



The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy

2020-2021 Annual Program Update

Art

I. Introduction and Directions

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. The Annual Program Update serves a critical role in the Integrated Planning and Budgeting cycle of the college in that it provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to any of the following institutional structures: discipline, department, program, administrative unit, or unit.

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research and Planning (npellegrin@peralta.edu).

If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the [SLOAC webpage](#), or contact the SLOAC committee member for your division:

Division 1 - Evan Nichols (anichols@peralta.edu)

Division 2 – Laura Forlin (lforlin@peralta.edu)

Division 3 – Heather Casale (hcasale@peralta.edu).

If you have questions regarding the curriculum section, please contact Nghiem Thai (nthai@peralta.edu), chair of the [Curriculum Committee](#).

If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the [Peralta Faculty & Staff Portal](#).

You will need the following items in order to complete the Annual Program Update document at the colleges:

- [Program Review or APU document](#) from AY 2019-20.
- [Budget Information](#) for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- [Institution Set Standards](#).
- [College 2018 Educational Master Plan Update](#).
- [Guided Pathways Plan](#)
- [Student Equity Plan](#).
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

Merritt College Institution-Set Standards 2020-2021

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution’s mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

Metric	Definition	Set Standard
Course Completion (Success)	the number of student completions with a grade of C or better divided by the number of student enrollments	66%
Certificates	Number of certificates earned in an academic year	222
Degrees	Number of associate degrees earned in an academic year	322
Transfer	Number of students who transfer to a 4- year college/university	187
Licensure (CE)	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study	70%
Employment (CE)	The job placement rate of student completing a degree or certificate in a CE program in the year after graduation.	Macro-Region Employment Rate, by Program SOC

College Profile

Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
Gender			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/ Unknown	2%	2%	3%
Race/Ethnicity			
American Indian	< 1%	< 1%	< 1%
Asian	19%	20%	19%
Black / African American	23%	23%	22%
Hispanic / Latino	31%	32%	33%
Pacific Islander	1%	< 1%	< 1%
Two or More	5%	6%	5%
Unknown / NR	4%	4%	5%
White	16%	16%	15%
Age			
18 and Under	15%	15%	16%
19-24	35%	35%	35%
25-29	16%	17%	16%
30-34	11%	11%	11%
35-54	17%	17%	17%
55 and Over	6%	6%	5%

Course Success Rates

	2017-18	2018-19	2019-20*
Total Enrollment (Duplicated Count)	33,288	33,637	32,928
Overall Success Rate	70%	70%	68%
Gender			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
Race/Ethnicity			
Black/African-American	62%	62%	60%
Asian	81%	80%	81%
Hispanic	68%	68%	64%
Native American	66%	72%	53%
Pacific Islander	61%	71%	63%
Two or More	65%	67%	68%
Unknown	72%	73%	66%
White	78%	78%	75%
Age			
Under 16	83%	91%	84%
16-18	73%	75%	69%
19-24	65%	66%	64%
25-29	70%	69%	68%
30-34	73%	73%	73%
35-54	74%	73%	71%
55-64	74%	71%	66%
65 and Over	77%	77%	60%

**Includes 'EW' grades*

II. Program Overview

Mission Statement

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

Merritt's Art Department seeks to maintain its reputation for educational excellence while embracing and incorporating contemporary culture, materials and methods. We engage students of different ages, genders, ethnicities, life experiences and artistic awareness in developing a creative intelligence through exposure to the history and practice of visual arts. Through classroom instruction, we advance students' knowledge of human aesthetics, awareness of sensory information, strategies for creative problem solving, and give them the technical skills to function successfully as artists in the community, in a variety of ways both traditional and nontraditional.

Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year's APU/PR. Add or remove persons as needed to reflect current personnel).

Name	Faculty/Staff	PT/FT
Sheila Metcalf Tobin	Faculty	Full-Time
Leon Dockery	Faculty	Part-Time
Dianne Jones	Faculty	Part-Time
Mark Leavitt	Faculty	Part-Time
Natasha Mevedev	Faculty	Part-Time
Sean Levon Nash	Faculty	Part-Time
Crystal Kamoroff	Faculty	Part-Time
Pamela Thomas	Faculty	Part-Time
James Treacy	Faculty	Part-Time
Pablo Villicana	Faculty	Part-Time
Anna Vaughan	Faculty	Part-Time
Saadi Shapiro	Staff	Part-Time

III. Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

<u>Peralta District Strategic Goals</u>	
P1.	Advance student access, equity, and success.
P2.	Engage and leverage partners.
P3.	Build programs of distinction.
P4.	Strengthen accountability, innovation, and collaboration.
P5.	Develop and manage resources to advance our mission.

<u>Merritt College Strategic Goals</u>	
M1.	Completion - Increase number of degrees and certificates by 20% over the next 5 years.
M2.	Transfer - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).
M3.	Time to Completion - Reduce the number of excess units earned by students.
M4.	Employment - Maintain at least 82% of students attaining employment in the field of study.
M5.	Equity - Reduce the achievement gaps for African-American, multiethnic, and male students.

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you measure the achievement of this goal?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
I. Improve quality, completion rate and repetition of assessment: Schedule training sessions	IP	N/A	P4	

with assessment specialists scheduled for all faculty to attend. Creation of Assessment Calendar to include regular reminders sent out each semester.				
II. Develop more collaborative projects within class curriculum and add more studio art classes that will bring more students and art to the Merritt campus like Introduction to Mural Arts and Studio Arts Laboratory. NEW: Diversify Art History offerings to provide more variety of GE requirements for students and improve department productivity.	IP	M5	P3	Adding Art 7 African American Art History with and African American instructor has increased both diversity of our students and faculty. Adding several offerings of Art 1 and Art 4 online has increased accessibility as well as productivity.
III. Update equipment in both ceramics and 2D art studios to provide dependable resources and technology for student learning.	C	N/A	P4	Requested and received new equipment to supply students in both A122 and A133 with new and sufficient equipment to meet instructional needs.
IV. Integrate ARTS program and activities across curriculum and campus. Bring more ART to Merritt campus via displays of student artwork campus wide.	IP	N/A	P3 P4	New student exhibition space established by art student group in the Merritt Library. Open call for entries announced and public exhibitions installed in S352 in both Spring and Fall of 2019.
V. Updated Arts Foundation Certificate of Achievement and Studio Arts Transfer Degree is listed in review process with a few steps remaining for completion.	IP	M1	P3	Botanical Drawing and Ceramics certificates are in the process of being updated to Certificates of Achievement.
VI. Update Merritt Art Department Website to reflect current faculty/curriculum,	NEW	N/A	P3	Updates began Spring 2020 in with support from the two website technicians hired by Merritt College.

department highlights and activities.				
VII. Achieve greater ethnic diversity in the students we serve and faculty.	NEW	N/A	P1	Fall 2020: Virtually met with a Peralta Diversity Internship participant and scheduled time for him to observe, participate and facilitate a lesson in the figure drawing online studio class later this semester.
VIII. Create programming that better serves our large population of life-long learners whose ability to continue their educational and artistic goals have been negatively impacted by the 2012 repeatability law.	*NEW*	N/A	P1 P3	Technically this is not a new goal of the Art Department as the department chair has been pursuing options for several years. It was an oversight that it has not yet been listed as a program goal before now. **Please see additional attachment *** 2018 Art Department Student Survey

IV. Facilities Utilization

Describe your current utilization of facilities, including labs and other space. Confirm previously reported content.

In the last few semesters, prior to the shelter in place order, the Art department under utilized the A122 2D and A133 3D studio classrooms by offering fewer studio lecture/lab classes. Many scheduled classes were cancelled due to low enrollment. During this time we have only managed 2 or 3 classes weekly in A133 Ceramics studio and 4 classes weekly in the A122 2D studio. We have consistently offered two art history classes, Art 1 and Art 7, on campus utilizing lecture classrooms in both the A and P buildings. In addition, we use the H105 classroom in the Landscape Horticulture Building for the Botanical Drawing class.

We had planned to offer a new ceramics class in Fall 2019 to increase our offerings and better utilize our ceramics studio but 2 ceramic classes were cancelled due to low enrollment. We will also regularly lose classes associated with our Studio Arts Transfer degree, like 2D design and Art 3 History of Western Art, due to low enrollment.

Since the spring of 2015 we have consistently made use of the S352 shell/gallery space to exhibit student and faculty work. In 2019 we coordinated the 20th Annual Show of Merritt and the 2nd Annual All the Art We Make including classified staff and faculty work. In addition, we announced the first open call for entry to the Peralta Colleges and Bay Area communities exhibit entitled The Art of Healing. This open call was followed by another in the fall of 2019 entitled Cherish and Resist. Both of the exhibitions were wonderfully successful in creating collaboration between Merritt College students and artists from surrounding communities.

In the spring of 2019 a group of life long learning students began holding exhibitions in the Merritt College Library in collaboration with the enthusiastic support of the Head Librarian. Several Merritt students installed their work and held small opening celebrations in the library before the campus was closed in March of 2020.

In addition we try to make good use of the display case window in the A building breezeway to showcase student work from current classes.

It was determined some time ago now that the A Building is slated for demolition in the near future and the Art Department along with other A Building programs requested that a new building be constructed before demolition occurs so the we may move our program to a new facility that can accommodate the special use classrooms like our ceramics studio (A133) and drawing and painting studio (A122). We continue to request here as in our previous APU and APR to be included in all decision-making processes that will impact our program and our constituents.

V. Program Update Data

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

APU Data Dashboards:

- [Course Completion and Retention Rates Dashboard – Instruction](#)
- [Course Completion and Retention Rates Dashboard – Student Services](#)
- [Enrollment Trend and Productivity Dashboard](#)
- [Degrees and Certificates Dashboard](#)

For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of student surveys, or external reports (i.e. [IPEDS](#) or [Launchboard](#)). Include the number of students served over an academic year and summarize their demographics.

For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.

Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for [Windows](#) and [Mac](#))

Completion and Retention:

There is not much fluctuation over the past three years in the course completion and retention rates for the studio art classes except the down turn in both rates reflected in the Spring 2020 data due to the transition to online learning in response to COVID19. Although our rates consistently run slightly higher than the college's rates in both categories there seems to be a lot of room for improvement.

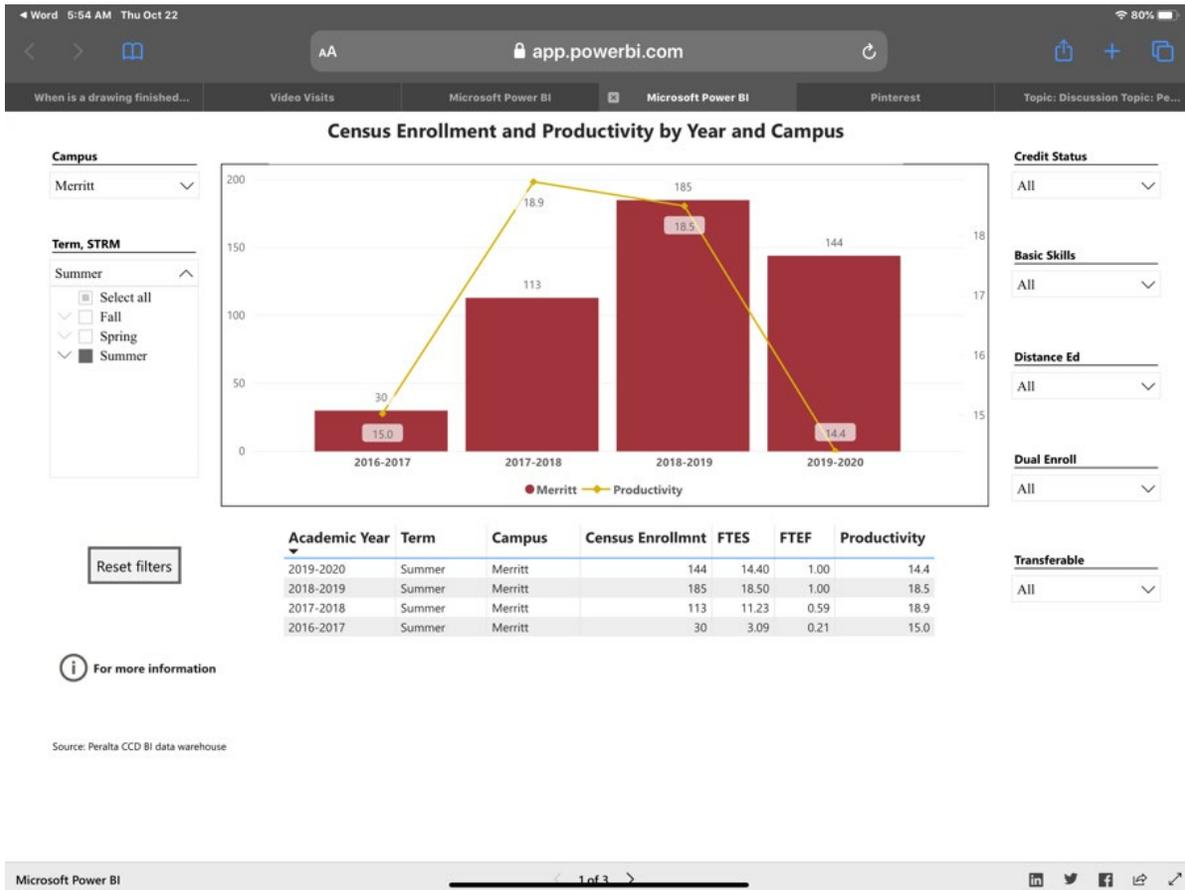
The most significant factor found in course completion and retention rate data is that there is a much higher completion and retention rate across all categories within the online Art History course offerings as compared to Face to Face offerings. The Face to Face class has consistently low completion and retention in both fall and spring semesters in every academic year in review for this document. This is an alarming realization and calls for some plan of action to rectify this trend. Notably there are two categories not enrolling in the online Art History sections, the age groups of 54 and older and 65 and older.

Academic Year	Term	Campus	Course	Description	Total Graded*	Completions	Rate*	Retained*	Rate*	Distance Education	Time of Day
2017-2018	F17	Merritt	ART 1	INTRO TO ART HISTORY	63	45	71.4%	45	71.4%	Classes 51% or more online	N/A
2017-2018	F17	Merritt	ART 1	INTRO TO ART HISTORY	38	19	50.0%	23	60.5%	Face to Face	DAY
2017-2018	M17	Merritt	ART 1	INTRO TO ART HISTORY	88	65	73.9%	79	89.8%	Classes 51% or more online	N/A
2017-2018	S18	Merritt	ART 1	INTRO TO ART HISTORY	77	60	77.9%	62	80.5%	Classes 51% or more online	N/A
2017-2018	S18	Merritt	ART 1	INTRO TO ART HISTORY	39	19	48.7%	26	66.7%	Face to Face	DAY
2018-2019	F18	Merritt	ART 1	INTRO TO ART HISTORY	132	88	66.7%	100	75.8%	Classes 51% or more online	N/A
2018-2019	F18	Merritt	ART 1	INTRO TO ART HISTORY	36	14	38.9%	18	50.0%	Face to Face	DAY
2018-2019	M18	Merritt	ART 1	INTRO TO ART HISTORY	114	97	85.1%	98	86.0%	Classes 51% or more online	N/A
2018-2019	S19	Merritt	ART 1	INTRO TO ART HISTORY	122	81	66.4%	98	80.3%	Classes totally online	N/A
2018-2019	S19	Merritt	ART 1	INTRO TO ART HISTORY	35	17	48.6%	23	65.7%	Face to Face	DAY
2019-2020	F19	Merritt	ART 1	INTRO TO ART HISTORY	111	72	64.9%	83	74.8%	Classes totally online	N/A
2019-2020	F19	Merritt	ART 1	INTRO TO ART HISTORY	37	11	29.7%	18	48.6%	Face to Face	DAY
2019-2020	M19	Merritt	ART 1	INTRO TO ART HISTORY	94	83	88.3%	87	92.6%	Classes totally online	N/A
2019-2020	S20	Merritt	ART 1	INTRO TO ART HISTORY	88	86	97.7%	86	98.1%	Classes totally online	N/A
2019-2020	S20	Merritt	ART 1	INTRO TO ART HISTORY	16	14	87.5%	14	93.5%	Face to Face	DAY
Total					1090	771	70.7%	860	79.5%		

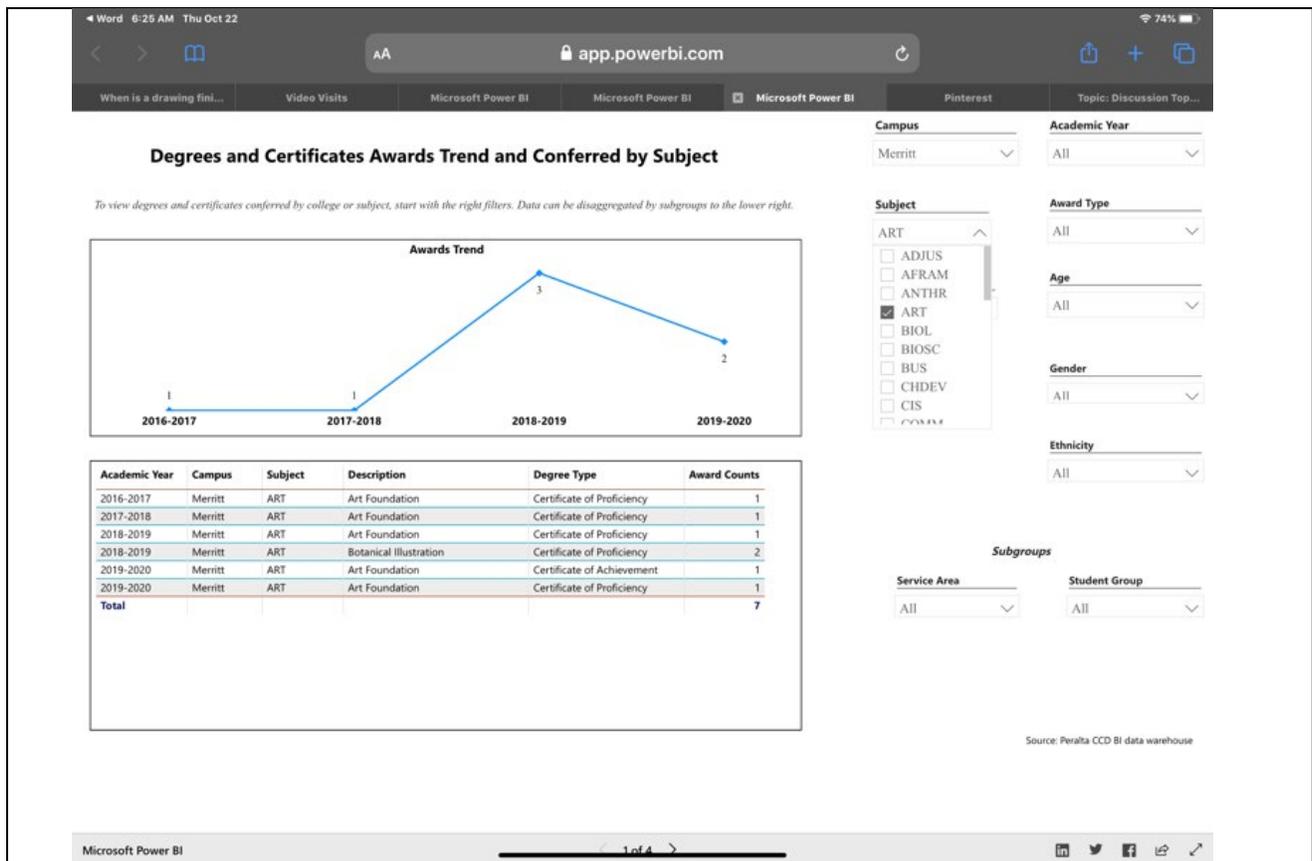
Enrollment Trends:

The Art Department experienced a decline in overall productivity in the 2017-2018 academic year and has averaged just above 16 since that decline. Even with improved enrollment across those years our productivity has remained essentially the same. When compared to the colleges overall enrollment and productivity we see a similar downward trajectory to just below 15.5 in 2019-2020. It is the most likely conclusion that we are running too many classes with too few students overall for the last few years leading to a decrease in productivity for both the college and the art department.

Summer enrollment in Art History offerings increased when online courses were added to our curriculum in 2017-2018 and remained high and stable until the summer of 2020. But again, we see a down turn in productivity in 2019-2020.



Over the last 3 years our largest student group is white students 65 and older. Our smallest student group is people who identify as two or more ethnicities and the next smallest is Black/African American students, then Asian students and finally Hispanic/Latinx students. This data is confirmed by the experiences of our studio arts instructors and of great concern to our department because we would like to be of greater service to the student groups who are the majority on the college campus in addition to the student groups we are already serving. We have established it as one of our program goals to achieve greater diversity in our studio classrooms although we do not yet know what the best steps are to achieve this goal.



Degrees and Certificates

In general, the majority of our student population is interested in self enrichment and therefore not interested in achieving either a transfer degree or a certificate so it has been a difficult path to arrive at the best course of action for the addition of degrees and Certificates to the art department offerings. The department chair began the work sometime ago to create the Studio Arts Transfer degree and the addition of several core requirements have been added to our curriculum. However, when offered these classes rarely if ever run due to low enrollment which can be translated ultimately to lack of interest. The path of if we build it they will come may not be the wisest for us to pursue in this instance.

We did learn in this process that students have not been able to receive financial aid as art majors because we did not offer the transfer degree. This was very frustrating for our students but since the completion and approval of the Arts Foundation Certificate of Achievement our students can now receive financial aid. We are now working to change all the Certificates of Proficiency over to Certificates of Achievement and plan to submit for approval by the end of the year.

Overall, we did not have many students completing the Certificates of Proficiency we have been offering. As you can see from the screen shots provided we had only 6 awarded in the last 3 years. And one student was awarded the Certificate of Achievement. Hopefully we will see some increase in interest and completion when all have been changed to Certificates of Achievement.

A problem that we have that is related to these certificates is that we don't have a system of notification to know who is working toward achieving one, nor a notification system to alert us when someone has been awarded one. Perhaps it would be possible to create an alert system that would include this information as well as bring up students who have completed several components of the certificates so we could encourage them to complete the remainder and be

awarded the certificate. In discussions around this issue other chairs and program directors have described a capstone course where the students work and progress is evaluated before the degree or certificate is awarded. This seems like a good solution for being able to track awardees and assess program outcomes but not sure of its efficacy when we have so few students taking advantage of this offering.

Q X

Describe the program's progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

Overall our progress on SLO assessment is moving at a very slow pace. We are a department comprised of one full time faculty member and 9 part time faculty members and as such have had a lot of highs and lows of participation. There have been some productive periods where most instructors did some assessments, with a few instructors even completing all they were responsible for but we have not had full participation from faculty in several years. It is probable that some of this is due to assessment not being fully required of faculty each semester the way a syllabus must be submitted. That coupled with the fact that there are no consequences to not completing assessments, the lack of deadlines or timelines being implemented by the college and those suggested by the department chair have been ignored by most there is little incentive beyond personal character to complete the work. Support and training have been requested in every APU and Program Review completed in the last 6 years.

Another factor for the Studio Arts instructors is the overwhelming volume of SLO's to assess for the multi-level, concurrent classes they teach. With every individual course having at least 2 or more SLO's and each course having 3 – 6 concurrent sections that reaches a minimum of 6 SLO's and a maximum of 18 SLO's to assess per class over the 3-year cycle. I believe it would be of use to work with the Division1 Assessment Coordinator to develop a long-term calendar for the completion of our SLO's for each class and discuss other strategies to simplify the workload of our multi section classes.

With the assistance of the curriculum specialist the art department chair recently updated one of our certificate offerings to a Certificate of Achievement and is in the process of updating the other 2 we offer in the same way. PLO's have been and will be reviewed and updated as part of this process. However, as was mentioned above, there is not a plan for how to assess the PLO's written into the Certificate.

Describe the **results of** your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss **changes/updates/resource requests** made to your program based on the

assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the [ILOs](#).

We have had multiple discussions about our PLO's during Flex Day activities and Department meetings which has led to revisions and updates but we never arrived on a formal way to assess our PLO's do to the afore mentioned lack of a built-in process or person responsible for reviewing the work of students who complete one of our certificates and the low number of students working to complete them.

Resource Requests related to SLO Assessment:

Books for Studio Arts Library as well as Merritt College Library to provide students with more resources for the understanding of concepts/techniques, inspiration and completion of projects related to master studies.

Additional ink cartridges for printing resource photography for students to work from in developing their drawing and watercolor assignments.

Professional Development - Department-wide PD needed

JUSTIFICATION: Part time instructors need support and training to complete assessment work. I suggest district wide training days where time and support are provided for instructors to complete this work.

The following item is for instructional programs only

Discuss how your PLOs align with the [ILOs](#).

Program Learning Outcomes

Our program learning outcomes all align with the college ILO's of Communication and Critical Thinking. Art making is and has always been a form of communication for humanity. In our classes we teach our students how to refine their making practice to more specifically communicate their ideas, emotions and experiences through both making and thinking processes. Our PLO's are listed below and mapped to the ILO's.

Outcome 1

Write a visual analysis/critique of their own and other's art on both form and content, and its relation to a historical and global context.

Assessment: Essay

Institutional Learning Outcomes
Merritt College

Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.

Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.

Outcome 2

Produce artworks reflecting an understanding of basic components of design and composition such as line, shape, value, texture, space, color, scale, proportion, balance, mood, movement, mass and emphasis.

Assessment: Student Artwork

Institutional Learning Outcomes
Merritt College

Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.

Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.

Outcome 3

Assemble a portfolio of strong works of art that demonstrate skill and understanding of techniques in various media.

Assessment: portfolio

Institutional Learning Outcomes
Merritt College

Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.

Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.

VI. Curriculum

Note: If your department, program, or unit does not have a curricular component, please skip to the Section VII.

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the [State Chancellor's Office Program and Course Approval Handbook \(7th Edition\)](#), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in [California Education Code § 66010.4](#))
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)
5. Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD [Board Policy 4020](#) and [Administrative Procedure 4020](#) require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by [California Education Code § 78016\(a\)](#), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

Curriculum Review

Consult [CurriQunet](#) and the [Course Curriculum Review Status](#) or [Program Curriculum Review Status](#) spreadsheets to determine when a course or program was last updated or deactivated.

Courses that have not been offered in the past three years should be deactivated to ensure that the college catalog presents a current and accurate inventory of actual course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent years, or the required courses have not been offered regularly enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

Modifications

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
Art 004	History of Modern Art (1800 to present)	In Review
Art 049	Independent Study in Art	LaShaune Fitch
Art 022	Intermediate Drawing and Composition	LaShaune Fitch
Art 001	Intro to Art History	LaShaune Fitch
Art 021	Continuing Drawing and Composition	In Review
Art 023	Advanced Drawing and Composition	In Review

Indicate programs reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
Arts Foundation Certificate of Achievement	Certificate	LaShaune Fitch

Deactivations

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
Art 066	Beginning Pastel Drawing	In Review
Art 015	California Art History	In Review
Art 804	Ceramic Sculpture and Pit Fire	In Review
Art 067	Continuing Pastel Drawing	In Review
Art 009	History of World Ceramics	In Review
Art 086	Special Projects: Alternative Firing Techniques	In Review
Art 064 A-D	Special Projects: Watercolor Painting	In Review
Art 803	Artwork Documentation Workshop	LaShaune Fitch
Art 012	World Art: Visual and Historical Analysis	LaShaune Fitch

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
Arts Foundation Certificate of Proficiency	Certificate	LaShaune Fitch
Botanical Illustration Certificate of Proficiency	Certificate	In Review
Ceramics Certificate of Proficiency	Certificate	In Review

Curriculum Improvement

Based on ongoing curriculum review, describe plans for *program-level* improvement in terms of any of the following considerations:

- Advancing **student equity and achievement** for disproportionately impacted students.
- Fostering **intersegmental alignment** and **guided pathways** through articulation, course sequencing, and program mapping.
- Implementing innovative **pedagogies, delivery methods/modalities, or educational resources and technologies.**

Program level improvements include the converting of our three Certificates of Proficiency into Certificates of Achievement. With the assistance of the Curriculum Specialist, the Arts Foundation Certificate is complete and the Botanical and Ceramics Certificates are in process of conversion. As part of this process courses are sequenced for certificate completion and PLO's are mapped to SLO's and ILO's.

An important benefit and advancement of student equity and achievement of this conversion is that students who wish to register as Art Majors will now qualify to receive financial aid to achieve their completion goals.

Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
Studio Arts AAT	The Associate in Studio Arts for Transfer Degree provides students with a strong foundation in the terminology and principles of the visual arts, two-and three-dimensional design, and an introduction to various techniques and media. Topics also explored include the relationship between form and content, historical and contemporary approaches to art and art making, and personal expression. Students who successfully complete the AA-T in Studio Arts earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to a CSU campus and to a program or major in studio arts or a similar major. Students	The Associate in Arts Degree in Studio Arts for Transfer is designed for students planning to transfer into the studio arts major at CSU. The AA-T in Studio Arts provides students with a strong foundation in the terminology and principles of the visual arts, two-and three-dimensional design, and an introduction to various techniques and media. Topics also explored include the relationship between form and content, historical and contemporary approaches to art and art making, and personal expression. Successful completion of the	Spring 2022

	<p>transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor's degree. Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements and (2) 24 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework.</p>	<p>program with a minimum G.P.A. of 2.0 affords students specific guarantees for transfer to the CSU system such as admission to a CSU with junior status, priority admission to their local CSU campus and to a program or major in studio art or similar major. The Associate transfer degrees (AA-T) require the completion and certification of the California State University General Education (CSU GE) or the Intersegmental General Education Transfer Curriculum (IGETC) pattern, as well as the specific Associate for transfer (AA-T) major degree requirements. The AA-T does not require any additional college specific General Education requirements. Students interested in the AA for transfer degree in Studio Arts should consult with the Art program Chair and a counselor. Students seeking to complete the AA-T degree in Studio Arts are required to enroll in the 3 unit option for variable unit courses.</p>	
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The Curriculum Committee shall prioritize the review and approval of new courses and programs that are identified in this section of the APU.

VII. Funded Resources

For each resource allocation request from previous year's APU, indicate whether it was funded. Describe the outcomes and accomplishments for any requests which were funded.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
TYPE: Other - AMOUNT: \$7,100 JUSTIFICATION: Funding for live models to pose for figure drawing and portraiture classes.				
TYPE: Professional Development - Department-wide PD needed AMOUNT: \$0 JUSTIFICATION: Part time instructors need support and training to complete assessment work. I suggest district wide training days where time and support are provided for instructors to complete this work.				
TYPE: Facilities - Classrooms AMOUNT: \$0 JUSTIFICATION: The A122 and A133 studio classrooms need to be cleaned weekly or bi-weekly. Wiping down table surfaces, sweeping and mopping floor are imperative to keep the classroom safe and usable environment for all classes.				

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
<p>TYPE: Library - Library Collections AMOUNT: \$1,285 JUSTIFICATION: Figure Drawing: The Structure, Anatomy and Expressive Design of the Human Form, 6th Edition 6th Edition by Nathan Goldstein \$40(used) 2. Drawing Essentials: A Complete Guide to Drawing 3rd Edition by Deborah Rockman \$65(new) 3. Botanical Drawing Using Graphite and Coloured Pencils Paperback – November 1, 2016by Sue Vize\$25(new) 4. Botanical Drawing in Color: A Basic Guide to Mastering Realistic Form and Naturalistic Color Paperback – July 20, 2010by Wendy Hollender \$20(new) 5. Drawing from Life 3rd Edition by Clint Brown and Cheryl McLean\$40 (used) 6. Pastel Painting Atelier: Essential Lessons in Techniques, Practices, and Materials Hardcover – April 23, 2013 by Ellen Eagle \$ 27(new) 7. Kitaj 4th Editionby Marco Livingstone\$40(new) 8. Drawings Of Jim Dine Hardcover – April 2, 2004by Judith Brodie\$31(used) 9. Vincent van Gogh Drawings: Nuenen 1883-85 Volume 2: Volume 2: Nuenen 1883-85 New edition by Sjraar van Heugten (Author), Van Gogh Museum Amsterdam (Author) \$105.00(used) 10. The Drawings of Paul Cadmus Hardcover – November 15, 1989 by Stephen Frankel (Editor), Guy Davenport (Introduction), Paul Cadmus (Artist) \$60</p>				

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
<p>(used) 11. Paula Rego: The Complete Graphic Work (Second Edition) Second Edition by T. G. Rosenthal (Author) \$70(used) 12. Vija Celmins: To Fix the Image in Memory Hardcover – December 4, 2018 by Gary Garrels (Editor), Ian Alteveer (Contributor), Briony Fer (Contributor), Russell Ferguson (Contributor), & 4 more \$35(new) 13. Hilma af Klint: Paintings for the Future Hardcover – October 23, 2018 by Tracey Bashkoff (Author, Editor), Hilma af Klint (Artist), Tessel M Bauduin (Contributor), & 7 more \$65(new) 14. The Art of Joan Brown Paperback – October 31, 1998 by Karen Tsujimoto (Author), Jacquelynn Baas (Author), Brenda Richardson (Foreword) \$45(used) 15. In the Garden Hardcover – October 15, 1982 by Jennifer Bartlett (Illustrator), John Russell (Introduction) \$35(used) 16. New Flowering: 1000 Years of Botanical Art Paperback – October 11, 2006 by Shirley Sherwood \$25(used) 17. Kerry James Marshall: Mastry Hardcover – May 3, 2016 by Ian Alteveer (Author), Helen Molesworth (Author), Dieter Roelstraete (Author), Abigail Winograd (Author) \$45(new) 18. Charles White: A Retrospective Hardcover – June 19, 2018 by Sarah Kelly Oehler (Editor, Contributor), Esther Adler (Editor), Kerry James Marshall</p>				

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
<p>(Preface), & 4 more \$40(new) 19. Soul of a Nation: Art in the Age of Black Power Hardcover – September 26, 2017 by Mark Godfrey (Author, Editor), Zoé Whitley (Author, Editor), Linda Goode Bryant (Author), Susan E. Cahan (Author), & 5more \$30(new) 20.Kara Walker: Bureau of Refugees Paperback – September 1, 2008by Kara Walker (Author, Artist) \$80(new) 21.Kara Walker - MCMXCIX Paperback – January 8, 2017 by Kara Walker \$36(new) 22.Nancy Blum: Drawing, Sculpture and Public Works edited by Ashley Kistler \$50(new) 23.Hands in Clay, Charlotte Speight & Jon Toki, 5th edition 2004 (McGraw-Hill) \$60(new) 24.Make It In Clay: A Beginner’s Guide to Ceramics, Charlotte Speight & Jon Toki, and 2nd edition. 1997 (McGraw-Hill) \$50(spiralbound 25.Art & Fear, David Bayles & Ted Orland, Image Continuum Press, 1st Edition 2001 \$10(new) 26.The Critique Handbook, The Art Student’s Sourcebook and Survival Guide, Kendal Buster & Paula Crawford, Pearson, 2010 \$40(new) 27.The Ceramic Process: A Manual and Source of Inspiration for Ceramic Art and Design, Reijnders \$72 (new) 28.Sculpture Techniques (Ceramic Arts Handbook Series), Jones \$30 (new) 29.Sculpting and Handbuilding, Clare Loder</p>				

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
\$35(new) 30.Color: A Natural History of the Palette by Victoria Finlay \$15(new) Total \$1,285				
<p>TYPE: Supplies - Noninstructional Supplies and Materials</p> <p>AMOUNT: \$600</p> <p>JUSTIFICATION: Students thrive when their work is regularly shared. The Art Department full time and part time faculty collaborate to create exhibition opportunities for student work and for students to see the work of their instructors. We need to improve and maintain the quality of our exhibition space to showcase all or our efforts.</p>				

Resource Requests (Non-Personnel)

Resource Categories

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, and/or Periodicals
- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
<ul style="list-style-type: none"> • Supplies: Instructional Supplies 	ChoiceHD 16oz. Microwavable Translucent Plastic Deli Container and Lid Combo Pack – 240/case Justification: In order to safely supply students with small containers of glazing materials during COVID 19. Due to the necessity of having these containers and the lack of available funds Ceramics instructors paid for these containers out of pocket for Fall 2020 semester.	\$25.99 +shipping	1	Yes
<ul style="list-style-type: none"> • Supplies: Instructional Supplies 	2 oz. Clear Plastic Souffle Cup/Portion Cup – 100/Pack, Quantity: 10 Justification: In order to safely supply students with small containers of glazing materials during COVID 19. Due to the necessity of having these containers and the lack of available funds Ceramics instructors paid for these containers out of pocket for Fall 2020 semester.	\$19.90 +shipping	1	Yes
<ul style="list-style-type: none"> • Supplies: Instructional Supplies 	PET Plastic 1.5 – 2.5 oz. Souffle Cup/Portion Cup Lid – 100/Pack, Quantity 10 Justification: In order to safely supply students with small containers of glazing materials during COVID 19. Due to the necessity of having these containers and the lack of available funds Ceramics instructors paid for these containers out of pocket for Fall 2020 semester.	\$18.90 +shipping	1	Yes
<ul style="list-style-type: none"> • Technology & Equipment: Replacement 	Relay – Skutt #1517 Deltroi Relay Justification: Due to COVID 19 restrictions the Ceramics department has narrowed their use of kilns to only using Electric kilns for the processing of student work. This is a part replacement to insure the continued functioning of equipment throughout the Spring 2021 semester and beyond.	\$28 + shipping	1	Yes

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
<ul style="list-style-type: none"> Technology & Equipment: Replacement 	Skutt Kiln Elements (Full Sets) Justification: Due to COVID 19 restrictions the Ceramics department has narrowed their use of kilns to only using Electric kilns for the processing of student work. This is a part replacement to insure the continued functioning of equipment throughout the Spring 2021 semester and beyond.	\$300 + shipping	1	Yes
<ul style="list-style-type: none"> Technology & Equipment: Replacement 	Skutt Replacement Touchpad with Circuit Board Justification: Due to COVID 19 restrictions the Ceramics department has narrowed their use of kilns to only using Electric kilns for the processing of student work. This is a part replacement to insure the continued functioning of equipment throughout the Spring 2021 semester and beyond.	\$279 +shipping	1	Yes

IX. Participants

Please provide the list of members who participated in completing this program review.

Pamela Thomas provided quotes for resource requests for our Ceramics Program.

Additional Attachment:

[2018 Merritt Art Department Student Survey](#)

In 2018 with the assistance and guidance of campus researcher Samantha Kessler the Art Department conducted a survey to assess our student population and their goals and preferences. In the 2017-2018 APU review cycle we received no acknowledgment or guidance after presenting this survey so I have included it here again in the hopes of developing changes in our curriculum to support student needs.

Thank you for your time and effort in completing the Annual Program Update!