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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. |
| **Name(s) of member(s) completing this Program Review** | **Department/Program**  | **Completion Date** |
| Dylan Eret, Laura Ruberto | Arts and Cultural Studies/ Humanities | 11/30/21 |
| **List faculty names and/or staff with assignments in fall 2021.** |
| Full Time | Part Time |
| Dylan EretLaura Ruberto | Avy ValladaresShawn Doubiago |

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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 |

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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?**  |
| Not surprisingly, in line with the pandemic, our enrollment has increased slightly (756 to 801; 6%) from 2018-2019 to 2019-2020 and then dropped (801 to 643; 20%) from 2019-2020 to 2020-2021. |
| **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?**Our disaggregated enrollment is similar to the overall college enrollment for all ethnic groups.  |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Continue to participate in Learning Communities | Continue to participate in Learning Communities | Continue to participate in Learning Communities |
| **What would you recommend that we do to increase student enrollment in your department?** |
| Our enrollment drop could be due to reduction practices across the college before and during the pandemic. We need to offer a wider range of Humanities courses across different modalities to similar levels nearly five years ago (16-17 sections). We also need to promote our courses more aggressively online and through a network of groups on a set timeline before courses go live in ways that communicate their unique, educational value to students (general education credit, program pathways, faculty stories). As with other disciplines in our department, we intend to pursue different in-person and online modalities (hyflex, hybrid, synchronous, asynchronous), while focusing on offering dynamically-dated sections (8-week, 12-week [late-start], and full-term courses) to give reluctant students time to enroll in courses that fit their schedules as they transition back to campus. |

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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?**  |
| Our retention and completion rates with Black and Latinx students are higher than the college rates (74.2%, 71.5% respectively). |
| **What disproportionately impacted (DI) population(s) showed outcomes gains in your program area and which need more support?**  |
| See above. |
| **How do these outcome trends compare to the college average?**  |
| These trends are slightly better than the college average.  |
| **What questions do you have about the trends?**  |
| We need better disaggregated data and detailed student surveys to determine what this information really means on a more granular level. Are there courses in the college that are significantly lowering the overall college average? How do DI students enroll in particular courses or programs at varying rates? How can this be a larger conversation across disciplines or through flex-day/TLC training?  |
| **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).**  |
| Anecdotal evidence shows that students need more flexibility with scheduling and diverse course offerings. Hyflex or hybrid modalities, along with newly-revised courses and programs, are recommended.  |
| **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)** |
| Revise courses and programs | Begin offering hyflex sections | Begin offering new courses and programs |

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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).**  |
| The number of Liberal Arts/Arts & Humanities A.A. degrees has remained high and constant for the last three years (31, 30, 30).  |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?**  |
| We show a slight gain with Black and Latinx students, and the data does not show any group with an obvious need for more support. |
| **How do these outcome trends compare to the college average?**  |
| These trends are significantly better for Black and Latinx students than the rest of the college. |
| **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)**  |
| Students have expressed the need for more clear information about our courses/programs and flexible scheduling. We recommend hyflex and hybrid modalities, along with new courses, programs, guided pathways, and marketing models to better direct students to what we have to offer. |
| **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)** |
| Revise and increase courses/programs. Develop new guided pathways and marketing models for better directing students to IGETC and Humanities courses found within the Liberal Arts/Arts & Humanities A.A. Degree. | Add hyflex and hybrid options, along with more dynamically-dated sections. Continue to develop new guided pathways and marketing models for better directing students to IGETC and Humanities courses found within the Liberal Arts/Arts & Humanities A.A. Degree. | Begin offering new courses and programs. Continue to develop new guided pathways and marketing models for better directing students to IGETC and Humanities courses found within the Liberal Arts/Arts & Humanities A.A. Degree. |

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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.) |
| We plan to change or revise our curriculum and programs to make them more meaningful and valuable to our student body. |

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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?** Build new curriculum and programs; make adjustments to lesson plans based on student assessment outcomes; review pedagogy and revise assignments for culturally relevant content and engaging student experiences, both inside and outside the classroom. |
| Humanities faculty have been in discussion for almost a decade about curriculum, classroom lesson design, and program development on an ongoing basis. We would like to continue this discussion with more colleagues in our whole department outside of our discipline areas. |

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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.**
 |
| 1. Add more sections and increase the diversity of course offerings. 2. Build new courses, revise pre-existing degrees, and create new certificates.3. Advertise our Humanities courses/programs more synergistically across online platforms, among multiple departments, with student services, and through external entities (transfer institutions, local colleges/universities).4. Increase the number of students completing Liberal Arts/Arts & Humanities A.A. Degrees with the possible collaboration of the Guided Pathways program. Target high school students looking to receive early IGETC college credit upon transferring through eight-week courses, college students, and re-entry students.5. Create a new certificate and/or A.A. degree in Film Studies, given the high number of Humanities students who transfer to Film Studies (vs. Film Production) programs.  Note: BCC has a Film AS-T Degree, but it is production-focused.6. Develop a marketing plan for Humanities courses and related programs. |
| 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.
 |
| Goal I, II, and IV, V: Innovation and growth in curriculum/program development will allow students to acquire more ways to obtain our Liberal Arts/Arts & Humanities A.A. degree, find value across a number of Humanities/Film History courses (through new certificates), and relate our courses to their everyday lives, film, and current events (through new courses in “Religion and Politics”). |
| 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)** |
| Equip basement rooms with better lighting, projectors, speaker systems, a portable keyboard, soundproofing, and cameras (hyflex). Present basement rooms are inadequate and often need repair (such as Room 52). Others (such as Room 31 or 55) are functional but need more space and better lighting/sound systems. | Equip basement rooms with better lighting, projectors, speaker systems, a portable keyboard, soundproofing, and cameras (hyflex). Present basement rooms are inadequate and often need repair (such as Room 52). Others (such as Room 31 or 55) are functional but need more space and better lighting/sound systems. | Establish a Humanities Lab or Music/Dance Lab as well as a Film Lab/Viewing Room in our new Milvia building, where seating is flexible or fixed, and students can move more freely to learn about creative performance in music, dance, and film in unique and engaging ways. |
| 1. **What are the essential functions of your department, any unique characteristics or trends? Provide specific examples.**
 |
| Humanities is a unique “interdisciplinary” set of programs that gives students at Berkeley City College the opportunity to make deeper connections across a number of disciplines and fields through the study of folklore/aesthetics, film history, and religion. |
| 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.)**
 |
| Flexibly-scheduled courses have allowed a wider range of students to enroll in our courses (high school students, re-entry students, working parents, etc.). |

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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: | Humanities  |
| Action Name: | Curriculum/program development  |
| Description: | We will revise and create new courses/programs within the Humanities to envision a more engaging student experience on campus, in our new building, and create more flexible course offerings. |
| Completion timeline: | 2023-2025 |
| Responsible person: | Dylan Eret, Laura Ruberto |

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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).** |
| We have completed the third complete round of assessment in Spring 2020 for our courses. We have not completed the PLO assessment because as of spring 2021, since our assessment committee had not finished the upgrades to Curricunet to allow this.  |
| **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.** |
| Based on our SLOs and PLOs, we plan to significantly revise our course content, our courses themselves, and add new courses and certificates to make them more focused, cohesive, and meaningful across our “three” popular program strands: (1) The Aesthetics of Everyday Life, (2) Film Studies, and (3) Religious Studies. |
| **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?**  |
| All instructors have included the SLOs in their syllabus. |
| **9**E**. Besides your syllabi, where are the service area and/or program level outcomes published? If on a website, please specify the URL.** |
| Course PLOs and SLOs are included on our department website. We are in the process of revising our department website to make it more focused and consistent across disciplines, especially those included within our area, with the hopes of hiring an electronic media manager that can do this on a more consistent basis. |

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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: | Humanities  |
| Action Name: | Curriculum/program development |
| Description: | We will revise and create new courses/programs within the Humanities to envision a more engaging student experience on campus, in our new building, and flexible course offerings. |
| Completion Timeline  | 2023-2025 |
| Responsible person: | Dylan Eret, Laura Ruberto |

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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.** |
| Dylan Eret has taken on the role of Department Co-Chair, and Laura Ruberto has been Teaching and Learning Center Coordinator for the last two years.  |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| We are attempting to create a larger “department” culture among full-time and adjunct faculty built on a sense of trust and engagement in the decision-making process that goes beyond bi-annual orientation meetings and draws in perspectives from instructors across different disciplines (Art, Communications, Music, Philosophy, and Women’s Studies) by conducting monthly meetings or asynchronous “synergy threads” (through Microsoft Teams or Project-Based Tasks) to collectively quilt together major actionable tasks such as Course Scheduling, Budget Requests, Program Reviews, etc. |
| **10C. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.** |
| Same as above. |
| 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.**
 |
| We teach a number of film and visual culture related courses, including regularly offering between 3-4 sections of Humanities 21. These are all GE courses that count towards the AA in Arts and Humanities as well as other degrees/programs; some of these courses also fulfill prerequisites for specific majors (i.e., Human 55 for Global Studies at UC Berkeley, Human 26 for Cinema Studies at SFSU). These courses require students to watch films on their own as part of their weekly out-of-the classroom assignments (for synchronous and asynchronous courses). In addition, faculty regularly use film clips in their lectures from dozens of other films to teach film studies (i.e., film history, film analysis, and film theory). A single Humanities 21 section might study in any one semester, clips or the entire film from well over 100 films.  Without films accessible in an equitable way to all students and faculty it is impossible for instructors to meet the basic SLOs of these courses. Moreover, it encourages faculty and students to find sometimes legally questionable methods to access instructional materials. It places an undue burden on our faculty who need to source their basic teaching material-akin to a textbook. We do not traditionally ask students to purchase or rent films although the purpose they serve is similar to a textbook or lab materials.   We need a proper Film/Video Screening Room and Library adjacent to the BCC Library as per standard at two-year and four-year colleges/universities. This convention has now shifted to almost an entirely streamable system. We are working closely with the BCC Library who supports us as much as they are able to but they lack the resources and institutional support to do so properly.   |

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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: | Humanities |
| Action Name: | Film/Streaming Media |
| Description: | We are requesting significant film and streaming media resources to run our Film courses and meet their minimum curriculum objectives and learning outcomes. |
| Completion Timeline  | Spring 2022 and beyond  |
| Responsible person: | Laura Ruberto, Dylan Eret |

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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 Specialist or Video/audio editor to support classroom content in hybrid and hyflex modalities |  |  |  | 3 |
| Student Worker |  |  |  |  |  |
| Part Time Faculty |  |  |  |  |  |
| **Professional Development** | Description/Justification | Estimated Cost |  |
| Department wide PD needed |  |  |  |
| Personal/Individual PD needed | Music education training (courses/PD) | $600/yr | 7 |
| **Supplies** | Description/Justification | Estimated Cost |  |
| Software (for whom or role?) |  |  |  |
| Books, Magazines, and/or Periodicals |  |  |  |
| Instructional Supplies |  |  |  |
| Non-Instructional Supplies |  |  |  |
| **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 | Hyflex camerasUpright piano, drum kit (used, new, or donated) for Humanities and Music instructors (portable piano keyboard in 2022 for engaging classroom demonstrations and lessons; other instruments for new building) | $6000 each$2000 | 2 |
| Replacement | Technology refresh of laptops, microphones, and cameras |  |  |
| **Facilities** | Description/Justification | Estimated Cost |  |
| Classrooms | Hyflex-camera |  |  |
| Offices | Proper office spaces for full-time and part-time faculty to work from |  | 5 |
| Labs | Music/dance and Film/viewing labs: lighting, projectors, soundproofing, speaker system, large screen, upright piano, drum kit (for new Milvia building) | $15,000 |  |
| Other | Dedicated/reservable “Recording Room” (not office space) on the BCC campus for recording course content and activities in hybrid/online courses (asynchronous and synchronous courses)  |  | 6 |
| **Library** | Description/Justification | Estimated Cost |  |
| Library materials (including streamline media needs) | Swank, Kanopy, and other streaming services  |  | 1 |
| Library collections |  |  |  |
| OER |  |  |  |
| **Other** | Description/Justification | Estimated Cost |  |
| OTHER Description | Marketing plan for Arts & Cultural Studies |  | 4 |

**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.**