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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**

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.

The Program Review 2021-22 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this Program Review.

The Program Review is intended to primarily focus upon planning for the subsequent two years and institutional effectiveness. The Program Review process directly leads to the institutional resource allocation process and budget planning for the following academic year (2022-23). This is an opportunity for each administrative unit, support service program, and department to reflect on progress made and identify areas of program improvements to achieve equitable student success and elimination of achievement gaps. 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.

If you have questions regarding other material in the Program Review, 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 Program Review to your Dean by November 30, 2021.**

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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 information on the characteristics 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** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-21** |
| Full Time Equivalent Students (FTES) | 4,140 | 3,864 | 3,696 | 3,290 |
| Efficiency  (Productivity; avg faculty-student ratio) | 13.4 | 13 | 13.2 | 14.3 |
| Success Rate (%) | 67% | 69% | 67%\* | 74% |
| Degrees + Certificates Awarded (#) | 1,021 | 948 | 1,106 | 1,014 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1uzclwbMDUQPLY-nkDx1sq8Dy6ODICv-6?usp=sharing)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| 1. **DEPARTMENT DESCRIPTION**   Please verify the mission statement for your department. If your program has not created a mission statement, provide details on how your department supports and contributes to the College’s mission. | | |
| 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 Program Review** | **Department/Program** | **Completion Date** |
| Jennifer Braman  Lisa Crallé  Carolyn Martin | Arts and Cultural Studies | 11/30/2021 |
| **List faculty names and/or staff with assignments in fall 2021.** | | |
| Full Time | Part Time | |
| Jennifer Braman  Lisa Crallé  Carolyn Martin | Ashley Gardini  Dru Kim  James Linnehan  Sharon Siskin | |

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| **II. STUDENT EQUITY & SUCCESS** |
| Using the data dashboards provided below, review and reflect upon the outcome trends for your department. You may use data from other sources if available.  [Click here if you would like to view BCC’s Planning Documents](https://www.berkeleycitycollege.edu/prm/bcc-plans/) (Education Master Plan, College Strategic Goals, Student Equity Plan, District Strategic Goals, Vision for Success, Guided Pathways, Technology Plan, Facilities Plan)    For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |

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| **3A.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. | | |
| **What are your enrollment trends in the past three years?** | | |
| * Overall, the art program enrollment mirrors the downward trend for Peralta Colleges as a whole and BCC. However, the art program productivity is consistently greater than BCC as a whole. (BCC 2018-19 =14.9 / 2019-20 = 14.9 / 2020-21 = 14.3) (Art program 2018-19 15.8 / 2019-20 = 16.8 / 2020-21= 15.1) * Additionally, the art program enjoys having enrollment that far exceeds the other college’s art programs for the past two years. * The art program has more women students than male * Generally, unlike the other colleges, the BCC art program has a larger population of students in the 16-29 age groups (the school this is similar to our data is Alameda. These groups also exceed the overall BCC averages. | | |
| **When the data for your department are disaggregated by student ethnic groups, what trends do you observe and how do plan to address them over the next three years?** | | |
| Overall, concerning success rates for disproportionately impacted student populations: Similar to strong productivity, the art program has stronger overall completion and retention rates than the college. We must do better working with Veterans, and recruiting Foster Youth.  BCC studio art productivity higher than the other colleges during the pandemic – largely due to being the only school to offer synchronous courses. | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| * Recruit diverse array of faculty to fill in for the four faculty that have left BCC. * Continue partnership with OUSD/FADA | * Recruit diverse array of faculty to fill in for the four faculty that have left BCC. * Create studio art classes that have obvious career skills embedded, such as the AA-T in graphic design, zine creation, etc. * Forge partnerships in learning communities where appropriate. * Continue partnership with OUSD/FADA * Add partnership with another high school | * Add additional non-western art history courses: Latin, Asian. * Add contemporary art history class that add diverse voices. |
| **What would you recommend that we do to increase student enrollment in your department?** | | |
| Please see above.  Also, continued institutional support in creating flexible studio art and art history courses that include synchronous/asynchronous/hybrid options. As well as integrating late start and shorter tern art history classes that include intersession, 8-week and 12-week options. | | |

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| **3B.** [**Course Completion and Retention Rates Dashboard – Instruction**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*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://www.berkeleycitycollege.edu/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf). | | |
| **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?** | | |
| * The art program has more women students than male, and the women have a higher completion/retention rate. * Overall, concerning success rates for specific ethnicities, similar to strong productivity, the art program has stronger overall completion and retention rates than the college. * All completion / retention rates are 70% or better. * Generally, unlike the other colleges, the BCC art program has a larger population of students in the 16-29 age groups. These groups also exceed the overall BCC averages. | | |
| **What disproportionately impacted (DI) population(s) showed outcomes gains in your program area and which need more support?** | | |
| Strengths:   * Overall, for all ethnic groups retention rates have grown during the period of online teaching during the pandemic. * There is great strength with African American / Black students in 2018-19 had an enrollment of 150 with a completion rate of 57% and a retention rate of 68%. By 2019-20 = 66% and 73% respectively, with enrollment of 145. By 2020-21 there is an enrollment of 154 with 73% completion and 81% retention. * Hispanic/Latino retention/completion rates are in a similar upward trend. * Overall EOPS students, while a small group of Asian, Hispanic, Black students is 80% and above in completion and retention. * Umoja rate are consistent with the college * Despite the low completion rate for Pacific Islanders, there is a 90% retention rate.   More Support:   * While the college does have 66 identified Native American students none are enrolled in art courses. * The lowest completion rate of all groups is Black/African American (73%) and Pacific Islander (70%) * There are no Foster Youth enrolled in art classes over 3 years * The data on Veterans seems incomplete, but our retention and completion is below the college average | | |
| **How do these outcome trends compare to the college average?** | | |
| * Overall, concerning success rates for specific ethnicities, similar to strong productivity, the art program has stronger overall completion and retention rates than the college. * Evening course enrollment is not as robust as evening. | | |
| **What questions do you have about the trends?** | | |
| * We were the only art program in the district that had synchronous studio art classes. * During the three years of the growth, we had Hispanic and African American faculty members, that *might* have contributed to these gains – this would need a much closer look at the data. | | |
| **Based on input you’ve received from students, what have they expressed as their need (s) to complete and succeed in your courses? (support your recommendations with examples) e.g., offer diff modalities; timing of day).** | | |
| * Based on in-class polls completed by full-time faculty, students overwhelmingly prefer the Online, synchronous teaching environment. * Perhaps we should try hybrid courses in the evening | | |
| **How will these outcome trends you identified in this section affect your department goals and plans for the next three years?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Examine at enrollment trends for the spring semester | * Have access to better data about particular student groups and maximize their interest in art. | * Integrate career-oriented courses in the graphic arts |

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| **3C.** [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd) | | |
| **On page 1 of the “Degrees and Certificate Awards Trends” Dashboard, what are the award trends for your department (overall, by gender, age, and ethnicity).** | | |
| Dashboard is not working properly to show data for art degrees | | |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
| Dashboard is not working properly to show data for art degrees | | |
| **How do these outcome trends compare to the college average?** | | |
| Dashboard is not working properly to show data for art degrees | | |
| **Based on input you’ve received from students, what have they expressed as their need (s) to complete their degrees and/or certificates? (support your recommendations with examples)** | | |
| Dashboard is not working properly to show data for art degrees | | |
| **How will these outcome trends you identified in this section affect your department goals and plans for the next three years?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Dashboard is not working properly to show data for art degrees. However, our goals as stated in previous sections still apply | Dashboard is not working properly to show data for art degrees. However, our goals as stated in previous sections still apply | Dashboard is not working properly to show data for art degrees. However, our goals as stated in previous sections still apply |

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| **3D.** [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9) |
| **This dashboard does not provide data by subject. Reflect on what you can do to affect student transfer. How may your department help to support BCC student transfer?** (e.g., serve on panels, strengthen GP in your dept, change curriculum, increase number of AD-Ts, etc.) |
| * UC transfers: 23 students over the past 3 years – the largest amount is to UCB and UCSC. * CSU transfers: 35 students over the past 3 years – Cal State San Francisco and East Bay are the largest amounts * 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 |

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| **3E. Curriculum** |
| View the department’s curriculum through the lens of student equity outcomes. BCC outcome data suggests that disproportionately impacted groups of students experience low rates of success. |
| **How do you plan to adjust the curriculum to advance student equity and address DI student outcome gaps?**  Examples include: making adjustments to lesson plans based on student assessment outcomes; review pedagogy and revise assignments for culturally relevant content; simplify student processes and make service areas student-centered; manage class discussions and student participation; review best practices, etc.). |
| * Add Comics and Zines course and cross list courses with Multi Media art to add more graphic arts career-oriented courses. * Add art history courses that are not oriented to Western Art |

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| In the boxes below, add improvement actions that are directly related to **Student Equity & Success**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion timeline: |  |
| Responsible person: |  |

**III. PROGRAM GOALS**

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| 1. **List your current Department Goals.** | | |
| * Ongoing commitment to the community: BCC is only art program of the four colleges to offer synchronous studio art classes. * Increase course offerings with the addition of 3 courses * Add Graphic Design AA-T * Commitment to increased synergy with Multimedia program in enhancing cross listed course offerings and sharing the courses in a Graphic Design AA-T * Add comics and zines course to greater reflect community interest. * Diversify current offerings to encourage greater participation and reflection among students in the program – this means more non-western and contemporary art history course offerings and the aforementioned Zines course. * Improve facilities to better accommodate the desired enrollment of 40 students per Studio Art course – particularly in light of the ongoing Covid crisis. * Develop and re-brand the Public Art certificate – to include high school partnerships. * Improve classroom technology to support the required visual media in Art History courses. * Acquire tools to gather data on students that transfer to 4-year private art colleges. * Increase transfer degrees (Graphic Design) and create accurate tracking of degree completers. * Strengthen relationships with local art institutions, and other communities on campus such as STEAM based organizations. | | |
| 1. **How do the goals align with the College goals? If so, which ones?** | | |
| **Berkeley City College Goals**   * **GOAL I:** Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success. * **GOAL II:** Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program. * **GOAL III:** Enhance Career-Technical Education Certificates and Degrees: Enhance BCC’s 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one’s career. * **GOAL IV:** Increase Transfer and Transfer Degrees: Ensure that all of BCC’s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options. * **GOAL V:** Ensure Institutional Sustainability: Increase BCC’s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term. | | |
| * Ongoing commitment to the community: BCC is only art program of the four colleges to offer synchronous studio art classes. Reflects goal I * Increase course offerings with the addition of 3 courses. Reflects goal IV, V * Add Graphic Design AA-T – Reflects goal II, III, IV, V * Commitment to increased synergy with Multimedia program in enhancing cross listed course offerings and sharing the courses in a Graphic Design AA-T * Add comics and zines course to greater reflect community interest. Reflects goal II, III, IV, and V * Diversify current offerings to encourage greater participation and reflection among students in the program – this means more non-western and contemporary art history course offerings and the aforementioned Zines course. Reflects goal II, IV, and V * Improve facilities to better accommodate the desired enrollment of 40 students per Studio Art course – particularly in light of the ongoing Covid crisis. Reflects goal I, IV, and V * Develop and re-brand the Public Art certificate – to include high school partnerships. Reflects goal I, II, III, IV, and V * Improve classroom technology to support the required visual media in Art History courses. Reflects goal I, II * Acquire tools to gather data on students that transfer to 4-year private art colleges. Reflects goal IV and V * Increase transfer degrees (Graphic Design) and create accurate tracking of degree completers. Reflects goal I, II, III, IV, and V * Strengthen relationships with local art institutions, and other communities on campus such as STEAM based organizations. Reflects goal II, IV, and V | | |
| 1. **Assess your facilities utilization (including labs, support for online learning, and other spaces) and for each year, indicate if the space is insufficient. If so, what are the needs and why? \****Note that facility needs and planning are addressed in the Facility Master Plan for the college, including the planning for new buildings.* | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| * Rooms 413 and 411 and simply not large enough for 40 students with the equipment needed to make work. In light of Covid safe distancing between students this is even more acute. * Continued addition of new tables, chairs and equipment that ensures student safety | * Rooms 413 and 411 and simply not large enough for 40 students with the equipment needed to make work. * Continued addition of new tables, chairs and equipment that ensures student safety | We look forward to moving into safe and adequate new facilities for the art program that will help to improve student and instructor experience |
| 1. **What are the essential functions of your department, any unique characteristics or trends? Provide specific examples.** | | |
| 1. Art History courses are served by the regular use of only certain classrooms throughout the campus. Due to the sustained use of PowerPoint presentations throughout the duration of the class, would be best served in the classrooms where the computer monitor and keyboard is front facing and there are no external lighting issues, such as thin window coverings. Additionally, access to dimmers is a necessity so that students are able to take notes and view the artworks presented. We would like to ensure that Art History classes have priority with the classrooms that fit these criteria. In particular, classrooms 14, 30, 31, 32, 33, 34, 52 or 53 in the basement for maximum enrollments of 35; Rooms 54, 55 for enrollments of 35-40; or room 322 for classes with an enrollment of 45 students. 2. Studio courses used the two studio lab classrooms, 411 and 413 exclusively. Classes are not adequately served by these rooms, the amount of furniture required for each student (taboret, easel, chair) plus set-up equipment for models, still life, etc. make maintaining safe working conditions extremely challenging, particularly in room 413. For this reason, the maximum enrollment for the highest volume classes such as Art 25 Figure Drawing and Art 20 (with concurrent sections) was in 2015 was reduced from 40 to 35, which helped to a small degree. It should be noted that the PFT Contract does not support this agreement so the enrollment as of 2018 went back to 40. We are strongly advocating for improvements to facilities that will assist in maintaining mandated enrollment, or an enrollment cap of 35 students in the previously identified courses. 3. The artwork created by students beautified the campus and will be a welcome presence when access to campus happens again. Currently the fourth-floor hallway between room 411 and 413 is used to exhibit student artwork created in various courses. There is minimal light to view the work and a light track to illuminate the student exhibitions would greatly enhance the presentation of the Arts to the college. Also, continued use of the installing art into the tutoring center beautifies the campus from the street view. 4. New facilities are necessary for student and instructor classroom safety, enhanced course offerings, and increased student enrollment. | | |
| 1. **Describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, district and college governance have an impact on the support services your department provides. (e.g., partnered with dual enrollment and contract Ed programs at K-12 districts and high schools; support staff at high schools have access to Canvas to follow along and support students; allow tutors into the classes; Guided Pathways, AB 705, etc.)** | | |
| Studio Art currently has one partnership with OUSD and support staff there effectively accesses the instructors Canvas shell. | | |

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| Based on your responses to questions 4-8, are there areas that need improvements? If so, add improvement actions below. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: | Studio Art / Art History |
| Action Name: | New Facilities |
| Description: | New facilities are needed for student instruction |
| Completion timeline: | Year 3 |
| Responsible person: | BCC Leadership |

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| 1. **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, the Program Review resource allocation requests require the completion of assessment in order to qualify.* |
| **9A. List and describe the department/program’s progress and reflection on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs). If your department/program offers a degree or certificate, please describe the department’s progress on Program Learning Outcomes (PLOs).** |
| Course assessment is current for the arts program |
| **9B. What improvement plans did your department identify upon the assessment of each program? How has your department used the results of assessment to improve student learning outcomes and/or curriculum? Please be as detailed as possible.** |
| Each instructor that completes the assessment works to adjust course material and as a program we work together to make adjustments across the program. |
| **9C. Describe how the program has made use of information from the data it has from program and student learning outcomes in Round 4 (last cycle of the last 3 years) for continuous improvement.  Include the three most significant plans for improvements as a result of the assessment process with timelines.**[Click here to view your Assessment Calendar](https://peralta4-my.sharepoint.com/personal/ncayton_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncayton%5Fperalta%5Fedu%2FDocuments%2FAssessment%20Info%20for%20APU&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9uY2F5dG9uX3BlcmFsdGFfZWR1L0VrUF9iTld5cFJCSnYwNzhMM1pjcFk0Qk52MzBzZXRjQ2RpZFFwR3FWMUNCV2c_cnRpbWU9RGktQjZ4cGYyRWc) |
| See above |
| **9**D**. How does your department, program, or unit ensure that students are aware of learning or service area outcomes?** |
| Every instructor includes the SLO’s in the syllabus and in each assignment/activity in the course. |
| **9**E**. Besides your syllabi, where are the service area and/or program level outcomes published? If on a website, please specify the URL.** |
| Each course includes the SLO’s associated with each activity in canvas per the CVC rubric. |

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| In the boxes below, add improvement actions that are directly related to **Assessment.** If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion Timeline |  |
| Responsible person: |  |

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| 1. **ENGAGEMENT** |
| **10A. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty/staff/admin participate in.** |
| * Full time faculty are represented on Academic Senate, Chairs council, and New Building work group. * Studio Art faculty host a year end art exhibition of student work * Full time faculty manage the art gallery located in the Tutoring Center * Full time faculty curate the art for public viewing on the 4th floor and throughout the campus |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| * Full time faculty hosts an Artists Lecture Series for students that features local artists * Full time faculty maintains an active Instagram account that features student artwork and course offerings of the Art Department. – it currently has 500+ friends that are current and former students and Bay Area arts organizations. * Studio Art has a successful partnership with OUSD/Fashion art and Design Academy and offers 2 studio art classes a year. |
| **10C. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.** |
| * Adjunct faculty are included in regular program meetings. * Adjunct faculty were present and active in multiple meetings on the updates to the Public Art certificate. * 3 adjunct faculty were mentored for job placement – this includes review of materials and recommendation letters, and links to fellowships and open positions. 2 have received full time placement and one received part-time placement. |
| 1. **10D. Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships support your area to meet its goals.** |
| * Connection to student services is needed to help ensure student success. * All instructors work regularly with the library faculty on OER and textbook copies |

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| In the boxes below, add improvement actions that are directly related to Engagement. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion Timeline |  |
| Responsible person: |  |

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| **VI. Prioritized Resource Requests** |
| In the boxes below, add a 3-year resource requests for your department/program that *have not been funded by existing funding sources*. Work with your supervisor to estimate costs. If there are no resource requested, leave the boxes blank.  [Click here to view the Resource Request Process and Timeline](https://drive.google.com/file/d/1AaC-W2_qjNaYbe6h8WjQ4_HIX43eBctx/view?usp=sharing) |

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| **Resource Category** | **Description/Justification** | **Estimated Annual Salary Costs** | **Estimated Annual Benefits Costs** | **Total**  **Estimated**  **Cost** | **Overall**  **Priority Ranking (1=Most important)** |
| **Personnel** |  |  |  |  |  |
| Classified Staff | * Accessibility Coordinator – Year 1 * Part-time office asst. for ACS |  |  |  | 2 |
| Student Worker |  |  |  |  |  |
| Part Time Faculty | * Art history instructor – lost 2 in 2020. Year 1 * Studio art instructor – lost 3 in 2020. Year 1 |  |  |  | 1 |
| **Professional Development** | Description/Justification | | | Estimated Cost |  |
| Department wide PD needed | Hyflex teaching training – Fall 2021 | | | N/A | 3 |
| Personal/Individual PD needed | Sabbaticals and general prof. development funds – fall 2022 | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software (for whom or role?) | Adobe Suite for illustration and zine classes: Illustrator, Photoshop, InDesign. This is mandatory for all students enrolled in art classes – Year 1 and ongoing | | |  | 1 |
| Books, Magazines, and/or Periodicals | * Purchase the *Image of the Black in Western Art* collection * Library of Art books: Van Gogh Drawings, * Digital subscriptions: Drawing Magazines and ArtForum * Continued publications that are provided as previously mentioned * All are year 1 and ongoing | | |  | 1 |
| Instructional Supplies | * Easels, drawing horses, taborets, drawing-boards, light-tables, cutting-mats. * Faculty supplies to make class samples * Portable whiteboard/ chalkboard (not fixed to wall) * All are year 1 and ongoing | | |  | 1 |
| Non-Instructional Supplies | * Locking cabinet for bones & fragile props * Locking display case for library books (wall-mounted) * Signage for rooms (411A, 411B, 413A, 413B) * All are year 1 | | |  | 2 |
| **Technology & Equipment** | Description/Justification  *Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/drive/folders/1SityYoJ8rYTzcYq_Iwtr59fJ6205LWIX?usp=sharing) *to verify whether it has already included.* | | | Estimated Cost |  |
| New | * High resolution projector for Studio art classrooms (411, 413) and a designated Art History classroom(s) that can also be used by other Humanities courses such as film – Year 1 * In studio art labs: Xerox machine for room 411. Year 2 * 30 digital tablets (Wacom or iPad) and styli – Year 3 * Hyflex cameras – Year 1 | | | $6000+ | 1 |
| Replacement |  | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms | * New facilities are necessary for student and instructor classroom safety, enhanced course offerings, and student enrollment that exceeds the physical space of the room when easels, drawing horses, and taboret’s that each student uses are present. – Year 1 * Hyflex classroom- Year 1 | | | $6000+ | ~~1~~ |
| Offices | * Egronmic chairs * Air purifier | | | N/A | ~~2~~ |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials (including streamline media needs) | * Maintain suscription to Artstor and Jstor, * Expand the film streaming services Swank and Kanopy | | | $12,000 |  |
| 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. * Purchase the *Image of the Black in Western Art* collection | | |  |  |
| OER |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description |  | | |  |  |

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

**Please email the completed Program Review to your Dean by November 30, 2021.**