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| **Berkeley City College’s mission is to provide our diverse community with****educational opportunities, promote student success, and to transform lives.** |

**Introduction and Directions**

Berkeley City College (BCC), in conjunction with 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 (CPRs) which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

**TIMELINE**

The Annual Program Update (APU) for 2023-2024 marks its 3rd year in the current cycle.

The APU 2023-2024 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, and/or Supervisors to complete this APU.

During 2022-2023, BCC has completed its Educational Master Plan 2024-2028 where we can base our APU review and analysis on the 5 strategies for success and 3 indicators of success that will lead us to achieve our goal of equitable student completion.



The APU is intended to primarily focus upon planning for the subsequent year based on the assessment of the prior year and determine where and how we can improve to support the goal of equitable student completion. It is important to be reminded that the EMP incorporated the State Chancellor's [Vision for Success](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) as well as [Student Centered Funding Formula (SCFF)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) in our five year roadmap and our APU process. Please use these foci as your reference to prioritize your department and other goals.

**RESOURCE REQUEST**

In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals.

The APU process directly leads to the institutional resource allocation process and budget planning facilitated by the Institutional Planning and Allocation of Resources (IPAR) Committee for the following academic year (2023-24). The process for this can be found here ([2023-24 APU Timeline](https://drive.google.com/file/d/1xiKMI84yGCETRjx-cNfQRClCAe3Cu63X/view?usp=sharing)). This is an opportunity for each department to request resources in Fund 01 (General Funds) to IPAR that will support your department goals and set outcomes that support BCC’s goal of Equitable Student Completion.

**TECHNOLOGY REQUEST**

Finally, for the resource request section, please connect with your Deans, managers, and supervisors regarding your technology needs so that you can be informed about the equipment that is already addressed in the BCC Technology Refresh Plan. If your requests are covered in the Refresh Plan, you do not need to request them in this APU.

If you have questions regarding other material in the Annual Program Update, please contact your Dean or Manager. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

**Please email the completed Annual Program Update to your Dean by November 30, 2023.**

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| **College Profile**  |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9). This 2-page dashboard will provide data on the demographics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors.  |

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| **College Outcomes** | **2019-20** | **2020-21** | **2021-22** | **2022-23** |
| Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 |
| Productivity (Avg. Goal = 17.5) | 13.2 | 13 | 10.9 | 13.9 |
| Success Rate (%) | 77% | 75%\* | 70%\* | 68%\* |
| Degrees + Certificates Awarded (#) | 1,109 | 1,027 | 960 | 855 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [click here](https://drive.google.com/drive/folders/1cJTL936yJGJVKo5P4OGOf2qzsMu3gEqM?usp=share_link)**. To view prior Annual Program Updates,** [click here](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| **1a. Department Mission** Please verify the mission statement for your department. If your department has not created a mission statement, provide details on how your department supports and contributes to the [College’s mission](https://www.berkeleycitycollege.edu/bccpub/about-bcc/). |
| The Art program is a dynamic and influential presence at Berkeley City College. Involving both the history of art and studio art practice, the degrees available are interdisciplinary and reflect the evolving market trends and current educational models of the interrelationship between Fine Art, Multimedia, archival work, and critical theory. Each pathway in Art (ADT’s and certificates) is distinctly different from the other Peralta Colleges and tailored to create strong academic, career, and transfer preparation for students. The Art program at Berkeley City College is grounded in an emphasis on community, self-expression, and self-reflection that is integrated into the necessary skills of problem solving and visual thinking that are part of the liberal arts experience. * The Art program’s culture of innovation is apparent in the mission to provide courses that lead to the following:
* AA-T in Art History
* AA-T in Studio Arts
* Associate of Arts degree in Fine Arts
* Certificate of Completion in Figure Studies
* Certificate in Public Arts (undergoing updates to greater reflect the needs of the community)
* Careers in arts related fields or transfer to 4-year programs,
* Basic courses for the BCC Multimedia Program
* General requirements for the A.A. and A.S. degrees or transfer (GE and IGETC) and the AA in Liberal Arts and Arts and Humanities
 |
| **Name(s) of member(s) completing this APU** | **Department**  | **Completion Date** |
| Jennifer BramanLisa CralléCarolyn Martin | Arts & Cultural Studies | 11/30/2023 |
| **List faculty names with assignments in fall 2023.** |
| Full Time | Part Time |
| Jennifer BramanLisa CralléCarolyn Martin | Seth Eisen Mark LeavittSharon SiskinDru KimJames LinnehanAshley Giardini |

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| **1b. Department Priorities & Goals** |
| Based on the [Educational Master Plan](https://www.berkeleycitycollege.edu/prm/educational-master-plan-2024-2028-2/), Shared Vision, [SCFF](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula), and your department mission, what are your department’s priorities and goals for 2023-24? Look at last year’s priorities and goals, review and assess any changes you would like to make for this year. |
| **Enrollment Strategies tied to Curriculum, Student Engagement and Inclusivity:**o   Renewed commitment to Strategic Scheduling: Multiple modalities (F2F, hybrid, synchronous, asynchronous) across various times both proven and newly identified to capture strongest enrollment (ongoing) (Please note: while our flexibility and innovation are strengths of our program, it is demanding on faculty to adapt content to different modalities.)o   Revitalize course offerings i.e. Art 30 and 31 Anatomy that have not been offered for several years with new part-time experts in the fieldo   Attract new audiences for Art program by diversifying course offerings: Drawing for Comics and Zines, Sculpture 1, Figurative Sculpture, possibly Portraiture, Drawing 3o   Reactivate and re-brand Public Art Certificate: move from a mural-centered program to a broad definition of public art including these courses: Sculpture with emphasis on public art (adds transfer elective), Drawing for Comics and Zines, and Mural classo   Art History: Diversify current art history course offerings from a Western emphasis to a more global perspective thereby addressing retention of Hispanic/Latino and African American students.o   Investigating and introducing non-degree students to studio art and art history* Collaborate on development of Illustration degree with MMART in concert with San Jose State. Requires strengthening the output in existing classes, and adding two courses to our offerings: Art 23 Advanced Drawing or Portraiture and Drawing for Comics.

**Strategies for Student Success and Community:*** Acquire tools to gather data on students that transfer to 4-year private art colleges with or without degrees.
* Strengthen relationships with local art institutions, including BAMPFA, Kala, Cube Space, and the Berkeley Arts Passage
* Develop program-specific brochures for advertising to the wider public
* Continue to cross-advertise in classes to educate students and create community
* Develop materials for BCC Art website to further clarify and inspire student interest and future careers
* Finalize ZTC materials for our Art programs in conjunction with library staff
* Work with administration to ensure that art history courses are prioritized in classrooms equipped with recently upgraded projectors that support the required visual media used in every class session.
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| **2. Institutional Assessment** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan.  Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, assessments must be completed to qualify for the APU resource allocation requests.<[Click here to view your Round 5 Assessment Calendar](https://docs.google.com/document/d/1DgVZLRmnKQj1jCNucuCNmTB0Wp1F3vLA/edit?usp=drive_link&ouid=105861965924346219496&rtpof=true&sd=true)> |
| **2a. What action plans did your department identify upon the assessment of each SLOs and/or PLOs?  Based on your SLO assessment, what did you learn that your department is doing well and areas that you need to improve so that student success rates can be improved?** |
| Our SLO assessments generally reflect that faculty deliver content in accessible and effective ways, and that the students achieve the desired SLOs. The majority of courses in our program are awaiting completion at the end of this semester, and the change in modality as a result of the pandemic will be one thing faculty look at when analyzing their results. With such a wide variety of methods to deliver content related to and assess SLOs, help with making our materials more accessible on our Canvas sites is an ongoing need.  |
| **2b. Describe the status of SLO and PLO completion in Rounds 5 of the Assessment Cycle. Identify the percent of completion. Briefly describe what needs to be done to reach 100% completion. Identify issues or concerns that may prevent your department from completing assessments of SLOs and/or PLOs.**  |
| Assessment works best in our program in communal, designated spaces in which faculty can ask questions, reflect on results and brainstorm action plans on the spot. These are being planned for the end of F23 semester to complete Round 5 of the cycle.  |

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| **3. [Student Equity, Success, & Completion](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)** (<--click on the link) |
| **Using the data dashboards provided a**bove**, review and reflect upon the outcome trends for your department. Please also review overall BCC’s data linked here.** For assistance with data dashboards, contact Phoumy Sayavong at psayavong@peralta.edu |
| **We have focused on equitable completion for Latinx and African/African American students How are African/African American and Latinx students doing in success and completion in your department, compared to the BCC overall success and completion rate?**  |
| ·   Hispanic/Latino makes up 26% of the population of the art programs, therefore it is the second highest enrolled demographic. Hispanic/Latino has seen improvement in completion rates and maintained a consistent retention rate from the previous year and is higher than the college average.·   African American comprise 11% of the students in the art program and makes up the 4th largest demographic of the program.. Completion rate of African American students while improved for the last year from the previous year are down from 2021-22. The program numbers are higher than the college average, but still reflects the overall downward trend at BCC. The retention rate is down for the program from the previous year and lower than the college average. ·   The art program at BCC maintains higher completion and retention rates for these communities than Laney and Merritt colleges. |
| **What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?** |
| Art is a strong vehicle to express identity and there is faculty commitment to introducing students to a diverse array of international and domestic artists that represent all social and ethnic groups. |
| **What are some strategies for improvements your department can make?**   |
| * Efforts to recruit and retain faculty that reflect these communities.
* Create studio art classes that have clear career skills embedded, such as the AA-T in graphic design, zine creation, etc. Maintain communication with MMART as it relates to career opportunities.
* Forge partnerships in learning communities where appropriate.
* Add additional art history courses that have a focus on Latin and African diasporic art production.
* We recommend maintaining a balance of course modalities for Studio Art courses as reflected by student demand.
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| **4. [Enrollment Trend and Productivity Dashboard](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)** (<--click on the link)\*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  |
|  **The SCFF prioritized 70% of our college’s base allocation on FTES (full-time equivalent student) from enrollment. Review the enrollment trends for your program and describe the strategies you will implement to increase enrollment.** |
| The art department’s enrollment has declined slightly from last year, in keeping with college-wide and statewide trends, though our productivity has increased significantly (from 13.3 last year to 15.8 this year). The art department's productivity is significantly ahead of the college at large (15.8 compared with BCC’s average of 13.6).District-wide art department productivity in 2022-23: Laney  17.7Alameda  16.7BCC  15.8Merritt  14.8However, it must be noted that Art Program courses have a 5 year average productivity rate of 15.3%, which is above the average college rate of 13.9%. Additionally, the average productivity rate for Art Program courses is the second highest in the ACS department (15.3%), and when analyzed further Art History holds the highest 5 year average productivity rate in the ACS department (15.5%). Compared to our sister colleges, BCC has some work to do. Our strategies to increase enrollment, as stated in 1b include revitalizing course offerings, bringing in new part-time faculty, reactivating the Public Art Certificate, diversifying our Art History offerings (with an emphasis on non-Western perspectives), collaborating with MMART on an Illustration degree in concert with SJSU, offer non-degree classes, and strengthen relationships with local art institutions. |
| Community Colleges are funded based on the [Student Centered Funding Formula (“SCFF”)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) which is comprised of the following allocations:**Student Centered Funding Formula: Focus and Priorities****% Of Allocation Categories** 70%* Base Allocation: FTES (Enrollment) Credit FTES
* NonCredit FTES
* Special Admits (Dual Enrollment, etc.)

20%Supplemental Allocation* Pell Grant
* AB 540
* Adult School
* Promise Grants

10%* Student Success Allocation Associate Degrees & Certificates (??)
* ADTs
* 9 or more CE units
* Transfer
* Transfer level Math and English in the first year (AB 1705)
 |
| **College Outcomes 2019-2020 2020-21 2021-22 2022-23**Full Time Equivalent Students (FTES) 3,931 3,622 3,259 4,024Pell Grant Recipients 2,281 2,181 1,826 1,837College Promise Grant Recipients 4,143 4,011 3,500 3,991AB 540 Students 51 22 69 89 |

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| **5. Dual Enrollment**  |
| **As continued decline in overall enrollment for college going population from high school to college (see Service Area Enrollment Pipeline below), it is important for us to look at who will be coming to BCC in the next 5 years. Reviewing the data provided below, what strategies would your department employ to address bringing more high school students to BCC?**Picture 1884778378 |
| We see a high rate of dual enrollment students in our Beginning Drawing classes. Ensuring that the students are welcomed and supported results in retention and positive recommendations within their community. We are working towards meeting student interest in how we schedule courses and what we offer in terms of relevant courses such as comics, the graphic novel, and zines. Strategies:* Despite our efforts, our desired partnership with Berkeley High remains unresolved due to Peralta’s equivalency requirements. Increasing partnerships with local high schools for Studio Art and Art History.
* Foster the unique ability of Studio Art classes to create unparalleled space for creating community.
* Encourage high school student enrollment in the courses offered at BCC to create a dynamic mix of students.
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| **6. [Equitable Student Completion](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)** (<--click on the link)\*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. If you need more guidance with this item, click here for additional support.[Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://drive.google.com/file/d/1CelN9o5mrlTVVx3ibqDDdj11PcATAjfM/view?usp=sharing). |
| **On page 3 of the “Course Completion and Retention Rates by Subject” dashboard, what are the completion and retention trends by gender, age, ethnicity in your department?**  |
|  Art department course completion rates are higher than the college by 10% points and retention rates higher by 2%. These rates increase within the largest enrollment group of 19-24.·   White students – which are the largest demographic of the department – saw similar improvements as Asian students.·   The second highest enrolled demographic of Hispanic/Latino has seen improvement in completion rates and maintained a consistent retention rate from the previous year and is higher than the college average.·   There is a clear indication of success in retention and completion for Asian students with significant improvements over the past year (2% and 10% respectively).·   Completion African American students while improved for the last year from the previous year are down from 2021-22. The program numbers are higher than the college average but still reflects the overall downward trend at BCC. The retention rate is down for the program from the previous year and lower than the college average. This community makes up the 4th largest demographic of the program. Women make up 55% of enrolled students in the art program which is 2% higher than the BCC with the retention and success rates slightly higher. |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** |
| The data speaks to the strength of instruction within the art program. The program offerings are carefully selected with degree completion and skill trajectory at the forefront. There is concern regarding African American students and the art program looks forward to working within the efforts of BCC to improve the success rates of this community of students. Additionally, further strategies involve curriculum, faculty diversification, and continued outreach and communication to EOPS leadership.  |
| **[Degrees and Certificates Dashboard](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)** (<--click on the link) |
| **Review the data on page 1 of the “Degrees and Certificate Awards Trends” Dashboard.****What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?**  |
| * BCC far outpaces our sister colleges as it relates to degree completion. In particular, the AA-T studio arts has the strongest numbers.
* Even while the overall number of degrees awarded in studio art and art history declined for 2022-23 the art program at BCC comprised 67% of art degrees awarded for Peralta Colleges which was an increase from 50% in 2021-22.
* 71% of degrees awarded last year were to women
* Most degrees are awarded to the 16-24 age demographic, in which the Asian

 community received the highest number of degrees last year, followed by Hispanic /  Latinx and then white. |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** |
| Strategic course planning is one of the most crucial efforts taking place. Also importantly, there is consistent faculty that maintain active communication and promotion of all courses. The art program needs a glossy printed 3 ½ x 8 brochure that can be given to students and counselors to promote our program to the community at large that we had in previous years. |
| **[Transfer Dashboard](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9)** (<--click on the link) |
| **Review the data on the “Transfer” Dashboard.****What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?**  |
| We need data for the students that transfer to private schools – and those that transfer to private schools such as California College of the Arts often leave without a degree. We need to capture these students.This data as provided on the BI tool could not be analyzed by department or program. It is not clear what institution Studio Art or Art History students transferred to. |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate to improve these outcomes?** |
| We need to capture data for the students that transfer to private schools – and specifically those that transfer to private schools such as California College of the Arts often leave without a degree. |

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| **7. Curriculum based on Pathways for Equitable Completion**  |
| Based on the curriculum mapping and planning of your program answer the following questions.  |
| **What specific plans does your department have for sequencing degrees and programs to ensure students successfully complete the programs in the least amount of time?** |
| Small actions that faculty undertake to educate counselors, faculty, and students about our sequences include: * faculty working with counselors to come to classrooms and understand the curriculum,
* faculty visit other classrooms to advertise and connect future offerings to current courses in Art, Art History, and MMART,
* ensure that printed materials such as syllabi reflect how individual courses are applied to degrees
* working with guided pathways facilitators and curriculum specialists to create updated maps
* revitalize public art certificate, and transfer degrees to offer currency, relevancy, and alignment with transfer institutions
* listening carefully to student needs and responding with strategic scheduling to ensure student degree completion
* faculty confer with one another on a weekly basis in person and on email regarding transfer questions that arise.

With many students shared among the key courses taught by full-time faculty in Art History and Studio Art, students are recognized, tracked and aided as needed in course selection and completion of degrees. A strong sense of community holds our students through these methods:  * Formal: purposeful scheduling, curricular strength, sequencing of courses, content depth and breadth, scaffolding of skills
* Informal: faculty tracking, art exhibits, community events, classroom exchanges of students and faculty
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| **8. Engagement** |
| **Discuss how faculty and classified staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.** |
|  Faculty participate in a variety of ways on behalf of the program and as faculty representatives in shared governance: Carolyn Martin: Member of College Roundtable and Academic Senate; TRC Facilitator, Art program zero cost book grant participant; BCC West committee as necessary.Lisa Cralle: Professional Development Committee, Sabbatical Review Committee, BUG committee for BCC West, BCC Student Exhibition coordinator, BCC Art & Art History instagram pageJennie Braman: Assessment, Dual Enrollment as needed, as TLC Coordinator on Professional Development, BUG as needed for BCC West, Attend Guided Pathways meetings, participant Culturally Responsive Pedagogy  |
| 1. **Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?**
 |
| * The Art program is an integral part of the ACS department and works closely with faculty, chair and the dean to oversee programs, innovate, schedule events, and support faculty with professional development.
* Collectively the Berkeley City College Arts Council assists in campus art displays, working closely with MMART and other departments and services such as the Learning Resource Center to highlight student artistic achievements.
* Ongoing participation on the BUG for BCC West with Facilities ensures faculty representation, and specific design needs for the new building
* Collaboration  with BCC West Mesh Fence Project to highlight student work F23 with tight deadline
* Collaboration with Library and Sciences to highlight student work and advertise our programs has been initiated by faculty
* Collaboration with Library on ZTC materials for our programs
* Ongoing work to strengthen the counselor- faculty-student relationship with semester visits from counselors in the classroom for student sign-ups, and identifying resources for students related to the field
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| **9. Prioritized Resource Requests** |
| **In the 2022-23 APU, you have provided your resource requests which went through the IPAR process.  In this section, include resource requests from last year that are still needed and/or new resources that have emerged.  Provide justifications. If there are no resource requested, leave the boxes blank.** |

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| **Resource Category** | **Description/Justification** | **Estimated Cost** |
| **Personnel** |  |  |
| Classified Staff | Accessibility expert to help with section 508 compliance |  |
| Student Worker | Funds for BCC Student Exhibition Club to cover food, beverages, exhibition supplies (hanging hardware, artist tape, pins, labels, color copies for posters, etc.) for the student exhibition each semester Compensation for students to cover curating, installing, and deinstalling the student exhibition each semester |  |
| Part Time Faculty | Art history instructor – with specialty in Asian Art and Art History of the African DiasporaArt instructor with speciality in Comics & Zines |  |
| **Professional Development** |
| Department wide PD needed |  |  |
| Personal/Individual PD needed | Sabbaticals and general prof. development funds  |  |
| **Supplies** |
| Software (for whom or role?) | Adobe Suite for art, illustration, public art, and zine classes: Illustrator, Photoshop, InDesign these are mandatory for all students enrolled in art classes  |  |
| Books, Magazines, and/or Periodicals | * Library of Art books: Van Gogh Drawings,
* Digital subscriptions: Drawing Magazines and Art in America
* Continued publications that are provided as previously mentioned
 |  |
| Instructional Supplies | * Easels, drawing horses, directional lights for models.
* Faculty supplies to make class samples
 |  |
| Non-Instructional Supplies | Ongoing annual budget for faculty art supplies and student exhibitionsBudget for visiting artists and scholars |  |
| **Technology & Equipment**Description/Justification (*Before you list your technology request, [click here to view the latest Technology Refresh Plan](https://drive.google.com/file/d/14FnMslW2ebA23iZl8NlAzk_2OjjGeOu8/view?usp=sharing) to verify whether it has already included.)* |
| New | * Designated Art History classroom(s) with upgraded projector that can also be used by other Humanities courses such as film
* High resolution projector for Studio art classrooms (411, 413)
* Designated Art History classroom(s) with upgraded projector that can also be used by other Humanities courses such as film
* In studio art labs: Xerox machine or risograph for room 411.
* 30 digital tablets (Wacom or iPad) and styli
* Library cart to hold books for student use in classroom
 |  |
| Replacement |  |  |
| **Facilities** |
| Classrooms | New facilities promised in BCC West Designated classroom for Art History with high-res projector  |  |
| Offices | * Ergonomic chairs
* Air purifier
* Private, quiet spaces for prepping and meeting with students
 |  |
| Labs |  |  |
| Other |  |  |
| **Library** |
| Library materials (including streamline media needs) | * Maintain subscriptions to Artstor, Jstor, and Kanopy.
 |  |
| Library collections | * Multiple copies of textbooks that art history instructors use in their courses.
* Expansion of the collection of arts related monographs that reflect a selection of artists that are queer, women, and people of color.
 |  |
| OER | Accessibility remediation for OER |  |
| **Other** |  |  |
| OTHER Description | Oversee continued cap of 35 students per studio arts class for safe use of overcrowded classrooms with equipment  |  |

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

**Please email the completed Program Review to your Dean by November 30, 2023**