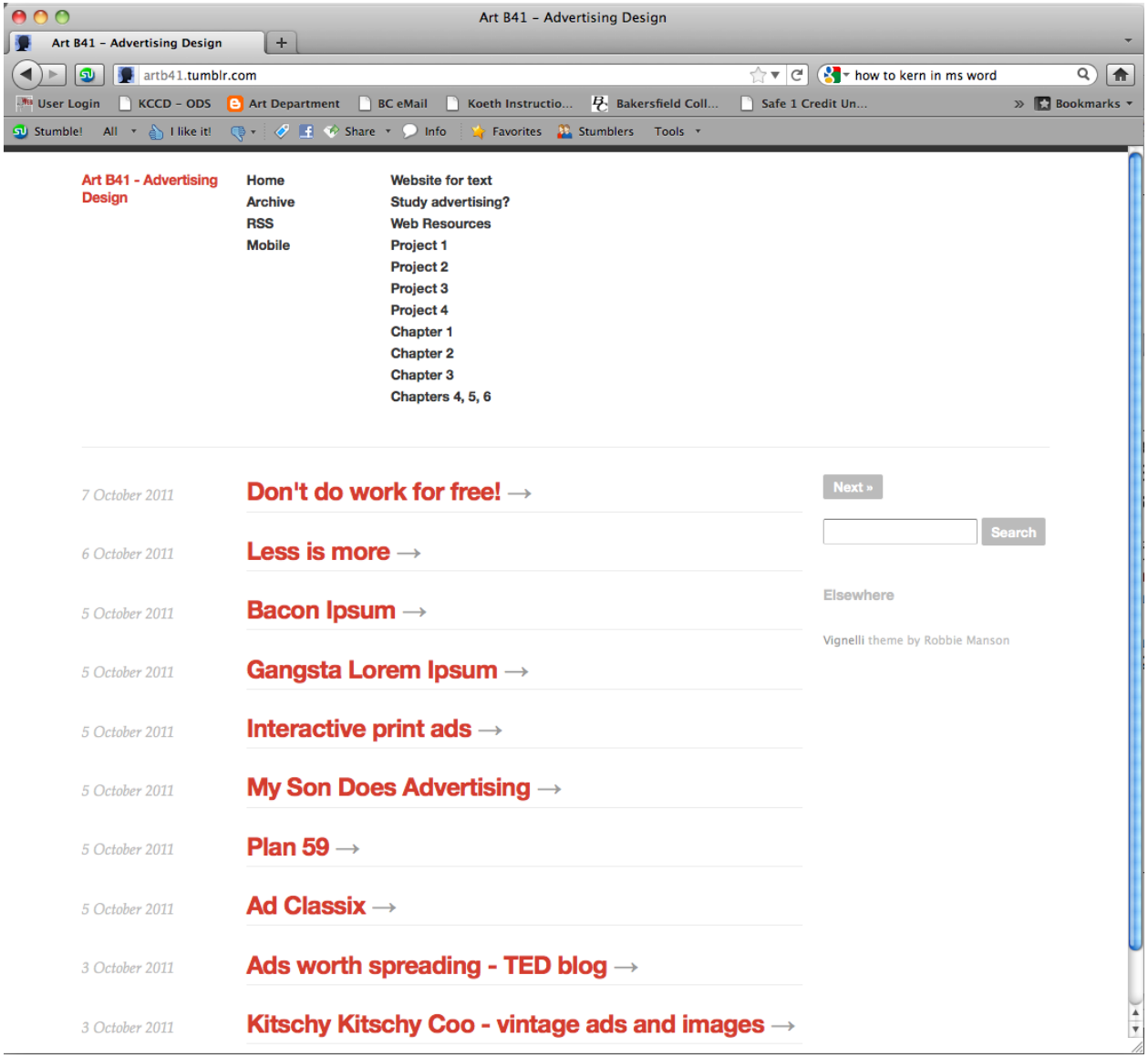
Appendix F - Screen shot of Art B25 blog



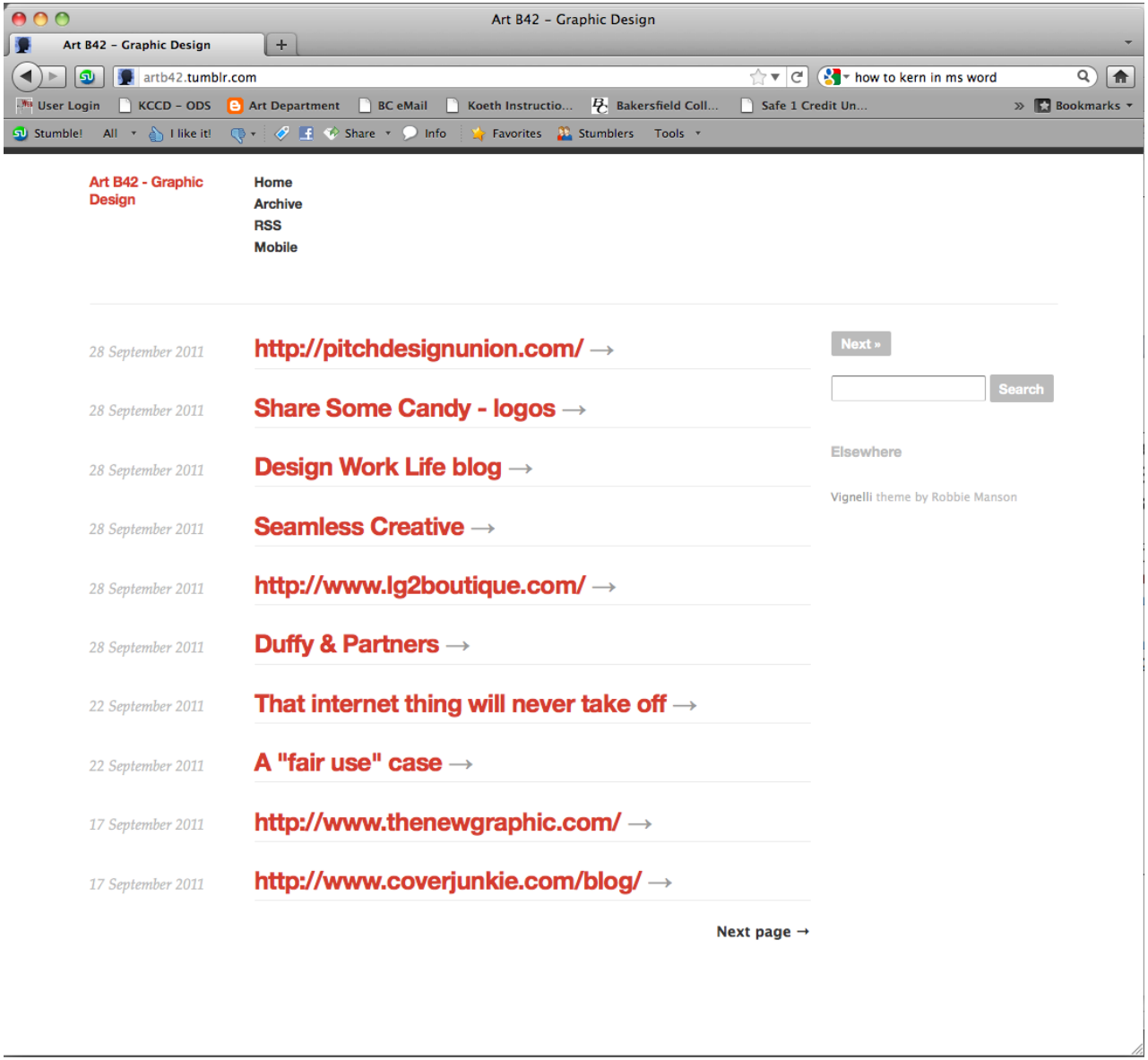
Appendix G - Screen shot of Art B40 blog



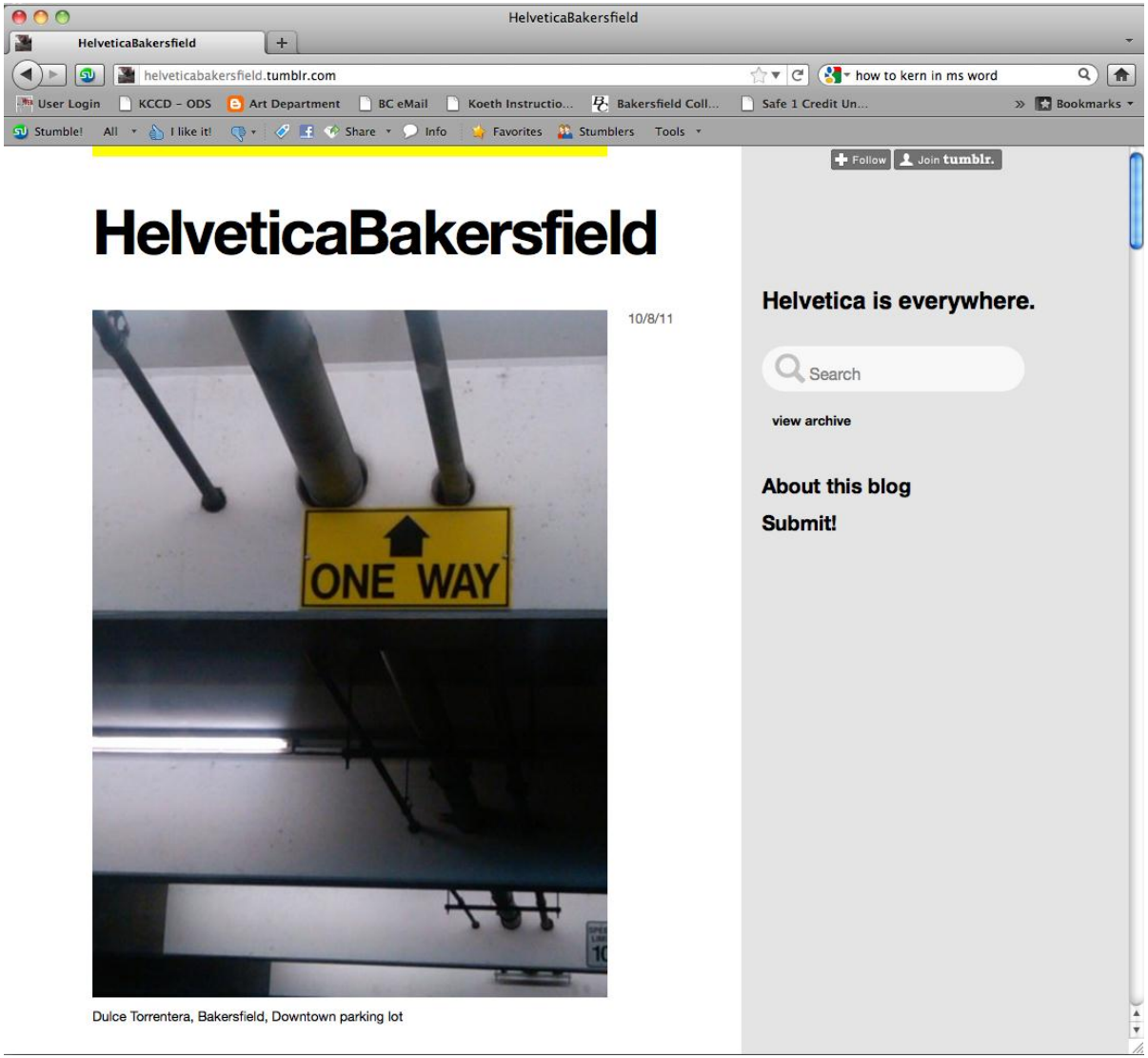
Appendix H - Screen shot of Art B41 blog



Appendix I - Screen shot of Art B42 blog



Appendix J - Screen shot of HelveticaBakersfield blog



Kristopher Stallworth (photography), Emily Maddigan (ceramics), President Greg Chamberlain, and Laura Borneman (drawing & painting) in a discussion at the 2010/2011 Assessment Showcase on April 27 in The Huddle.