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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/). | | |
| Berkeley City College’s mission is to provide our diverse community with educational opportunities, promote student success, and to transform lives. The college achieves its mission through instruction, student support and learning resources which enable its students to earn associate degrees and certificates, and to attain college competency, careers, transfer, and skills for lifelong success.    The Multimedia Department designs its instruction with careers in mind so students can gain employment. Along that career-building path, we encourage completion of certificates and degrees so that they may transfer to a 4-year or can be more appealing to local tech market employers. Our curriculum focuses on technical skills, communication, collaboration, and aesthetics so they may be competitive in the job market.  With gainful employment, our diverse student body is empowered with more options throughout life. | | |
| **Name(s) of member(s) completing this APU** | **Department** | **Completion Date** |
| Mary Clarke-Miller  George Peterson | MMART |  |
| **List faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Rachel Mercy Simpson ( on reduced Load)  Justin Hoffman  Mary Clarke-Miller  Kelly Whalen | |  |  | | --- | --- | | Michel | Bohbot | | Matthew | Albinson | | Phillip | Campbell | | Chris | Carter | | Steven | Castro | | Joshua | Dickinson | | Lana | Greenberg | | Berwyn | Hutcherson | | Patrick | Kenney | | Dru | Kim | | Richard | O'Connell | | Matthew | Olson | | Tressa | Pack | | Hemil | Patel | | George | Peterson | | Chris | Platz | | Joanna | Ruckman | | Kevin | Ridgway | | Gustavo | Rincon | | Tyrone | Shieszler | | Matthew | Silverberg | | Dennis | Spencer | | Pam | Stalker | | Liliana | Valezquez | | Becca | Wolff | | Bijan | Yashar | | |

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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](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf), [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. |
| The program goals we listed in our 2021-22 program review align with the “Vision for Success” and SCFF.  They are as follows:     * Continue Outreach initiatives and highlight partnerships to increase visibility of programs. * Revise curriculum for Mobile + Web AA and Digital Imaging AA, adding electives that would engage a wider variety of students, while promoting diversity in curriculum. * Revise curriculum to align courses with OEI-CVC and OER standards and develop online tools.  Increase number of instructors preparing for POCER review and aligning courses. * Develop ZTC materials for Degrees to create ZTC degrees. * Roll out new Certificates in Virtual Production and continue to cover industry needs in this sector. * Plan out Apprenticeship Program in Virtual Production. ( planning grant submission January 15th) * Increase career dialogue and outreach to industry organizations to grow board members, industry, feedback, potential internships and apprenticeships. * Fully assess course SLOs and program PLOs * Increase completion rates for Hispanic/Latino and African-American students. |

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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?** |
| Rebecca Wolf has now taken on the Role of Assessment coordinator for the MMART department. This year we will work to get back on track with assessment.  Report out from Animation and Game: Students have been completing classes and we are increasing internship opportunities for the students. We plan to reorganize the certificates so that students can complete and have a strong skill set for employers.  Digital Imaging: we have been reviewing the courses and will be meeting to reorganize courses and deactivate courses that have not been offered in a while. We are aware that we have too many print courses and need to review so we are preparing students for a robust digital design pathway. We are exploring how AI has been integrated into the Design process and have included assignments that will keep the students abreast of what is happening in the industry.  Mobile and Web: Justin is in process of updating his curriculum.  Video Arts: We have a new Full Time faculty member Kelly Whalen who is reviewing the production courses and will be assessing in the spring, as Kelly is full time and teaching across the video production classes we will have a good sense of where we are at for this year. |
| **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.** |
| We have 25+ part time faculty who need help in assessing their courses – we need to take the student projects and organize as they relate to the different Slos and Plos – Curricunet has being updated so that we can just have one assessment per course vs Slo which is great but we need time to go over so everyone is on the same page. Hopefully Rebecca can help clear up any confusion. WE would like to request some assessment workshops for the faculty to attend – in the evening and virtually as some are online and working elsewhere. |

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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 above, 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](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |
| **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?** |
| Our Latinx students are doing well in the classes – but African American students continue to lag behind. This may be lack of access to computers outside of the classroom. We have set up computer access in the LRC but do not have a tutor set up there. We have requested funds from swp 8 for spring to cover LRC. I have also had students struggle getting to school not realizing they can get a clipper pass. So overall we will try to inform the students of all resources available – or request a module from student services that goes through what is available. |
| **What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?** |
| We have a diverse group of tutors assisting in the classrooms and hope to expand this in spring into the LRC. Our budget was reduced for this year so supplementing from SWP 8. it has been noted that there is an overall lack of tutoring money, and the tutoring committee would like to see a line item for tutoring rather than gathering what we can from different buckets.  Within MMART we are focused on creating a diverse pool of faculty - I believe this is making a difference in our course completion numbers and I have seen an increase in our student body as well – so our faculty reflect our students. |
| **What are some strategies for improvements your department can make?** |
| Tutors in Lrc and embedded in courses – LRC has computers with mmart software for students – need to remind students of the resources. |

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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 enrollment in MMART continues to grow and is now surpassing pre covid levels we now service as a department 3,400 students as of Last year compared to 2018-19 2,900 students. Productivity as a department has also increased to 16 up from 14 in fall 21-22.  This coming year we plan to focus on industry outreach to increase internship and mentorship opportunities for the students which will provide visibility for the students to see how they might succeed and see themselves working in the community. We have been working with BLAC nonprofit to place students in internships in the Advertising and Motion graphics sector and will be partnering up with Game Heads and other game companies to develop more internships and mentors in that area.  Increasing guest speakers from industry to come in and talk to the students about their experiences and at same time introduce the industry folks to our students so that connections can be made. We plan to highlight our collaborations so that new students will see what we are building and enroll.  Under the umbrella of our Regional virtual production Academy, we have created collaborative certificates across 6 colleges that will enable students to complete certificates in a timely manner as they will have a variety of choices on courses offered. This will increase enrollment as well as only BCC and Ohlone of the 6 offer the most classes. This will bolster Video and Animation and Game. We hope to expand this model in the future and collaborate with other programs.  We have begun to work with San Jose State to initially articulate courses as part of their Animation and illustration degree, creating a pathway to their program. We need to develop a flexible degree to accommodate the different 4 years in this area to enable more students to have a clear pathway to the 4 year colleges. We have also initiated discussion with Santa Monica College who are one of the few community colleges with a degree in our area and will be working on that pathway and articulation this year. We are working with CSU East Bay to formalize articulation agreements there and are working on a 2 way articulation agreement where they will send students to us who need to catch up on credits after changing major. This stalled last year – but hoping to pick it up again this year.  In Mobile and Web Justin has been developing dual enrollment partnerships which is bringing more high school students to the pathways, we need to work towards keeping those students engaged and completing 9 or more units.  Kelly in Video Arts has been working to bring in more industry speakers and create more awareness of the video program at BCC. She is developing an outreach program as well to develop more mentorship opportunities and internships.  In Animation and Game Chris Platz will be working on outreach, partnerships, and mentors for our students.  Relaying all of this back to the students to encourage them to complete course work so that they can participate in internships etc will hopefully increase the number of classes students take per semester. while we had 3400 students taking classes that translated into 191.25 ftes in fall of last year. we have a lot of part time students.  Esports – expanding clubs into esports |
| 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 | 4,024 | | Pell Grant Recipients | 2,281 | 2,181 | 1,826 | 1,837 | | College Promise Grant Recipients | 4,143 | 4,011 | 3,500 | 3,991 | | AB 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?** |
| *Respond here:*  We hope to develop a short certificate in esports and Audio which will attract high school students. We are holding our first Game Jam at the end of the semester to build interest. We would like to expand our dual enrollment opportunities across the department. Currently it is weighted more to mobile and web, as more sections become available, we can add to this.  We also need to look at the adult learner population and create opportunities for those who maybe want to enter into education later after a few years in other pathways. |

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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?** |
| **Our completion rate average for the department has stayed consistent since prior to the pandemic at 70 percent. In our more technical classes, we do see a drop in completion and need to facilitate tutors, and workshops in those classes and in the LRC.** |
| **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?** |
| **We have been rebuilding our clubs, in animation we have a weekly animation and game club. The students make presentations and bring in guest speakers for the clubs, building a sense of community that is organically growing. The clubs are very diverse and inclusive.**  **On Faculty side we are looking at each area to build more connections with industry and making this visible to the students.**  **We would love to update facilities to encourage students to come in to attend more classes. Cintiq’s from Wacom while expensive could attract students to come back to college as they cannot afford this at home.**  **A Makers space where students have all the tools to hand to create, build and animate that is open similar hrs to the library. Would consist of 3d printer, 10 desktop computers, top down camera, scanner, cintiq at each station – work area for discussion – a home room feel for the multimedia students.** |
| [**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)?** |
| We have a high number of Latinx students completing certificates and degrees – lower number for black/African American. The rest of the areas are even in distribution of awards. It will be interesting to see when the auto award of certificates happens to see if there is an uptick in awards. |
| **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?** |
| Access to Data – reports that show students who are 1-4 classes away from completing degrees or certificates so that   1. We make sure courses are scheduled to allow them to complete. 2. Advise students on what classes to take to complete certificates within our area.   Show case and Portfolio review encourages students to complete and participate. Need funding to meet the above. |
| [**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)?** |
| Transfer Dashboard only provides data for the college as a whole |
| **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 have been working closely with East Bay Hayward CSU and San Jose to build pathways. The programs for video arts, digital imaging, animation and game are different in every college – mobile and web sometimes referred to as interactive design is mixed in with design and Game and graphic design depending on the college.** |

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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?** |
| **We will be reviewing certificates and degrees in the spring to streamline certificates, so students are clear on what they need to complete to gain a specific skill set.**  **We have program maps created by the first floor to guide students.** |

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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.** |
| Mary – Academic Senate – CTE Committee – Technology Committee – DE Committee member. Mary also brings in guest speakers to classes. Leading the effort for collaborative certificates and degree across 6 colleges.  Kelly just started on tenure track – focus for this year is teaching. Kelly has brought in guest speakers for Video students. Kelly is doing outreach for students  Justin – Coordinates with High School partners, industry partners, manages the Mobile and Web strand, and brings in thought leaders as guest speakers.  Rachel- no committees is part time reduced load no requirement to attend committees  We do have Part-time Faculty helping with Curriculum (Lana) and Assessment (Rebecca) and George is co-chair and member of CTE committee. Pam in Animation runs field trips for the students in animation to the Disney Museum and the Zoo for drawing and Monster Jam. Chris Platz is on outreach for animation and Game and helps with Game Jam.  Lana is working on Social Media for the department. |
| 1. **Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?** |
| **We work closely with Veterans and SAS to ensure our students have access to services. Working with the Library to see how we can organize our ZTC efforts. Looking to help faculty build resources outside of canvas that are searchable for students and improve online courses.** |

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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 | Instruction Aid for Video check out and Print room.  Technical Lab Instructional Aid | 40hrs per week  + Benefits X 2 |
| Student Worker | We need to increase student tutoring and provide stable tutoring to the LRC as well as embedded tutors for courses. | 60K |
| Part Time Faculty | We have been working rotating classes with our 26 part time faculty we dropped in faculty with our new Full time hire Kelly. | Range 26 pt -2 courses |
| **Professional Development** | | |
| Department wide PD needed | Workshops on assessment |  |
| Personal/Individual PD needed | Industry related Conferences and CCAOE conference- Lana- Kelly – RTS – Infinity festival-GDC (1,500)– NAMM – NAB? - Siggraph – [included in swp8 proposal](https://peralta4-my.sharepoint.com/:w:/g/personal/mclarkemiller_peralta_edu/EQ16NkIXncdDtlIbnGR74BQBZCFR5oQlX4JYyRGoD2eawg?e=iN2Tg8) | 19K |
| **Supplies** | | |
| Software (for whom or role?) | [Link to software needs](https://peralta4-my.sharepoint.com/:x:/g/personal/mclarkemiller_peralta_edu/ET2yLg0r4YlJpj3j6LfvYXMBUEIj2geo-JJoXzGQ6XTQWg?e=yTeqyY) need to get new pricing from software as some costs have changed – Adobe is taken care of by the college – this is a cornerstone to many of our courses. | 31K |
| Books, Magazines, and/or Periodicals |  |  |
| Instructional Supplies | Camera batteries, Markers, Flip charts, experimental supplies – Character design class supplies. Print room supplies paper and Ink. Replacement quest headset |  |
| 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/file/d/14FnMslW2ebA23iZl8NlAzk_2OjjGeOu8/view?usp=sharing) *to verify whether it has already included.)* | | |
| New | Quest headsets, cameras and lenses [(see SWP8 proposals)](https://peralta4-my.sharepoint.com/:w:/g/personal/mclarkemiller_peralta_edu/EcTCWkm4uLZIgIqQPW5_KP8BeUcrNbpnuizodNaqcwd_dw?e=CDgyI0)  Cintiq drawing tablets – cintiq 16 pro cost is 1,600 per unit – need a special grant for this maybe? I believe this will attract students back – the moon and stars 40 units – starting 20? | 50K  70,400K |
| Replacement | 227 is in the refresh plan – but there is no funding identified to replace. | Refresh plan |
| **Facilities** | | |
| Classrooms | Room 324 is one of the smallest computer labs and has mixed use of part drawing – part experimental animation – sculpting - - virtual production – board game etc – if we could get a room like the writing workshop room that would be an enormous improvement for our mixed use classes – in an ideal world we would have desks for group work and board game and experimental work and the computer lab and a space to shoot small green screen for Virtual production .. with a storage room for all of our equipment. | Just need a bigger room |
| Offices | MMART office – all of the computers are out of date. And can no longer run current software | Refresh plan |
| Labs | Computer Lab 227 is now beyond its refresh date. And needs to be updated. | Refresh plan |
| Other | [Need to upgrade lighting in the studio to less dangerous LED lighting – Cameras](https://peralta4-my.sharepoint.com/:w:/g/personal/mclarkemiller_peralta_edu/EZmgpnrBq8pJhq-W4C95rxQB_J-XVWfvmfZ9L7-TjRihng?e=jxE3lM)?? Need to cost out. | ~~No estimate at this time~~ |
| **Library** | | |
| Library materials (including streamline media needs) |  |  |
| Library collections |  |  |
| OER | Working with Library on ZTC grant |  |
| **Other** |  |  |
| OTHER Description | Show case and Portfolio review each semester. | 5k for the year |

**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**