Comprehensive Program Review

SKY Dept - Art

Instructional Comprehensive Program Review

Submitter Name:
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Submission Date:
03/26/2026

BACKGROUND

1.A.   DIVISION:
Social Science and Creative Arts (SS/CA)

PROGRAM NAME:
Art

1.B.   YEAR OF REVIEW:
2025 - 2026

1.C.   PROGRAM REVIEW TEAM
Paul Bridenbaugh, Amir Esfahani, Tiffany Schmierer, Artur Takayama, Kathy Zarur

1.D.   CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:
i.   Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."

Skyline College's Art Program ensures a robust foundation in the visual arts. Art education develops essential skills applicable to all majors: cultural intelligence, critical thinking, creative thinking, conceptualization, perseverance, and curiosity. Art courses offer opportunities for transformative learning through an integrated experience of the hands and the mind. Creating and discussing artworks develops students' cognitive and technical skills and fosters visual literacy through communication, analysis, and reflection.

The Art Program offers instruction in a broad range of art, art history from a global perspective, and design disciplines that include drawing, painting, photography, printmaking, digital arts, sculpture, and ceramics. These principal forms of visual communication apply to major and GE requirements, as well as transfer opportunities. Art History and Studio Art courses develop visual literacy and cultural awareness of the role that artistic expression plays in the development of human civilization. The Art Program provides an effective pathway for graduation or transfer for both the major and General Education.

The Associate Degrees in Art, Art AA-T, and Art History AA-T prepare students to transfer into four-year institutions or move directly into a creative art or design occupation. The Art Department offers humanities and studio art courses that fulfill GE requirements for the Skyline College AA or AA-T degrees, CALGETC, and CSU requirements, aligning with the Skyline Promise.

The Art Department provides students with opportunities to engage in professional-level experiences, including exhibiting their artworks in the Skyline College Art Gallery. They gain experience in exhibition design, installation, and curatorial practice. We also provide opportunities for students to exhibit in off-campus art galleries, such as the SWA Gallery's annual Skyline College Student Art Show in downtown San Bruno. The Art Program offers dynamic cross-disciplinary courses such as 'Art, Music and Ideas', and CIPHER's 'Mural and Street Art' workshop, and fosters student participation in interdepartmental activities such as 'Talisman', Skyline College's literary magazine, 'Rock the School Bells', and 'Empty Bowls'.

The Art Department plays an important role in the cultural life of North San Mateo County. These include outreach projects such as the 'Community Mural Project' and art exhibitions of professional artists in the Skyline College Art Gallery. These collaborations extend to local high schools and art organizations, keeping us connected to the local

community. For example, this academic year, our photography instructor hosted Burlingame High School students in a hands-on photography workshop in our photography lab.

The Art Program embodies essential critical thinking, creative, and communication skills necessary for students to achieve intellectual, cultural, social, economic, and personal fulfillment. These components fully align with the Skyline College mission of empowering and transforming a global community of learners.

ii.   Alignment with the College Values:
Academic Excellence
Campus Climate
Community Partnership
Open Access
Participatory Governance
Social Justice
Student Success and Equity
Sustainability

For each chosen Value, provide a concrete example of how each connects to your program.

Academic Excellence: We addressed this through the following: 1. Updating curriculum and equipment to stay current in the Art and Art History fields. 2. Implementing student-centered instruction that promotes critical and creative thinking skills that equip students to express their unique perspectives and views. Skills developed in art classes include: collaboration, visualization, visual literacy, effective communication, and creative thinking. 3. The Art Program has high retention rates of 89%.

Community Partnership: We have partnered with the SWA (Society of West-Coast Artists Gallery) for an annual exhibition showcasing Skyline College students' work in downtown San Bruno. Students benefit from a professional gallery experience, which builds their artist resumes, exposes their work to a broader audience, and introduces them to the local art scene. The artist reception allows friends, families, and neighbors to come celebrate the creative talents of our students. For many students, this is their first off-campus exhibition experience. Our Community Mural Project has collaborated with a number of community organizations, including the South San Francisco Arts Commission and the Daly City Arts Commission.

Campus Climate: We contribute to our campus climate with enriching social gatherings that build community connections among students, faculty, staff, and administrators. Examples include Art Gallery exhibitions, the Empty Bowls Fundraiser, Rock the Schools Bells, the mural project, Flex Day hands-on art workshops, as well as providing art at donor appreciation events. We are faculty advisors to student clubs including, Students for Justice in Palestine, Photography, Ceramics, and Art Clubs. These clubs foster a sense of belonging by creating spaces for students to socialize and connect.

Open Access: We have implemented a no prerequisites policy in the majority of our art courses. We offer a balance of online and in-person offerings, as well as day and evening classes. The Art and Art History courses are primarily ZTC, and for the Art History AA-T, we are working on a Z-degree grant for implementation by Fall 2027.

Participatory Governance: Art faculty representation on shared governance committees, including Academic Senate, Curriculum, Scholarship, Professional Personnel, The Health, Safety and Emergency Committee, the Institutional Effectiveness Committee, and the Technical Advisory Committee. We have also served on hiring committees, evaluation committees, SLO support, and more.

Social Justice: We provide exhibitions highlighting artists who express social justice themes, such as the recent Homebound and Civilization Blues exhibits. Curriculum content in our courses offers numerous examples of artists and art institutions who explore aspects of social justice in their cultural endeavors, and it also gives students the opportunity to explore social justice themes in their art.

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Student Success and Equity: We have worked to remove barriers to arts education by offering Zero Textbook Cost classes and providing low-cost materials in studio art courses. We have focused on equitable grading practices and student-centered professional development. We also offer flexibility in scheduling for day/evening, late afternoon, and online classes.

Sustainability: Since the last CPR, we have secured additional funding for materials, small tools and equipment, reducing materials cost for students as well as allowing for reuse of smaller handheld tools for multiple semesters. We have acquired a clay recycling machine for Ceramics that enables us to reuse all clay scraps, saving on clay and achieving zero waste. This funding also supports Photography students by purchasing camera equipment, chemicals, film, paper, and art frames. Our art curriculum covers art, architecture, and exhibition strategies focused on sustainability and local and global environmental themes. For example, students in Sculpture and 3-D Design classes create artworks using reclaimed materials.

1.E.   PROGRAM PERSONNEL
i.   Provide the current Full-Time Equivalent (FTE) of each category of personnel:
Full-time Faculty FTE:
5

Adjunct Faculty FTE:
3.77

Classified Professionals FTE:
2

Manager/ Director FTE:
0

Dean FTE (if applicable):
1

ii.   Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

Full-time Faculty:

•   Since our last CPR in 2018, our full-time Art History/Printmaking specialist retired, and we were granted a full-time replacement position to fulfill the Art History need. Having a dedicated Art Historian has benefited us in the development of the specialized course curriculum and gallery programming.

•   At the end of this academic year (SP26), one of our full-time Art faculty members specializing in Photography and Art GE Courses will be retiring. These courses are specialized, and we will advocate for a replacement position in the Fall 2026 FTEFAC process to ensure the program's continued success and vitality. This position contributes to the priorities of the College and District by: 1. We have a new college investment in a $120,000 specialized photography film-based lab that requires expertise for safe and effective operations. We have also invested in cameras and photographic equipment that we lend to students to reduce financial barriers and increase access to photography courses (EMP Goals 3 & 6, SMCCD Goal 4). 2. This position would support an increase in student success, as Photography courses are a focused curricular area elective for two AA-T Degrees and the Art AA degree, as well as CSU & UC Transfer Pathways, and CalGETC Areas 3 Art & Humanities GE requirements. Photography courses also support Interdisciplinary Studies, as Art 350 Visual Perception Through Photography fulfills GE requirements for Arts and Humanities, and other studio art photography courses are electives in Arts and Humanities Interdisciplinary Studies (EMP Goal 2). 3. Photography and Art Appreciation GE courses support students acquiring technical, critical/creative thinking, and cultural competency skills needed for success in future careers. Photography is an area of the Art Program that has dual enrollment sections with our local high schools, which requires a faculty coordinator specializing in Photography at Skyline. Photography provides a strong bridge between our high school and college programs. (EMP Goals 1 & 2, SMCCD Strategic Goals

1 & 2). 4. Flexible Scheduling & ZTC Adoption: Photo and Art Appreciation courses are offered in varied modalities with flexible scheduling. The adoption of Open Education Resources (OERs) by photography courses reduces cost barriers and increases course accessibility (EMP Goals 2 & 3, SMCCD Goal 3). 5. The faculty in this position will specialize in photography and will also teach the GE Art Appreciation courses, which are a growing part of the Art program. Our enrollment has increased by 21% over the last five years (EMP Goal 2).

•   The Art Program has also identified a need for an additional full-time Art History Position that was not met in the last FTEFAC allocation process. Still, we will continue to advocate for this in the upcoming request process following the replacement of the Photography position, as the need is there for both a replacement and expansion due to our program's 21% growth in the last 5 years. This position contributes to the priorities of the College and District by 1. Offering a Global Curriculum: The cultural and geographic breadth of our curriculum increases student self-awareness and reflects the global community at Skyline College (EMP Goals 1 & 4, SMCCD Strategic Goal 3). 2. Specific focus on antiracism: Explores colonialism and its impact on art and art history. Helps students think critically about their world (EMP Goal 1, and SMCCD Strategic Goals 1 & 3). 3. Flexible Scheduling & ZTC Adoption: Taught in varied modalities with flexible scheduling. The adoption of Open Education Resources reduces cost barriers and increases accessibility (EMP Goals 2, 3, & 4, SMCCD Strategic Goals 1 & 3). 4. This position would support an increase in student success, as Art History courses are required for two AA-T Degrees and the Art AA degree, as well as CSU & UC Transfer Pathways, and CalGETC Areas 3 Art & Humanities GE requirements. Art History courses support Interdisciplinary Studies as all Art History courses fulfill GE requirements for Arts and Humanities, and others are electives in International/Global Studies and Interdisciplinary Studies. The Art Gallery offers museum experiences for students and the community, as well as opportunities to develop job skills. 5. There has been an increase in enrollment and interest in Art History, with enrollments up 23.1% since the 2019-2020 academic year. Students are choosing Art History's global course content to fulfill GE, i.e., Art of Africa/African Diaspora, Asian Art & Architecture, Art of the Americas (EMP Goal 2).

Part-Time Faculty:

•   Since our last CPR, we have hired two new Adjunct Art History Faculty positions to cover the increased enrollment demand for our Art History courses. We have also hired an Adjunct Printmaking Faculty member to bring back our Printmaking curriculum offerings.

Classified Staff:

•   Since our last CPR, we successfully secured the hiring of a Studio Art Program Coordinator position. This filled a significant gap in our program's staff support, increasing safety and smooth operations in our studio art labs to best serve our students.

•   The Art Program has been advocating for additional gallery staff support in our recent program reviews and has formally requested a part-time Art Gallery Technician Position in the previous academic year. With this position, we plan to expand on-campus art exhibitions and support the safe use of tools and equipment in the gallery. This position will enable the Faculty Coordinator to focus more effectively on curating exhibitions, developing events, and expanding interdisciplinary collaborations with Skyline faculty. For example, for the exhibition "Homebound," the Faculty Coordinator collaborated with professors from History, English, and Geography to create assignments based on the artworks. A gallery technician will enhance the Skyline College Art Gallery's alignment with Skyline College values and EMP goals, including social justice, open access, student success, equity, and community partnerships. Additionally, it will support our work on several strategic goals, namely "be an antiracist and equitable institution," "cultivate civic-mindedness to empower self and strengthen society," and "foster a thriving learning and work environment." The position further aligns with our Program goal #1 of providing a safe learning environment and expanding learning opportunities for our students, as well as goal #4 of increasing interdisciplinary collaborations and developing relationships with campus populations to highlight the relevance of the arts to community wellbeing. If a gallery technician is not approved, safety in the gallery is compromised, putting faculty, staff, students, and artworks at risk. Students, the college campus, and the local community have fewer opportunities to learn and engage with art, making it much more difficult to effectively operate the gallery, maintain consistent open hours, expand gallery programming, accommodate visits by classes, and coordinate community events. The Creative Arts faculty aims to expand access to professional-level

opportunities for our students and the wider community. We need additional support to achieve this goal. Adding a gallery technician position will enable the gallery coordinator to devote more time to pedagogy, redesign, thematic curriculum development, and student and community engagement. This will create a vibrant learning and work environment, providing students with a solid foundation in working within innovative and creative spaces. The gallery technician will assist with exhibitions and curricular programs, enabling community collaborations and interdisciplinary events in the gallery. A gallery technician will facilitate the expansion of art on campus through satellite exhibition spaces and events. Without this technician, we will struggle to make campus art accessible and to offer additional educational opportunities for students and community members.

1.F. PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

All art faculty engage in professional development, both within our specific disciplines (such as art exhibitions, panels, and publishing) and in enhancing our teaching methods (such as Quality Online Teaching and Learning, department meetings, and flex day workshops). The full-time and part-time faculty in the Art Program have participated in and/or been featured in:
- Art Department Meetings and Division Meetings
- Professional Art Panels
- Professional Art Exhibitions
- Professional Art Publications
- Judging or curating exhibitions
- Collaborating with various community art groups and councils to promote art within the community and at Skyline
- Building art institutions
- Serving on art organization boards
- Participating in various art workshops to update and acquire new skills
- Receiving grants from public or private organizations
- Online teaching training (e.g., Quality Online Teaching & Learning with Canvas, Canva, Panopto, Creative Commons certification, adding new content to Creative Commons)
- OER/ZTC curriculum development
- Participating in conferences related to art practice and teaching strategies
- Taking equity classes (e.g., Ungrading, Equity, and Culturally Responsive Teaching)
- Attending equity conferences (e.g., NCORE, National Conference for Race and Ethnicity)
- Drafting and implementing the President's Innovation Fund (PIF), such as teaching Palestine and the Community Mural Project
- Revising, assessing, and reflecting on ISLO, PSLO, and SLO
- Engaging in AI workshops, conferences, and community groups
- Completing mandated district trainings
- Conducting self-directed cultural research and attending museums and galleries
- Collaborating across disciplines (e.g., Talisman, Empty Bowls, Sustainability, Art Gallery)

ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

We would like to dedicate more time to professional development; however, the workload makes it difficult. More time for faculty to focus on discipline-specific professional development would help us keep up with changes in our fields.

CURRENT STATUS

2.A. ACHIEVEMENTS
Describe the program's achievements since the last CPR.

•The Art Program has experienced steady enrollment growth over the last five-year data cycle. From AY 20-21 to AY 24-25, we have grown 16% in unduplicated head count compared to the college's .3% increase.

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- Success rates for Art courses are equal to the college's at 77% and exceed our Program's 75% five-year success goal.

- Retention rates are equivalent to the colleges at 89%.

- Since the last CPR, we have closed the success gap in online offerings compared to the college's, with Art having a 5-year online success average of 75%. This also meets our Program benchmark.

- We have further expanded interdisciplinary and community collaborations through the Art Gallery programming, the Empty Bowls partners, the Community Mural Project, the Cipher Mural Project, the Talisman partnership, library projects, and more! (see Program Goal #3)

- We have made our courses more affordable by expanding our ZTC/OER offerings. 92% of courses currently meet OER/ZTC requirements, and 68% of studio art courses cover reusable tools, reducing costs for students. Materials fees have also been removed from Art courses and are now covered by college lottery funding, further reducing costs.

- We were allocated a new full-time Art History faculty member, who has enhanced our Art History curriculum development, offerings, and Art Gallery programming.

- We secured an Art Lab Coordinator position, which has significantly improved the safety and operation of our studio art labs, benefiting students.

- We have revitalized the Printmaking program by hiring a new part-time instructor and acquiring new equipment.

- Working with our Dean, we have mapped our 2-year curriculum offerings to ensure timely degree completion, strategic rotation of courses, a balance of in-person and online modalities, and a variety of class schedule options to improve accessibility for students.

- Renovations to Building 1 helped move us toward more appropriate lecture and lab spaces for our course offerings, even though the new building plans didn't materialize. Renovations included the Art History lecture room, Sculpture Lab, Ceramics Lab and Kiln Garage, Digital Arts Lab, and Photography Lab. In addition to renovations, new art equipment and digital tools have enhanced our teaching and learning environments.

- We have deactivated courses that were not being offered regularly and revised our curriculum offerings to maintain currency.

- For SLO work, we have assessed all course SLOs in the past cycle, participated in Canvas assessment pilots, and contributed to the development of the Creative Thinking ISLO.

2.B. IMPACTS ON PROGRAM
Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

- The changes to the common CSU/UC GE pattern to Cal-GETC reduced the number of Arts GE (formerly in the CSU C1/C2 area) from 9 units to 6 units. We predict that by Fall 2025, this could result in a reduction in enrollment in Art GE courses.

-With the Cal-GETC changes, we also lost the GE designation for Painting I, so we also anticipate a potential reduction in that course's enrollment. We offer three painting classes a semester, and in the first semester after the removal of the GE designation, all three had strong enrollment. The impact of declining enrollment would be fewer painting sections, providing fewer opportunities and less flexibility in modalities and times for students to learn painting.

3.A. PROGRAM ENROLLMENT
What enrollment trends do you observe, and what may account for these trends?

The Art Program has experienced steady enrollment growth over the last five-year data cycle. From AY 20-21 to AY 24-25, we have grown 16% in unduplicated head count compared to the college's .3% increase. Our enrollments by term have increased 21%, compared to the college's gain of 1.3%. We have significantly increased our online Art History and Studio Art Course offerings, as well as our dual enrollment photography offerings, over the last cycle, which accounts for this increase. We have also seen both the college and the art program's summer enrollments decrease, but this is due to the rise in offerings in Summer 2020, following the expansion of online offerings after the COVID-19 pandemic, and then a return to more typical summer trends.
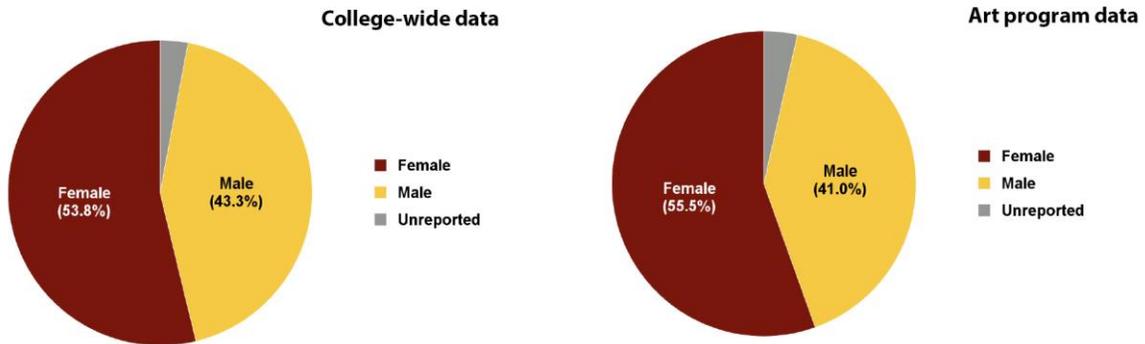
Art program data

Unduplicated Headcount by Term

Enrollments by Term

College-wide data

Unduplicated Headcount by Term

Enrollments by Term
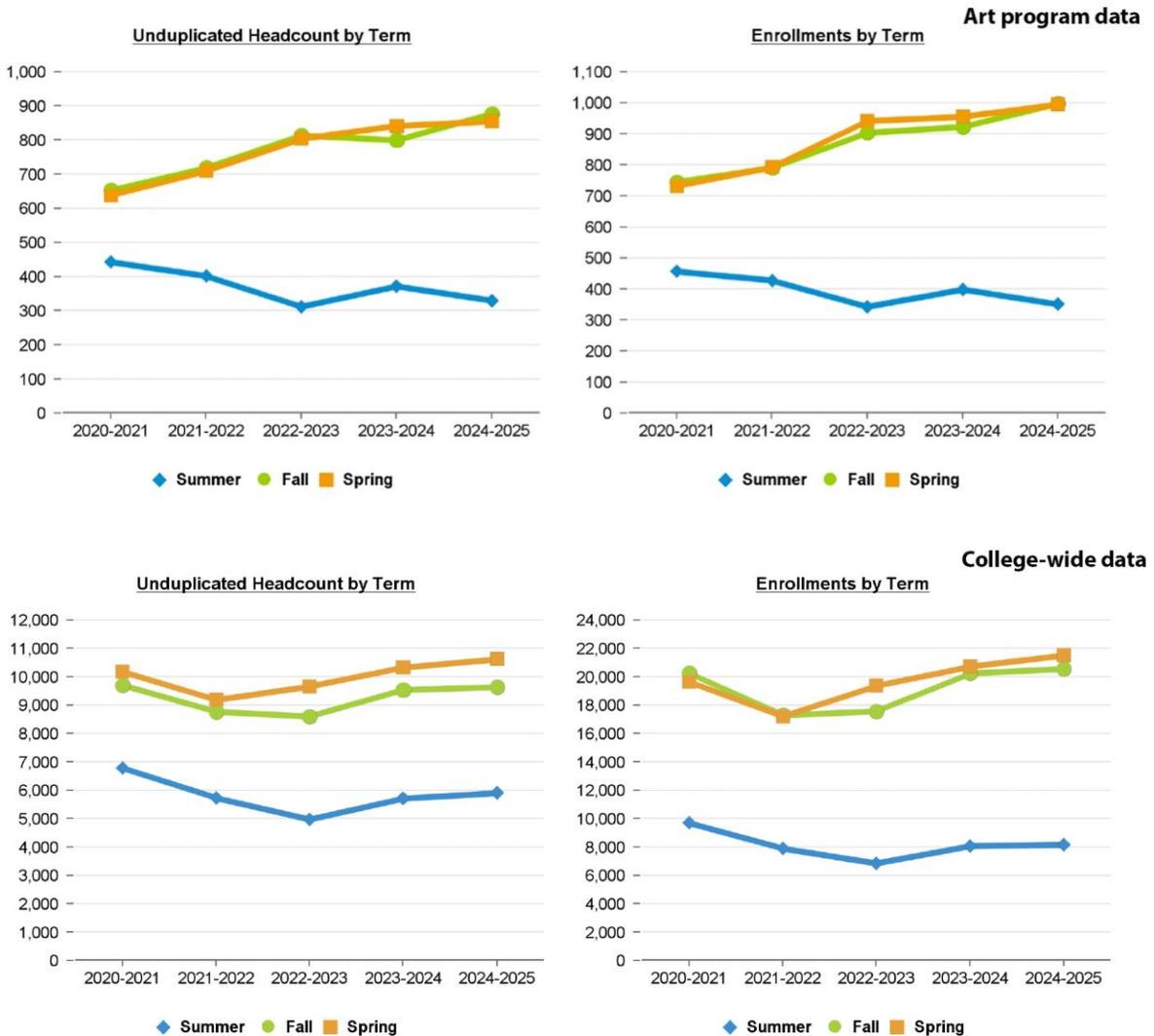
3.B.   EQUITABLE ACCESS
Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:
i.   PROGRAM ACCESS: How do your program enrollment demographics compare to that of the College as a whole and/or Division? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?
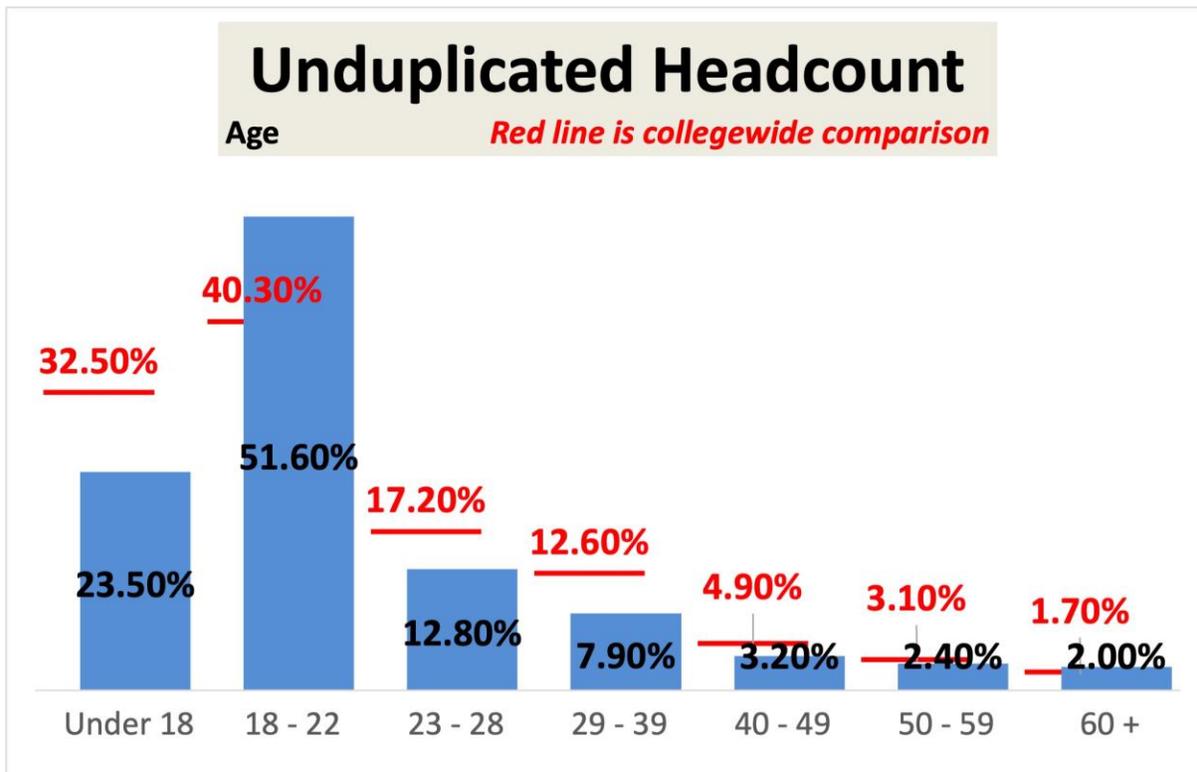
Enrollment by gender is comparable between the College-wide and the Art Program statistics, with just a few percentage point variation. Like the college, we have more female students and fewer males.
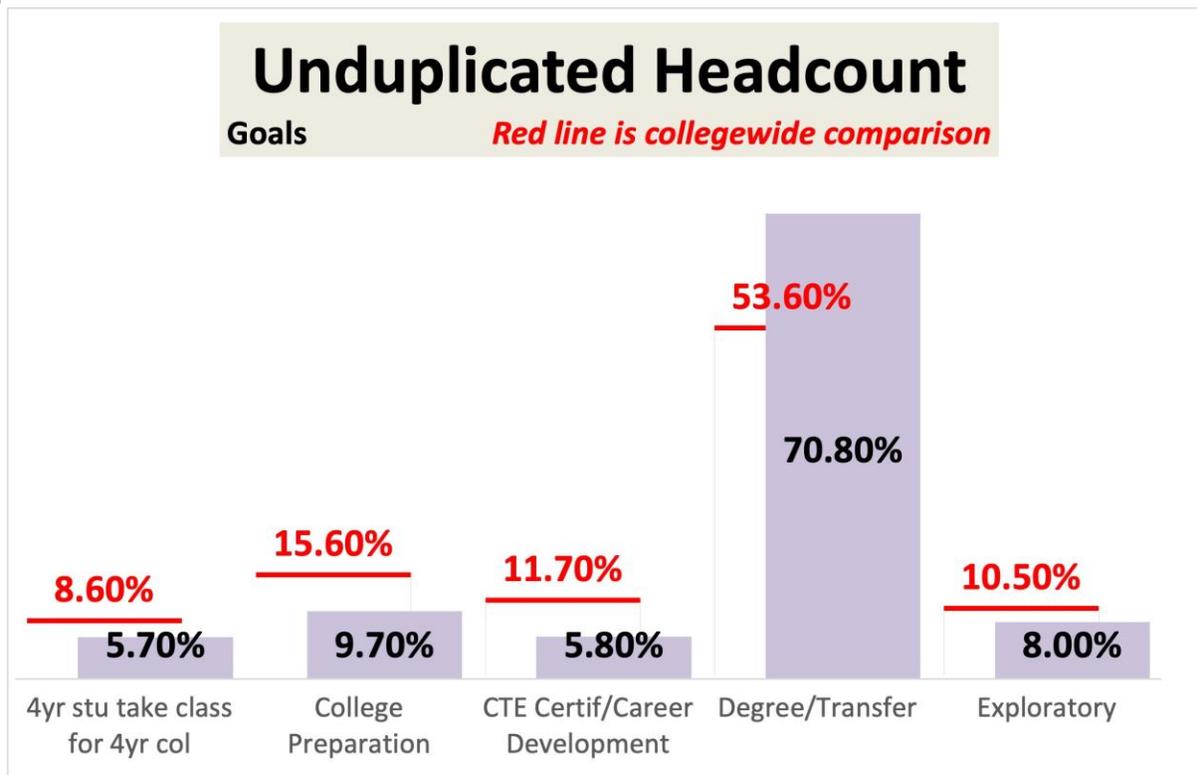

The enrollment percentages by ethnicity exhibit a few more significant variations. The Art Program has 5.2% more Filipino enrollments than the college, 2.5% fewer White Non-Hispanic students, and 2.3% fewer Asian Students. The Filipino higher percentages are reflected across all of our curriculum areas, including Art History, Art Appreciation, and Studio Art Course. The enrollment percentages are similar to those of the colleges (with differences of less than 0.5%) for Am. Ind./Alaska Native, Black-Non-Hispanic, Pacific Islander, Hispanic/Latino, and Multirace students.
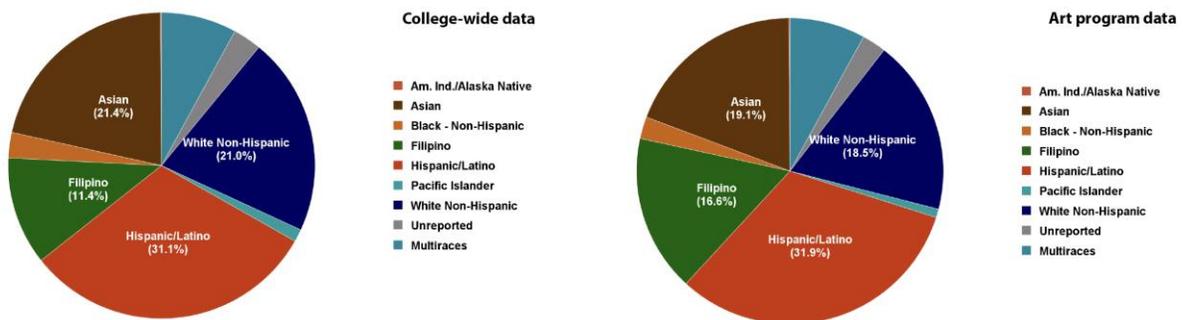
The enrollment by age also shows some significant differences. The most considerable variations are that the Art Program has 11.3% more 18–22-year-olds and 9% fewer students under the age of 18. We may have fewer high school-age students because we don't offer an extensive dual enrollment program, unlike some other programs. Like the college, 18–22-year-olds make up our largest enrollment group, followed by students under 18, which together make up 75% of our enrollment.

Unduplicated Headcount

Age — *Red line is collegewide comparison*

Age	Collegewide (red)	Art Program (blue)
Under 18	32.50%	23.50%
18 - 22	40.30%	51.60%
23 - 28	17.20%	12.80%
29 - 39	12.60%	7.90%
40 - 49	4.90%	3.20%
50 - 59	3.10%	2.40%
60 +	1.70%	2.00%

The enrollments by goal also have some larger variations. The Art Program has 17.2% more students with degree or transfer goals. We have 5.9% fewer CTE/Career Development students and 5.8% fewer College Preparation students. There are minor variations in students with an exploratory goal, with the Art Program having 2.6% fewer and 2.9% fewer 4-year students taking classes for a 4-year college. Reflections: The Art Program has three Art degrees, contributes to the Interdisciplinary Arts and Humanities degree, Global Studies AA_T, and International Studies AA, plus has GE courses that fulfill the Arts and Humanities requirement. This accounts for a large percentage of our students' degree and transfer goals. We have a smaller number of CTE classes, since most fall under DMAD.

Unduplicated Headcount

Goals   *Red line is collegewide comparison*

4yr stu take class for 4yr col	College Preparation	CTE Certif/Career Development	Degree/Transfer	Exploratory
8.60% (red)	15.60% (red)	11.70% (red)	53.60% (red)	10.50% (red)
5.70%	9.70%	5.80%	70.80%	8.00%

For units taken in the last five years, the Fall data report indicates that the Art program has 9.8% more full-time students and 9.6% fewer part-time students. This is interesting, as a significant percentage of students in studio art classes take classes for personal enrichment on a part-time basis. However, overall, the majority are degree-seeking students who tend to be full-time.

For enrollment by demographics, areas to note are that the Art Program has 3.4% more students identifying as low-income, a higher Promise Cohort of 10.3%, and 10.1% more continuing students. 5.5% fewer first-time students, 8.5% fewer first-time transfer students. Reflections: The art program has worked to increase the accessibility of our classes to low-income students through our low-cost and OER/ZCT goal measures, which appear to be effective. We also have a few dedicated Promise Scholar sections in our program. Reflections on why fewer first-time students: Skills learned in art courses, such as visual literacy, painting, ceramics, or sculpture, can benefit students regardless of their career or transfer goals. However, the arts may be seen as extra-curricular and elective. We believe the numbers are low because of the perception of the arts. It is possible that students eventually "discover" the arts, which accounts for our high enrollment among first-time transfer students.

One external factor that negatively affected access in this cycle was the COVID-19 pandemic, which limited access to in-person classes and required students to have the resources and support to take online courses successfully. One positive external force was the availability of free college in our district, along with the elimination of material fees and collaboration with the Promise Scholars program, all of which reduced financial barriers for our students.

ii.   COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?

Many of our studio courses were reduced at the start of the pandemic, but they have since rebounded, and in our 2D areas, they have expanded with the addition of online offerings.
Growth:

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- Enrollment in Art 101, History of Western Art, increased, with additional sections offered due to long waitlists.

- We increased enrollment in Art 221 and 222, Painting I and II, and Art 204 and 205, Drawing I and II, through the expansion of online offerings alongside face-to-face offerings.

- Photography course enrollments have increased with the expansion of Photography course sections offered through the high school Dual Enrollment Program.

- Art 214 has seen an increase in enrollment, resulting from expanded offerings and the addition of extra sections when a waitlist is present. Art 214 Color is rotated online and face-to-face.

- · Printmaking I Art 234 and Printmaking II Art 239 were not offered in most of the last cycle due to the retirement of a faculty member, COVID, and equipment needs. We were able to bring it back in the previous year with a new instructor, and it is now growing in enrollment. We aim to expand it further by securing a dedicated printmaking lab space.

Smaller or Declining enrollments:

- Art 107, Art of Our Times, and Art 117, Art of Africa/African Diaspora, have experienced somewhat lower enrollments in the last few semesters compared to other Art History offerings. They have always been smaller, but we are working to increase them. Our Art History full-time faculty member has updated the curriculum and worked with counseling to better promote our full range of Art History courses, since they all fulfill the Arts and Humanities GE requirements. She is also working to connect Art 117 with the Umoja-ASTEP learning community. We have also increased marketing for these courses with flyers. Notably, enrollment in Art 117, the Art of Africa/African Diaspora, has an 11.8% African American enrollment rate, compared to the Art Program's 2.3% and the college's 2.7%. This demonstrates the importance of courses where students see themselves represented and working to promote and help this class thrive.

- Art 431 and 431 Digital Imaging and Photoshop have experienced declining enrollments; however, they have been refocused within the DMAD Program by removing the Art cross-list and updating the curriculum.

- · Art 435: Digital Illustration had low enrollment and was deleted from our program.

- Art 171 Visual Theory and Practice: Photography struggled with enrollment for several semesters; as a result, we decided to delete the course.

- Our Art Gallery class is small, but it is a 1-unit non-faculty load course to support the gallery. We plan to change the name and update the curriculum to increase enrollment.

Conclusion:
Our enrollment has grown significantly over the last cycle, with expanded online offerings contributing to this growth, particularly through the addition of more sections of Art History and 2D Art. Another contributor is the expansion of dual enrollment sections in Photography.

iii.   What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.
We have implemented several strategies to make our courses more accessible, including:

1.   We have increased equity and access to the study of Visual Arts and Culture by reducing financial barriers through efforts to achieve 100% ZTC/OER and 100% reusable art tools supplied by the college, rather than requiring students to purchase them. 92% of Art courses currently meet OER/ZTC, and 68% of studio art courses cover reusable tools. We aim to meet these criteria within the next three years.

2.   We have developed strategic two-year scheduling plans that incorporate a variety of modalities to meet our enrollment trends. Including multiple modes of class offerings, including online and face-to-face, late start courses, and evening and day classes.

3.   We offer numerous clubs to raise awareness and provide students with access to the studio arts, often leading to class enrollments. This includes the Ceramics Club, Photography Club, and the recently formed Art Club.

4.   We have increased our interdisciplinary collaborations with other programs to expose more students to the Arts and our course offerings. Some examples include:
a.   The Art Gallery Faculty Coordinator presented original, curated exhibitions, including Growing Up Asian, Homebound, and Civilization Blues, each of which featured events and programming that drew community members to Skyline College. Most recently, the gallery hosted Skyline Librarian Majdolene Dajani and artist Shirin Khalatbari in an event titled "Women in Mesopotamia" during Women's History Month. Others include musical performances, artist panels, and performance art. For the exhibition "Homebound," the Faculty Coordinator collaborated with professors from History, English, and Geography to create assignments based on the artworks. The highlight of the gallery takes place every spring, when Skyline's student artists are featured in the Annual Juried Art Show, open to all registered Skyline students.
b.   Our Painting faculty created opportunities for Cipher students to develop a small-scale moveable mural at Rock the School Bells.
c.   Our programs Studio Art Lab Coordinator led a campus-wide collage project as part of the Critical Global Citizens Education Project, facilitating the creation of a collaborative art piece that brought together the stories, images, and creative works from our community.
d.   The Art Club collaborated with Active Minds to host a rock painting workshop in the Quad.
e.   Our Three-Dimensional Design Class created reading forts on campus to provide students with creative nooks for studying and working.
f.   Our Printmaking classes created mini prints in a vending machine located in the Building 1 lobby.
g.   Our Photography faculty led a photo workshop for students at Burlingame High School.
h.   Gallery Practicum students co-curated Library exhibitions for Arab American Heritage Month.
i.   Studio Art faculty and students collaborated with Talisman to bring together the visual and Literary arts in the yearly publication.
j.   For the Empty Bowls Service Learning Projects in this cycle, Ceramics collaborated with the College's Civic Engagement Initiative with related events in the Intercultural Center and library, Psychology with a focus on the impact of food on brain health, with our music and dance performing arts programs, with the library and digital photo class on an exhibition about hunger and nutrition, with the SparkPoint food pantry and Climate Corp Fellowship collaborating with our three-dimensional design class to create a "living block installation", with all members of the college at two hands-on bowl making flex workshops, and through expanded our bowl-making

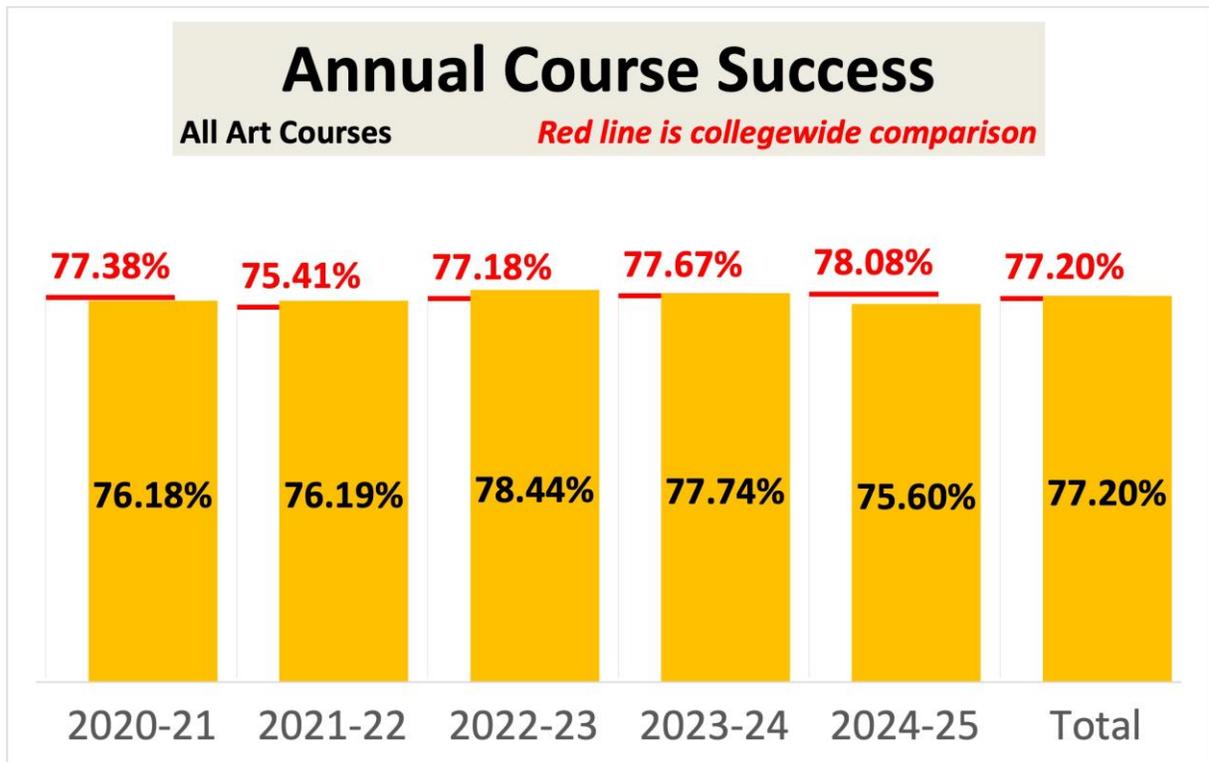partners to include multiple ceramics classes at CSM and Capuchino High School.

EFFECTIVENESS
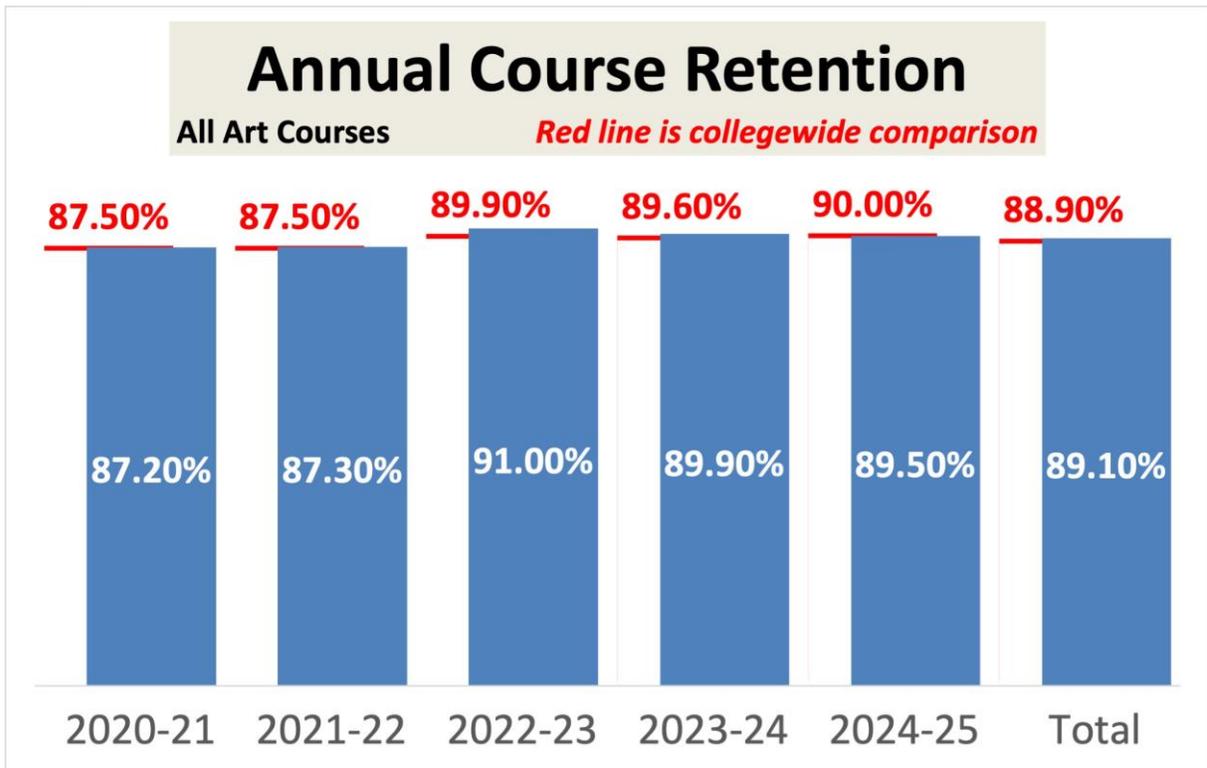
4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES
Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

i.   **How do the overall course success rates compare to the College and/or Division success rates?**
In the last five-year data (20/21 to 24/25):

- We have achieved an average success rate of 77.2% which is equal to the College's rate.

- We have also exceeded our Program goal of 75% success rates in the last 5 years.

- Our retention rate average is 89.10, slightly above the college's 88.9%.

Annual Course Success

All Art Courses   *Red line is collegewide comparison*

	2020-21	2021-22	2022-23	2023-24	2024-25	Total
Red line	77.38%	75.41%	77.18%	77.67%	78.08%	77.20%
Bar	76.18%	76.19%	78.44%	77.74%	75.60%	77.20%

Annual Course Retention

All Art Courses — *Red line is collegewide comparison*

| Year	Collegewide (Red)	Art (Blue)
2020-21	87.50%	87.20%
2021-22	87.50%	87.30%
2022-23	89.90%	91.00%
2023-24	89.60%	89.90%
2024-25	90.00%	89.50%
Total	88.90%	89.10%

ii.   What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).
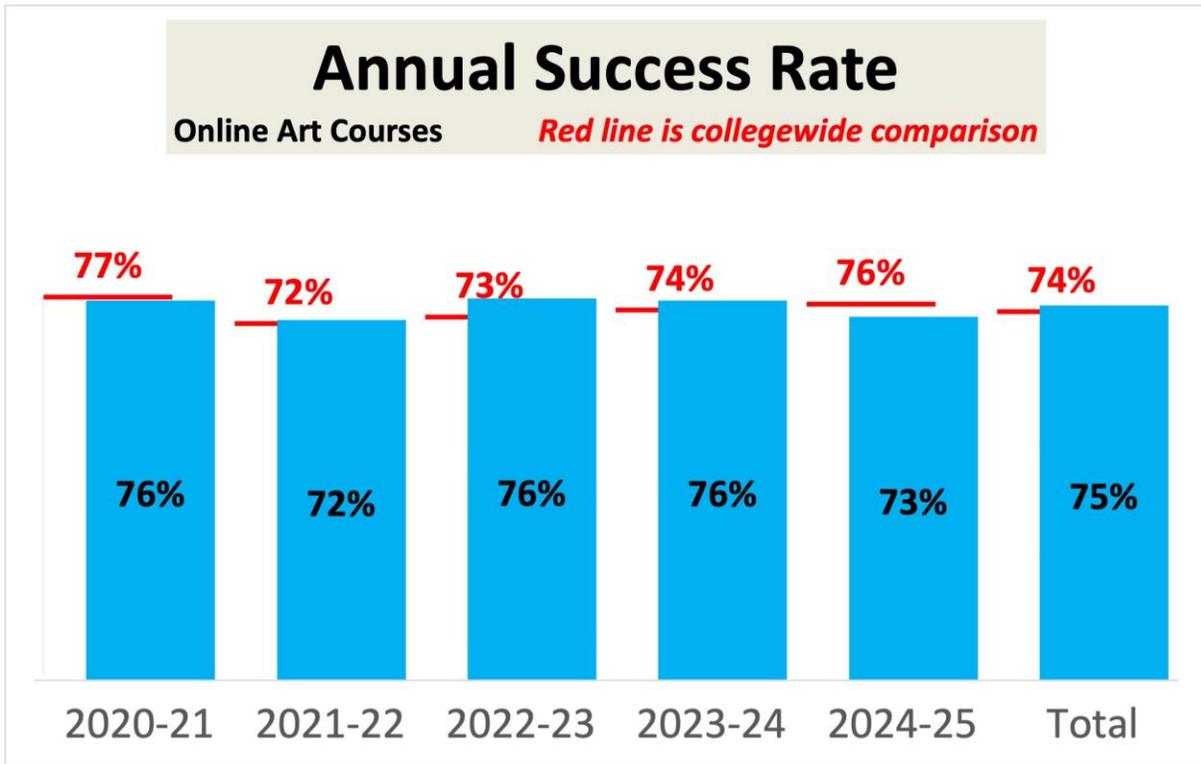
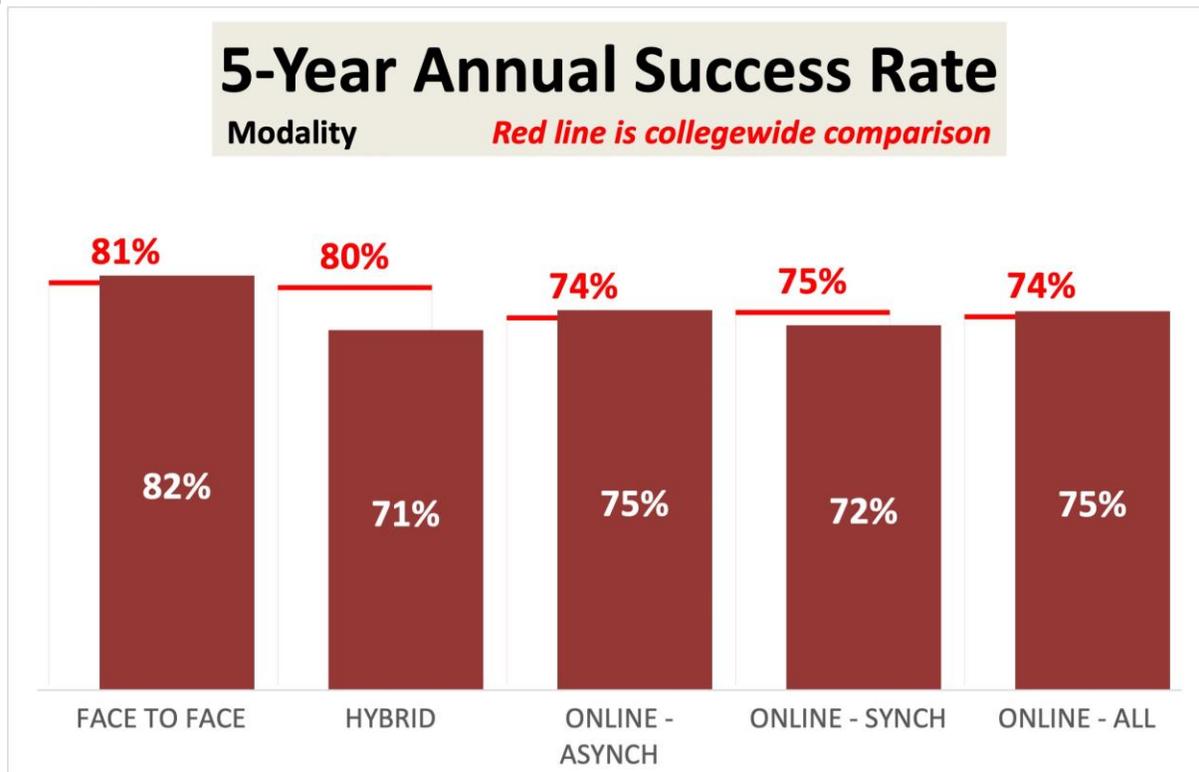In the last five-year data (20/21 to 24/25):

Success by modality:

- Like the College, the Art Program has a higher success rate for face-to-face classes than online offerings.

- The last five-year average success rate for in-person Art courses is 82%, and the College's is 81%. With yearly percentages above or below by no more than 2% variations.

Annual Success Rate — Face to Face Art Courses. Red line is collegewide comparison.
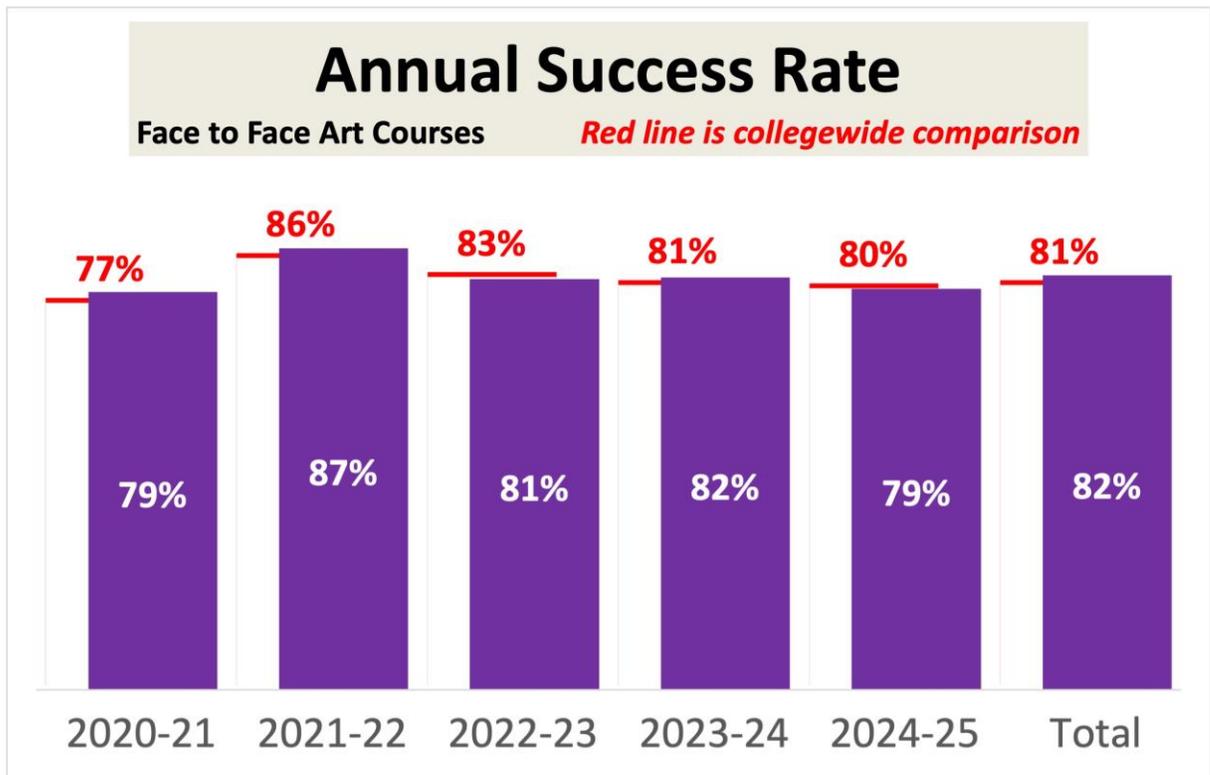
- We have achieved an average success rate of 75% online over the last five years, and the College has achieved a success rate of 74% online.

- We have been working to meet or exceed the College's online success rates as part of our ongoing program goals, while also significantly expanding our online enrollments. We have improved since our last CPR, which showed our online average was 7.6% lower than the College's. In this cycle, Art success rates generally met or exceeded the rates of the College each year and were above the total average by 1%. Last year's success rates were an exception to this trend, being 3% lower in Art than for the College.

- For the same data in retention, the last CPR cycle, we were 6.4% below the College and are now only 1% below, closing the gap by 5.4%. The retention rate of the Art Programs' online classes is 86%, and the College's is 87%.

Annual Success Rate
Online Art Courses — Red line is collegewide comparison

	2020-21	2021-22	2022-23	2023-24	2024-25	Total
Red line	77%	72%	73%	74%	76%	74%
Bar	76%	72%	76%	76%	73%	75%

- We don't offer many hybrid courses, but it is notable that those are not meeting our 75% program benchmark and are lower in success than the College-wide by 9%. Given the small data set (1 class), this sample is statistically inconclusive.

- We are also no longer offering synchronous online courses, which have had a lower overall success rate, despite being fewer in number compared to asynchronous classes, which have been the majority of our online course offerings.

- Because Art offered so few synchronous online courses during the latest CPR cycle, representing only about 5% of the total online enrollment for Art, combining the synchronous and asynchronous data does not result in a large change in total online success rate compared to that of asynchronous courses alone.

5-Year Annual Success Rate
Modality — *Red line is collegewide comparison*

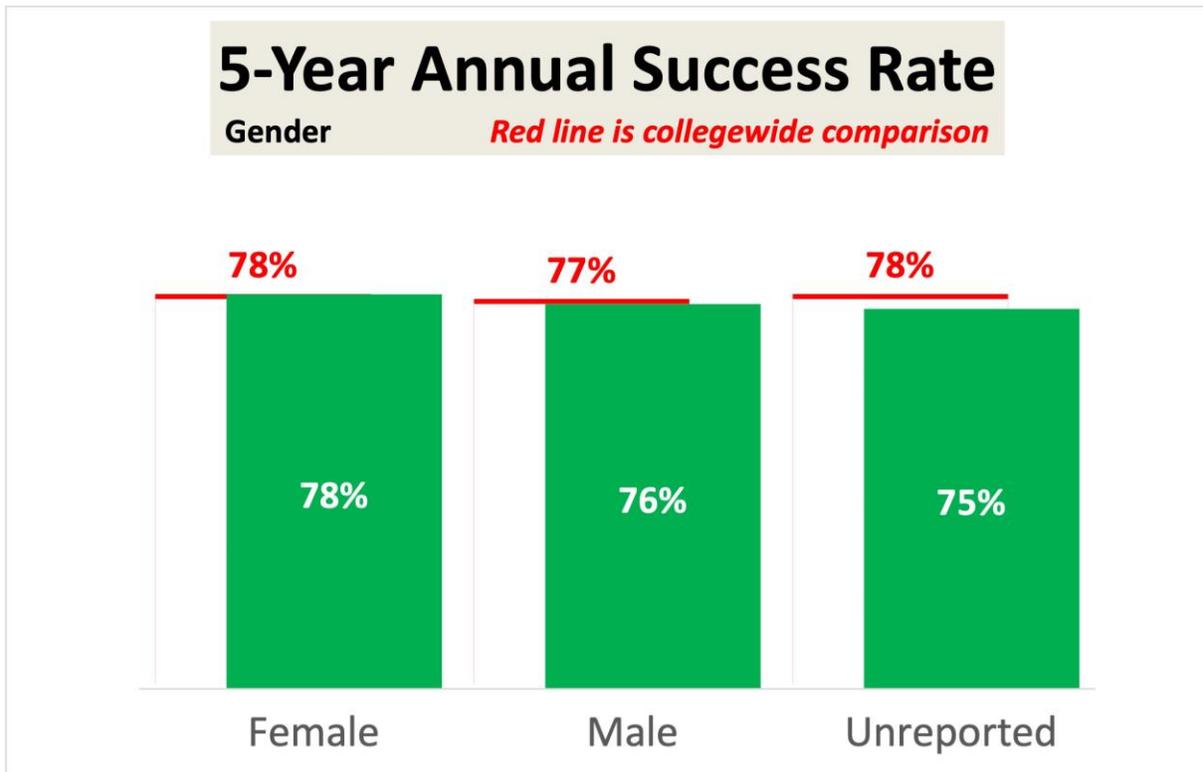| Modality	Success Rate	Collegewide (Red line)
FACE TO FACE	82%	81%
HYBRID	71%	80%
ONLINE - ASYNCH	75%	74%
ONLINE - SYNCH	72%	75%
ONLINE - ALL	75%	74%

Reflections for success by modality

We are meeting our Program goal of increasing success and retention in online courses, closing the gap between College-wide and Art data over the last five years. We still have work to do to close the gap between our face-to-face and online, especially since we have more online enrollments than face-to-face. We have also limited our late-start offerings as those further impacted our online success. We are analyzing individual course success data for online courses as part of our goal to improve online success rates.

Even with high online retention rates, we have observed many online students disengage from our online classes, resulting in lower success rates. The SLO assessments are meeting our 75% benchmark for students who submit work to be assessed, reinforcing the issue of higher rates of students who stop participating in online classes, rather than due to unsuccessful work. We are working on promoting Early Alert, Online teaching strategies, and student outreach strategies to all Art Instructors.

Success by gender:

- Art success for males is 76% average, compared to the College's 77%

- Art success for females is 78% average, equal to the College's 78%.

- Art success for unreported gender is 75% average, compared to the College's 78%.

5-Year Annual Success Rate

Gender   *Red line is collegewide comparison*

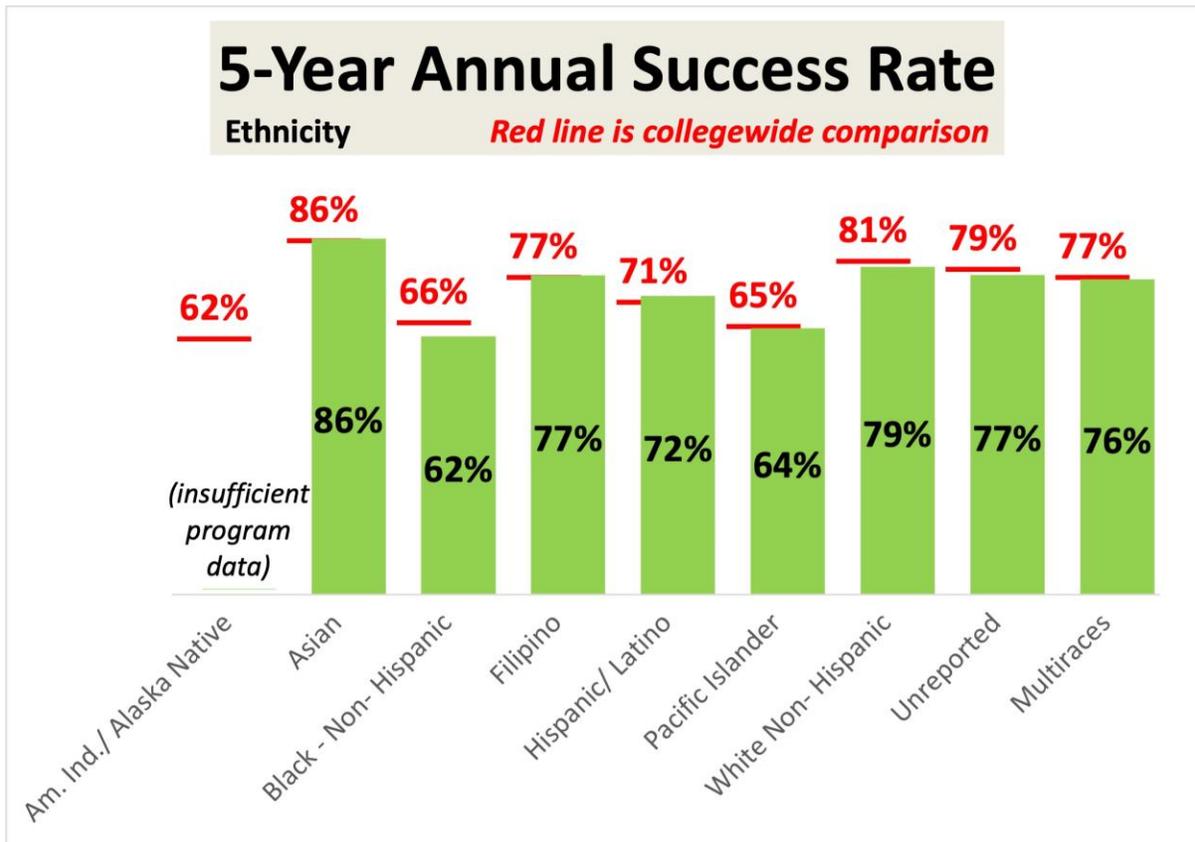| Female	Male	Unreported
78% (red line)	77% (red line)	78% (red line)
78%	76%	75%

Reflections for success by gender:
The Art Program and College have similar success rates for male and female students, with equal rates for females and a 1% lower rate for males. For unreported students, the gap is larger, with the College having a 3% higher success rate than the Art Program. Our unreported gender student category is relatively small, representing 4% of total enrollment. In all gender categories, we are reaching our 75% success benchmark.

Success by ethnicity:
- AI/IN too small to assess

- Equal or higher success rates for Asian, Filipino, and Hispanic/Latino students

- Lower success rates for Black-Non-Hispanic students by 4%

- Lower success rates for Pacific Islander students by 1%

- Lower success rates for White Non-Hispanic students by 2%

- Lower success rates for Unreported students by 2%

- Lower success rates for Multi-race students by 1%

5-Year Annual Success Rate
Ethnicity — *Red line is collegewide comparison*

Red line (collegewide) values: Am. Ind./Alaska Native 62%, Asian 86%, Black - Non-Hispanic 66%, Filipino 77%, Hispanic/Latino 71%, Pacific Islander 65%, White Non-Hispanic 81%, Unreported 79%, Multiraces 77%

Bar (program) values: Am. Ind./Alaska Native (insufficient program data), Asian 86%, Black - Non-Hispanic 62%, Filipino 77%, Hispanic/Latino 72%, Pacific Islander 64%, White Non-Hispanic 79%, Unreported 77%, Multiraces 76%

Reflections for success by ethnicity:

Our success by ethnicity is comparable to that of the College in most categories. The most significant gap is in the success rates for Black-Non-Hispanic students, which is 4% lower than the College and, like the College, is our lowest success ethnic group. Pacific Islander success is the second-lowest success group, followed by Hispanic/Latino. These three groups are all under our program's 75% success goals.

Black non-Hispanic students in the Art Program have lower success rates compared to the College as a whole, with an average of 62% in the Art Program and 66% for the College.

- Our success data fluctuates for Black Non-Hispanic students. For example, for the most recent semesters, Spring 2024 had a 90% success rate, while Fall 2024 had a 75% success rate. In contrast, Fall 2023 had a 50% success rate and Spring 2025 had a 63% success rate. Small data sets may increase variation in success rates.

- The data set is small. Black Non-Hispanic students make up 2.3% of our unduplicated headcount in the last cycle. The numbers have increased over the past five years from 1.6% in 20/21 to 2.8% in 24/25. The range is from 4 to 32 students per semester.

- More Black Non-Hispanic students are enrolled in online courses than in face-to-face courses. Enrollments and success have increased in both over the last 5 years. In 23-24 and 24-25, we had 35 students with a success rate of 77% in face-to-face classes and 74 students with a success rate of 68% in online courses. Both are higher than our five-year average, demonstrating progress. We continue to work towards closing the gap between online and face-to-face success for our Black non-Hispanic students.

- To investigate further, we examined the success of Black non-Hispanic students in the 5-year individual course data.

SKY Dept - Art

- o Our largest student enrollments among Black non-Hispanic students for the last 5 years were in Art 101, 130, 221, 117, and 115. These are all GE courses.

- o Art 101 had the largest headcount and success rate in the 5-year data (34 students, 69% success rate, which is higher than the Art department and the College).

- o The highest percentage ratio of Black Non-Hispanic students in an Art course was 11.8% in Art 117: Arts of Africa and the African Diaspora. This is significantly higher than others, suggesting possible enrollment gains due to students connecting with the course material that reflects their ethnicity. Over the last five years, 18 Black non-Hispanic students enrolled in Art 117, but only 50% of them successfully completed the course. To increase enrollment and success, we are going to work to connect Art 117 to the Umoja - ASTEP learning community, which offers transfer support with a focus on the African American community college experience through the nurturing of knowledge, intellect, academic exploration, cultural, and spiritual identities, gifts, values and practices. Our full-time Art History Professor will work to complete the requirements to make this course inclusion possible.

- o Our two classes with the lowest success rates for Black Non-Hispanic students are Art 130 and Art 117. Both were only offered online. Given our higher face-to-face success rates, these online-only courses may have contributed to lower overall success rates. Art 130 also had poor late start overall success rates, which may have further compounded the issue.

Class	% Black-non-Hispanic students	Number of students is 5 years	Success rate
Art 101	1.5%	34	69%
Art 130	4%	25	50%
Art 221	2.9%	19	53%
Art 117	11.8%	18	50%
Art 115	4.1%	12	75%

Pacific Islander students in the Art Program have a similar success rate to that of the College, with ours just 1% lower. However, at 64% this is lower than our program goal of 75%.
- The dataset is small, with Pacific Islander students comprising less than 1% of our enrollments. The range is from 1 to 9 students per semester. Given the small data set, this sample is statistically inconclusive.

Hispanic/Latino students are nearly meeting our program goal of 75% success, with a 5-year average of 72%. We exceed the College's rate by 1%, but we still strive to meet our program goal.
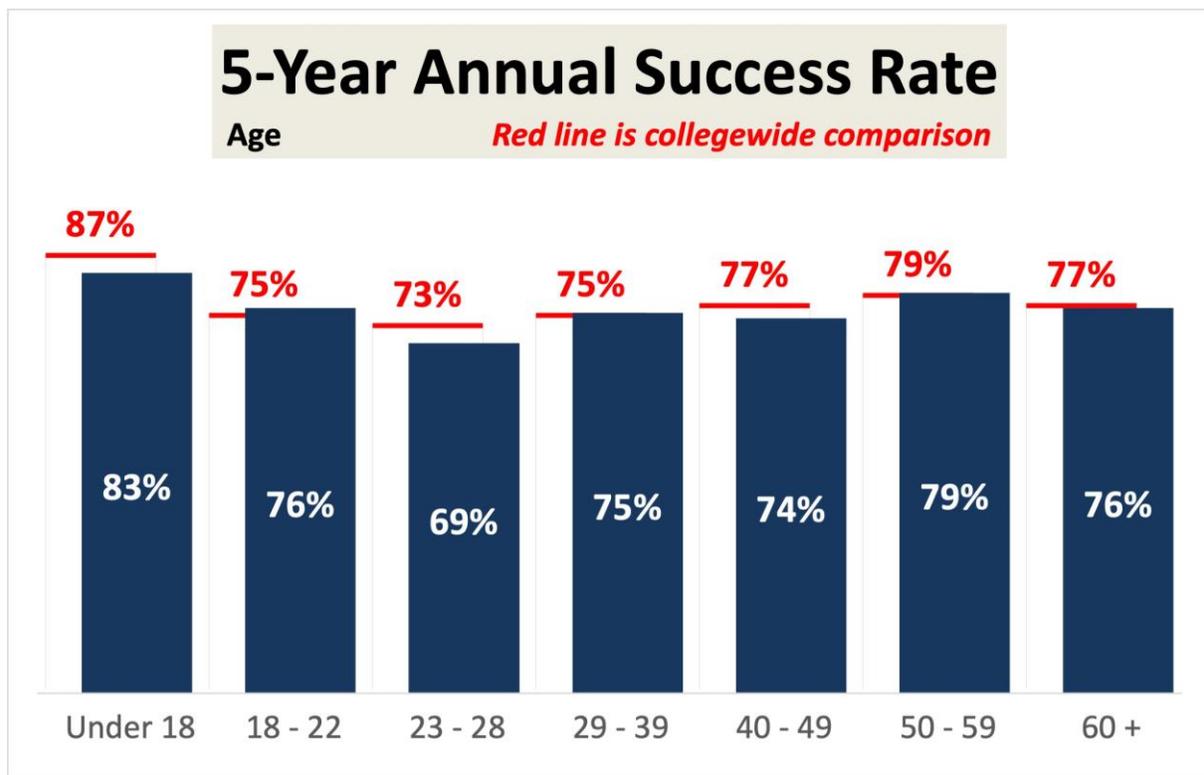- Hispanic/Latino student enrollment in Art classes has increased from 30.6% in 20/21 to 35.5% in 24/25.

SKY Dept - Art

- The highest unduplicated headcount for Hispanic/Latino students in a course is in Art 101 (758 enrolled students; 76% success rate).

- In other Art courses with large unduplicated headcounts for Hispanic/Latino students:

  - Art 351 had an unduplicated head count of 281 students and a success rate of 64%. We have expanded dual enrollment offerings of this course. Overall success rates have fluctuated drastically, for example 71% in Fall 2024 and 43% in Spring 25.

  - Art 130 had an unduplicated head count of 222 students and a success rate of 53%. We have stopped offering this as a late-start course, which had low success rates.

  - Art 204 had an unduplicated head count of 215 students and a success rate of 63%.

  - Art 221 had an unduplicated head count of 209 students and a success rate of 68%.

Success by age:

- In reviewing success by age, Art is comparable to the college in most age group categories. We exceed the College in the 18–22-year-old category (our largest enrollment) by 1%.

- We are 3-4% behind the college success rates in the following age groups: Under 18, 23-28, and 40- 49.

- Compared to the College, 23–28-year-olds make up a 5% smaller percentage of our students; 40–49-year-olds make up about 2% fewer of Art students than the College-wide average.

5-Year Annual Success Rate
Age — Red line is collegewide comparison

Age	Red line	Bar
Under 18	87%	83%
18 - 22	75%	76%
23 - 28	73%	69%
29 - 39	75%	75%
40 - 49	77%	74%
50 - 59	79%	79%
60 +	77%	76%

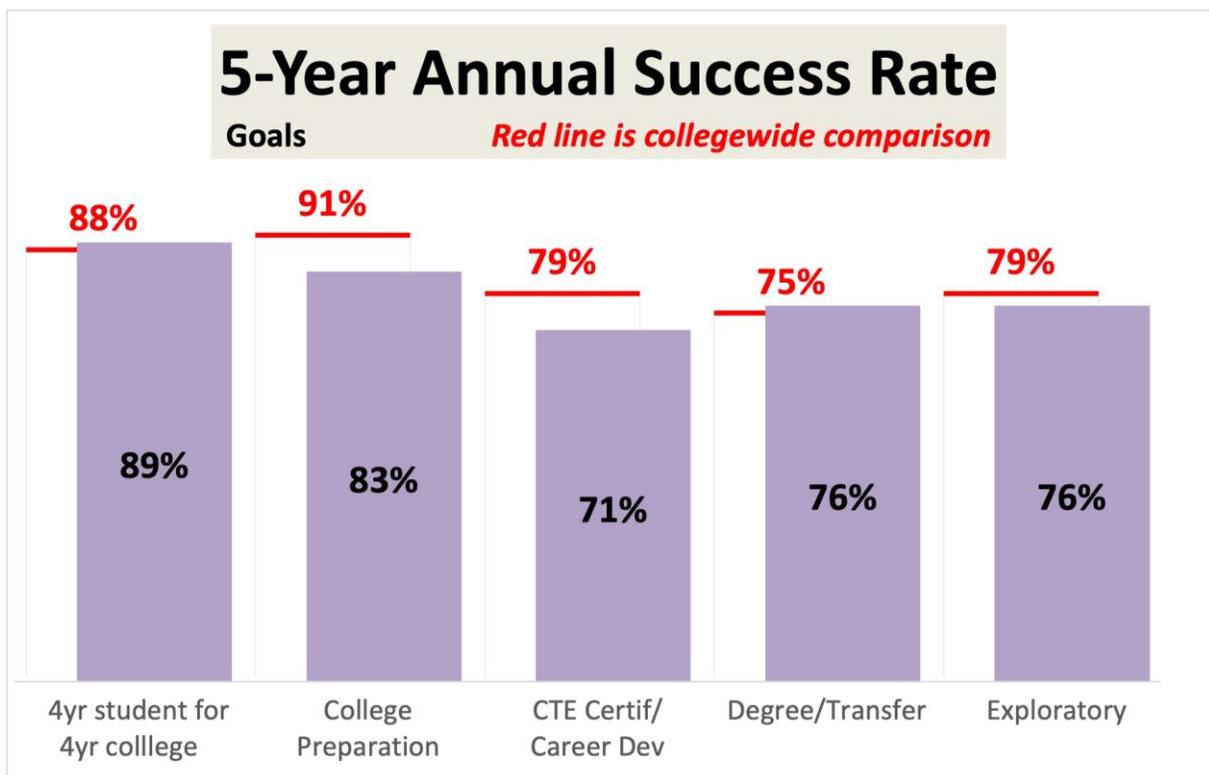**Reflections for success by age:**

- We have expanded our dual enrollment high school offerings, which make up most of our under-18 age group. Summer courses also see an increase in this age group. Although we are under the College rate, our success rate of 83% is still high.

SKY Dept - Art

- Students may be more likely to take Art courses for personal enrichment in the age groups over 22. If so, this may make passing the course less of a focus, impacting our success by age.

Success by goals:

- We surpass the college-wide success rate by 1% in our largest enrollment group, students who have a goal of Degree/Transfer. This group comprises 71% of the Art Program's unduplicated headcount.

- We meet our overall program benchmark of 75% in all goal categories except CTE Certification/Career Dev, one of our smallest goal groups at 6%.
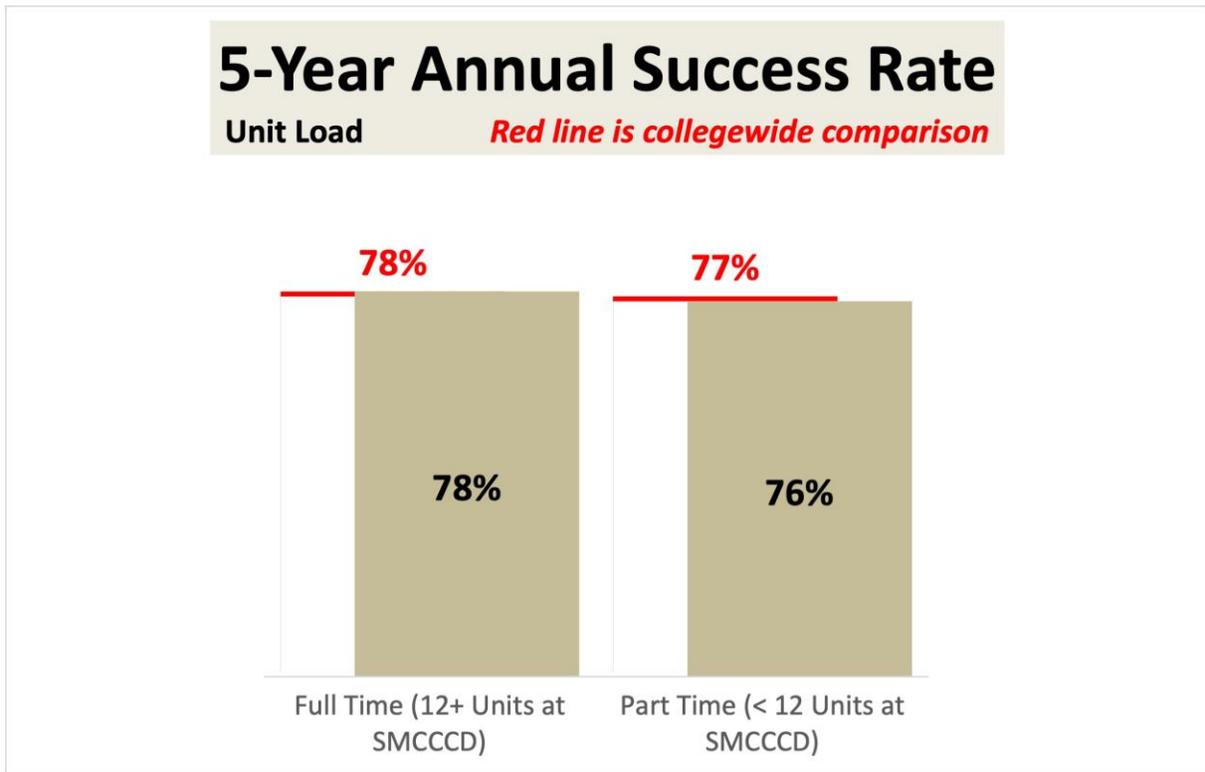
5-Year Annual Success Rate

Goals — *Red line is collegewide comparison*

	4yr student for 4yr colllege	College Preparation	CTE Certif/ Career Dev	Degree/Transfer	Exploratory
Collegewide (red line)	88%	91%	79%	75%	79%
Success rate	89%	83%	71%	76%	76%

Reflections for success by goals:

- We have much higher enrollment of degree-transfer students than college-wide (+17%) and lower enrollments in other goal areas. This makes sense given the degree and GE applicability of our courses. It is great to see that we are exceeding College rates in our largest goal category.

- The cross-listed CTE courses in this data set have moved to DMAD in the last few years, further reducing the percentage of CTE students.

- We meet our program success benchmark in other goal areas.

Success by unit load:

- In terms of unit load, we are comparable to the College-wide success, with just a 1% lower rate in part-time success and equal in full-time success.

5-Year Annual Success Rate

Unit Load   *Red line is collegewide comparison*

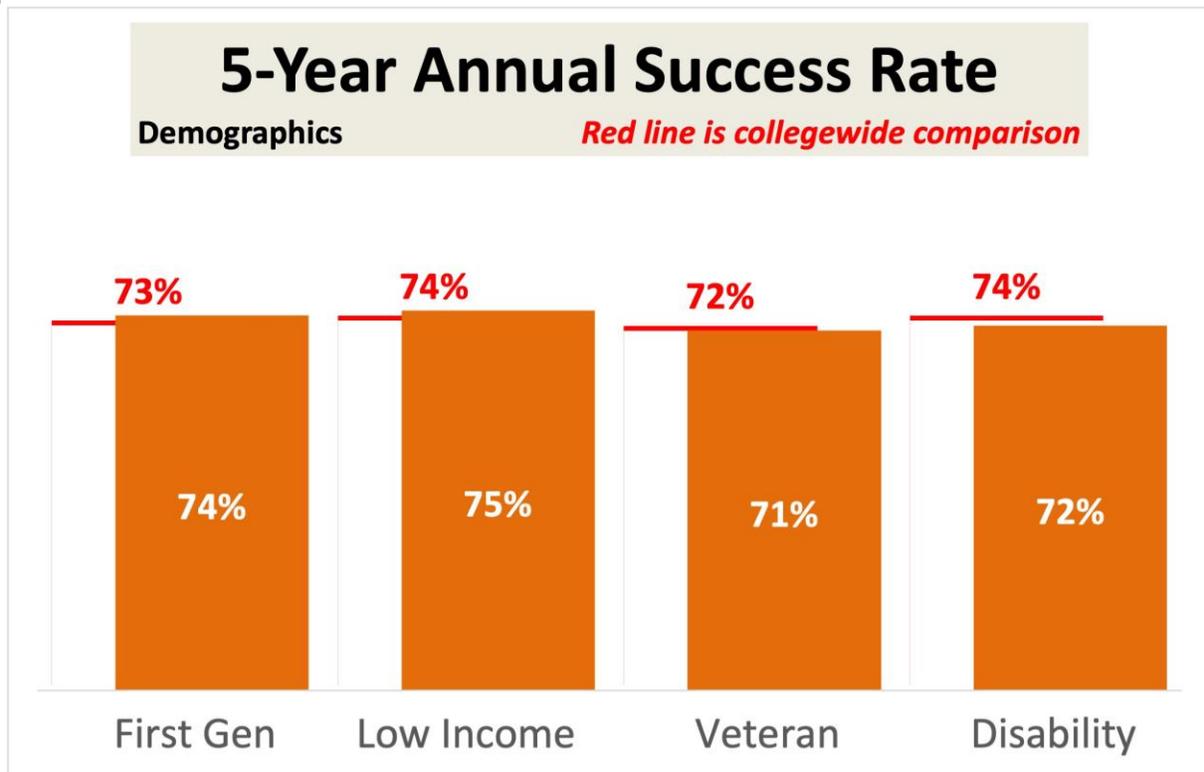|	Full Time (12+ Units at SMCCCD)	Part Time (< 12 Units at SMCCCD)
Red line	78%	77%
Bar	78%	76%

Reflections on success by unit load:

- We exceed our program success benchmark of 75% for both full-time and part-time students.

Success by demographics:

- We have comparable success rates to the College by demographics.

- We have equivalent unduplicated headcounts to the college for veterans (3.5%) and students with disabilities (4%), and slightly lower success rates.

5-Year Annual Success Rate
Demographics *Red line is collegewide comparison*

	First Gen	Low Income	Veteran	Disability
Collegewide (red line)	73%	74%	72%	74%
Program	74%	75%	71%	72%

Reflections of success by demographics:

- It is great to see our low-income student success rate meeting our program's 75% goal. We have been working to make art courses more affordable for students by removing materials fees, providing reusable materials, and using OERs and ZTC texts.

- We surpass the College in success rate for first-generation students, which make up 48% of our unduplicated headcount.

iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

• Modality: Both the College and the Art Program show lower success rates for online classes. Online class success requires self-motivation and discipline, technology, a conducive workspace, and the willingness to ask for help. The convenience of online courses may be attractive to students with impacted schedules or transportation conflicts, even though some may not be prepared for success.

• Gender: Success rates are similar in the Art Program and the College. Lower success rates among students who did not report their gender may correlate with negative feelings regarding inclusion and representation.

• Ethnicity: Success rates are similar in the Art Program and the College. The difference in success rates among ethnic groups may be influenced by the lack of cultural relevance in the curriculum, representation in course material, or systemic barriers to equitable engagement.

• Age: The College and the Art Program have higher success rates for students under 18, with rates lowest for those of ages 23-28. This may have to do with focus on college goals, with younger students more likely to be on a path from high school to achieve a 4-year degree. Success rates rise again in students aged 29-59, which may correlate with returning to education after a decision to change careers or build on knowledge and skills.

• Goals: Students with defined goals on their academic path may demonstrate higher engagement and persistence than those without. However, exploratory students may also have high success rates if they are taking courses for personal enrichment and are invested in their growth.

• 	Unit load: Full-time students may have more time to dedicate to coursework, as well as more consistent access to academic resources. Part-time students may have less time for coursework due to pressing responsibilities in other areas of their lives.

• 	Demographic factors: First-generation students may not receive guidance from family due to lack of experience with academic systems. They may not know about student resources or understand expectations. Veterans may have difficulty navigating the shift from military to civilian/academic life, or may suffer from psychological conditions, like PTSD. Low-income students may be stressed or distracted by financial insecurity or work obligations. Students with disabilities may have inadequate accommodations.

4.B.   INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

Our program goal is to achieve course success rates of at least 75%, and we aim to continue meeting or exceeding the college-wide overall success rates. Because withdrawal counts against success, reconciling the statistics with success of students who stay in the class is difficult to ascertain. For example, at the end of ART 221, 90% of students who participate in the class have a passing grade, but the withdrawal rate suggests lower success.

The courses with five-year averages below this are:

- Art 130, Art Appreciation. This course is a GE survey course taught online. This course's success rates fluctuate from 43% to 79%. The late start offering of this course had a 44% success rate. Summer offerings of this course show the highest success, possibly due to student demographics and lower course load in the summer. This course will be updated as part of the Common Course modifications, and our faculty will provide input on the curriculum changes. In SLO assessments, instructors have noted that many students did not submit assignments and/or stopped participating in the class. This is a challenge that impacts online courses more than face-to-face courses. We have decided not to offer ART 130 as a late start course.

- Art 171, Visual Theory and Practice: Photography. This course is no longer being offered due to low enrollment. We have deleted the course.

- Art 204, Drawing I. This course had an average success rate of 71%, with success rates that fluctuate dramatically from semester to semester. The online and face-to-face success rates are comparable. The lowest success rates were in the evening sections at 66%.

- Art 221, Painting I. This course had an average success rate of 71%, with success rates fluctuating dramatically from semester to semester, ranging from 52% to 89%. The online and face-to-face success rates show a gap, with the online success for Art 221 at 65% compared to the face-to-face success of 77%. The morning in-person sections had the highest success rate, 5% above the afternoon and 6% above the evening sections.

- Art 301, Two-dimensional Design. This course had an average success rate of 71%, with success rates fluctuating widely across different semesters, ranging from 53% to 87%. The online success was higher at 75%, while the face-to-face success was 66%. The morning success rate is 20% higher than the

afternoon rate.

- Art 351 and Art 351.1, Black and White Photography I. These are the same course but are separated in the chart below. The combined success rate is 69%. This course has a face-to-face success rate of 78% and an online success rate of 57%. We are no longer offering it online; it was only online due to COVID and the Photography lab construction.

- Art 430, Introduction to Digital Art. This course has a 70% success rate, with variations fluctuating from 42% at the lowest to 83% at the highest. The online offerings have a 71% success rate, and the in-person ones have a 55% success rate. This class is mostly offered online.

- Art 431 and 432, Digital Imaging Photoshop I and II. These courses have moved to DMAD, with a removal of the cross-listed courses.

- Art 435, Digital Illustration. This course was deleted due to low enrollment.

- Art 479, Typography. This course has a success of 74%, and data shows increasing success trends.

- Many of our second-level courses have a sample size that is too small over the five-year data but tend to have higher success rates.

Skyline College

COURSE ENROLLMENT REPORT

2020-2021 to 2024-2025

Success Rate by Course	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	SU23	FA23	SP24	SU24	FA24	SP25	Total Success Rate	Total Withdraw Rate
ART-101	89%	76%	78%	85%	68%	75%	89%	81%	84%	97%	74%	78%	94%	71%	74%	79%	8%
ART-102		77%	84%		65%	100%		74%	60%		80%	84%		80%	77%	78%	8%
ART-105		64%			81%			89%			83%	98%		79%	82%	82%	10%
ART-107						81%			76%			85%		90%	57%	81%	8%
ART-115		88%	93%		73%			83%	73%		63%	69%		73%	64%	75%	9%
ART-117			72%		58%			89%			81%			76%	78%	76%	10%
ART-120		74%	75%			100%			86%			71%			64%	79%	15%
ART-130	71%	56%	66%	78%	44%	47%	56%	55%	59%	79%	44%	43%	73%	54%	61%	61%	17%
ART-171			50%					100%								68%	18%
ART-175		92%	92%		81%	85%		92%	92%		100%	96%		100%	93%	93%	4%
ART-204		70%	74%	68%	65%	81%	93%	59%	70%	83%	74%	69%	80%	69%	50%	71%	15%
ART-205		*	40%	67%	80%	100%	93%	75%	100%	86%	83%	78%	80%	77%	73%	80%	12%
ART-207		62%						90%			87%			67%		78%	17%
ART-214		69%	86%			73%		69%	76%		68%	84%		80%	88%	77%	11%
ART-217		*						*			*			*		63%	25%
ART-221		65%	76%	85%	64%	52%	80%	82%	71%	75%	60%	70%	89%	73%	60%	71%	16%
ART-222		*	*	*	*	*	*	*	44%	*	100%	86%	*	89%	75%	81%	11%
ART-231		91%	63%		100%		77%		80%	60%	79%	83%	67%	63%	86%	77%	15%
ART-232		*	*		*		*				*	80%	*	80%	*	86%	14%
ART-234														82%	100%	92%	8%
ART-239															*	*	*
ART-301		77%	67%		63%	53%		80%	68%		67%	84%		87%	58%	71%	16%
ART-350	100%	76%	73%	96%	74%	72%	87%	81%	76%	84%	75%	82%	95%	76%	80%	82%	9%
ART-351		76%	57%		86%			70%	85%		65%	64%		71%		73%	8%

Skyline College

COURSE ENROLLMENT REPORT

Success Rate by Course	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	SU23	FA23	SP24	SU24	FA24	SP25	Total Success Rate	Total Withdraw Rate
ART-351.1														70%	43%	54%	13%
ART-351.2														71%	81%	80%	2%
ART-351.3														*	*	83%	17%
ART-351.4														*	*	*	*
ART-352						90%			86%		*	85%				87%	11%
ART-353											*	*				*	*
ART-354			82%		93%	94%		89%	71%		71%	86%		73%	87%	83%	7%
ART-355					*	*		*	*			*		*	*	90%	10%
ART-401			74%			83%			93%		85%			86%	100%	87%	8%
ART-405		88%						50%	67%		92%	88%		92%	92%	83%	10%
ART-406		*						*			*	*			*	67%	33%
ART-411		69%	77%		91%	89%		92%	92%	86%	93%	97%	90%	91%	96%	90%	8%
ART-412					*	100%		89%	100%		89%	100%		86%	91%	95%	5%
ART-417					*			*	*		100%	*		*	100%	96%	4%
ART-418					*			*	100%		86%	*		91%	100%	93%	4%
ART-430	80%	72%	63%	77%	65%	68%	83%	65%	57%	79%	77%	55%	74%	42%	64%	70%	14%
ART-431	82%	68%	63%	79%	47%	84%	79%	60%	75%	75%	62%	93%				75%	11%
ART-432	*	43%	88%		80%	*	*	*	*		*					68%	18%
ART-435			50%			57%										53%	26%
ART-440	88%	67%		74%	80%		96%	74%	54%	88%	77%	83%	68%	69%	76%	77%	11%
ART-479			64%				70%			65%			91%			74%	16%
ART-665SF		100%	*		*	*			*			*		*	*	82%	18%

4.C. COURSE AND PROGRAM SLO RESULTS
What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:
i.   What percentage of course SLOs have been assessed during the past five years?
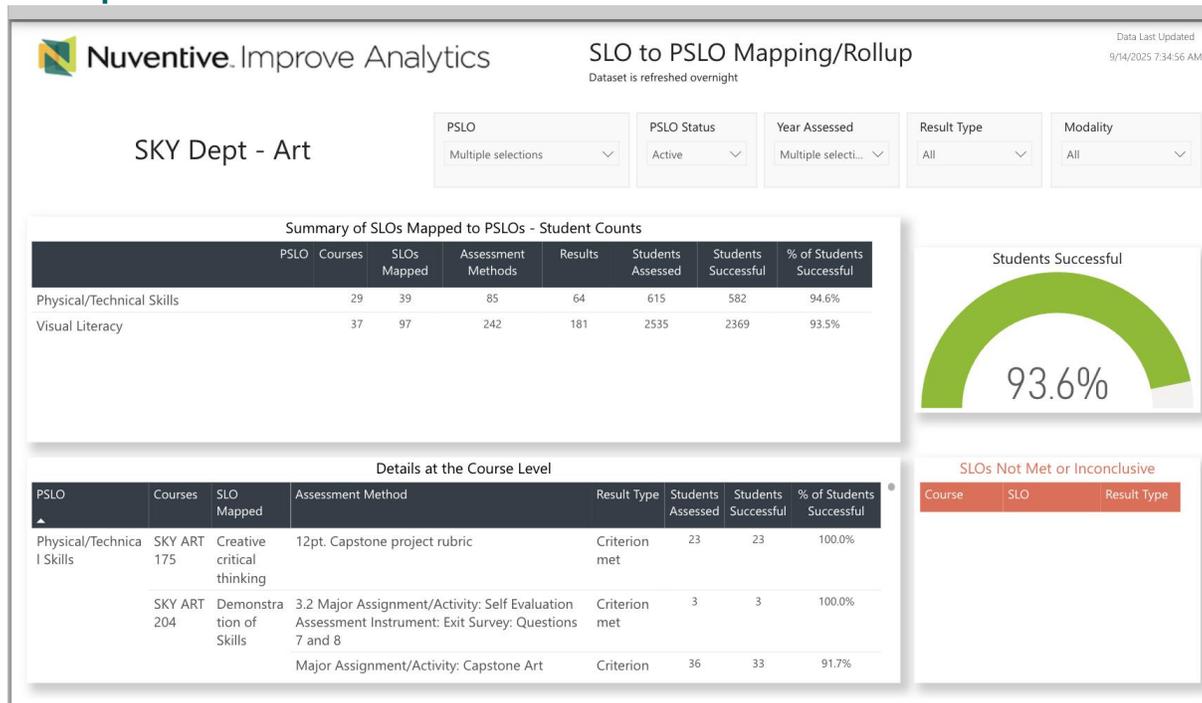**Number of Course SLOs:**
124

Percentage:
100

ii.   How well is the program meeting its PSLOs?
The art program's courses are mapped to our 2 Program SLOs, and the data from the last 5 years shows we are exceeding our 75% benchmark in both.
PSLO #1: Develop visual literacy through communication, analysis, and reflection of artworks and the concepts and influences from which artworks originate, with a 93.5% student success rate. PSLO #2: Develop physical/technical skills within an art/design-based medium to be used as tools for creative expression, with a 94.6% student success rate.

iii.   Are the PSLOs still relevant to your program? If not, what changes might be made?
Yes, we have reviewed and discussed our two PSLOs, and they are still relevant.

iv. Drawing from the last six years of course SLO assessment, which course(s) and/or course SLO(s) are of concern (e.g., not met or inconclusive results, those with action plans)?
SLO ASSESSMENT:
Our analysis of course SLO data for the last six years shows that our courses are meeting our SLO benchmarks. One ongoing trend is that technique and skills rank slightly higher than students' ability to communicate about their artwork. As a result, we have been implementing new strategies, starting with our last CPR, to enhance student self-reflection, oral interpretation, use of art terminology, and communication skills, with notable improvements observed across many classes. We are also acting to improve online success.
[Link to ART SLO Column Report](#)
1. Implement specific strategies and actions outlined by faculty assessments to improve self-reflection, oral interpretation, terminology use, and communication skills, including:

- Increasing in-progress critiques and discussions, self-reflection opportunities, and group ideation exercises.

- Further increase 2D critique rubric scores with additional critique walls for Painting, Color, Photo, and 2D Design.

- Add more creative writing, verbal exercises, and assignments to help students practice using art terminology.

- Emphasize the link between artwork and context to counter ethnocentric and egocentric views.

- For Art History courses, develop in-class activities to support students with analysis, reading comprehension, and writing; simplify lectures and highlight big-picture ideas. For online sections, shorten weekly intro videos and reduce the number of articles.

- For Art History courses, create additional discussion prompts that focus on the SLOs, especially the use of Art History vocabulary, geography, and understanding timelines.

- Incorporate more hands-on activities into Art History and Art Appreciation courses to boost engagement in discussions. We have started purchasing models of historical artifacts for experiential learning and will continue to expand this collection.

- For Art History courses, find ways to better explain the differences between modern, postmodern, and contemporary. Create more opportunities for students to practice using basic terms about the formal aspects and physical properties of artworks.

- Help students better recognize the impact of their own cultural and personal value judgments when assessing the merits of artworks. Focus on projects that examine and discuss artworks and reflect on current debates about where an ancient artifact should be kept. Doing this type of project helps students see how the ancient past is still discussed, thought about, and valued today.

- Boost student confidence in presenting and discussing artwork through more practice and informal opportunities.

- Continue expanding collaborative projects and implementing High Impact Practices (HIPs).

2. <u>Implement specific strategies/actions indicated by faculty assessments to improve online success, including:</u>

- Collaborate more on online teaching strategies for critiques and allocate a department or flex day meeting for this. Create a library of online resources.

- Continue adding and building out collaborative resources on our Art Program Canvas page.

- Research and request cameras for studio art labs that film overhead views of demonstration tables, which project onto a screen. These would be used for studio art technical demonstrations to give students a clearer view, making the material more accessible. The music program has added this technology, and we would like art labs to provide it to students as well.

- Continue to expand interactive tools and support for online teaching.

- Continue increasing student support through Canvas tutorials.

- Some students have trouble uploading images to Canvas because of the limited supported formats. More training and tutorials on options for uploading images and photographing work for the online version of studio courses.

- Provide more personalized consultations to assess students' needs, including break-out rooms and office hours incentives for the online versions of courses.

- Increase the use of student surveys across classes to capture students' resource and support needs. Create a standardized art course survey to capture students' needs for online learning.

- Continue to increase collaborative projects and the use of High Impact Practices (HIPs).

3)   Implement specific strategies/actions indicated by faculty assessments to continue to close equity gaps and increase success and retention, including:

- Continue to increase the diverse representation of artists and artworks in course presentations to be inclusive and representative of our student population.

- Close the equity gap in access to technology and equipment by providing more small equipment and computers for checkout, and by offering printers and computers with design software for all students through a dedicated art computer lab or increased access to available computer labs.

- Include more examples of professionals working in art careers.

- Expand the modeling of safe practices and standards in the studio and standardize safety protocols and handouts for each medium.

- Recruit and retain students by maintaining parity and with the goal of exceeding other regional art programs in the quality of our labs, facilities, and equipment available to students.

4.D.   COURSE ENHANCEMENTS
Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.
Concerns found in SLO reflections:

SKY Dept - Art

Our primary concern is the difference between class success and SLO success. This difference highlights students who actively participate in our courses and submit assessment assignments, but it does not account for those who do not complete assignments or who disappear from class. For example, Art 130: Art Appreciation Course has room for improvement in success rates, which average 61% over the last 5 years, but the SLO assessment is meeting the set criteria. The criteria were met by students who submitted the final assignment. The professor noted that many students did not submit this assignment, so while participating students met the SLO, others failed the course because they stopped participating. We have spent department and division meetings strategizing ways to keep students engaged, including increased instructor outreach, early alert systems, review of late-start courses, sharing online teaching strategies, and more.

Various factors contribute to student drop-out rates after the census, many of which are beyond our control. We recommend adding a question about the number of students who drop out or do not participate to better capture this data and provide a more complete picture.

Resources and SLOs:

We have also identified resources through our Annual Resource Request (ARR) to further increase our student SLO success, including equipment, tools, supplies, additional labs, and facilities upgrades. We have noted increased success due to the equipment we have already received, as well, for example, a new pottery wheel interactive set-up increased student success in ceramics skills assessments.

4.E.   DEGREES AND CERTIFICATES
List each of the degrees and certificates separately. Comment on the number and trends in degrees/ certificates awarded by your program. Specific questions to answer in your responses:
i.   **What do the data reveal about degree and certificate completion? time to completion?**

Art AA
- 37 AA degrees were awarded (F18 -SP 24). There was an increase from 7 degrees in one year to 9 in the last year, showing a rise in degree achievement.

- 31% rise in the number of Unduplicated Headcount over the last five years.

Studio Art AA-T
- 60 Studio Art-T degrees were awarded (F18 -SP 24). There was an increase from 13 degrees in one year to 19 degrees in the last year, indicating a rise in degree achievement.

- 109 % rise in the number of Unduplicated Headcount over the last five years.

Art History AA-T
- 47% rise in the number of Unduplicated Headcount over the last five years.

- 20 Art History AA-T degrees were awarded (F18 -SP 24). The data set is too small to indicate individual-year awards.

Interdisciplinary Studies: Arts and Humanities (18 Art Courses, Art History and Studio Art)
- 265 Studio Interdisciplinary Studies: Arts and Humanities degrees were awarded (F18 - SP 24). 45 degrees were awarded in the most recent year, with the highest number being 52 degrees, indicating a slight decline in awards.

We also contribute to the Global Studies for Transfer, with 2 Art History course and are in the process of getting approval for a Ceramic Certificate of Achievement.

CPR Program of Study Report

SKYLINE: ART

Unduplicated Headcount by Program of Study and Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	% Change 2020-2021 to 2024-2025
Art (Associate Degree)	86	70	76	104	113	+31%
Art History (Associate Degree-Transfer)					22	---
Art History (Associate Degree-Transfer CSU)	7	8	11	10		(100%)
Art History (Associate Degree-Transfer CSU or UC)	8	11	9	7		(100%)
Photography (Associate Degree)					1	---
Studio Art (Associate Degree-Transfer)					2	---
Studio Arts (Associate Degree-Transfer)				2	121	---
Studio Arts (Associate Degree-Transfer CSU)	36	38	44	66		(100%)
Studio Arts (Associate Degree-Transfer CSU or UC)	22	28	51	62		(100%)
TOTAL:	154	147	179	235	250	+62%

Number of Awards by Academic Year
(Click column headers to sort)

Award	Program	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Grand Total
AA	Art	6	6	7	5	*	9	37
AA-T	Art - Studio Arts	5	7	5	13	11	19	60
AA-T	Art History	*	6	*	*	*	*	20
CERT	Digital Media and Design		*			7	5	13
AA-T	Economics		*	18	22	19	29	89
AA-T	Geography			*	*	*		5
AA-T	History	7	11	5	10	11	5	49
AA	Interdisciplinary Studies: Arts and Humanities	52	41	44	50	33	45	265

	Awards Summary	Awards Detail	Definitions						

Select Metric	Award Type		Academic Area						Reset
Avg Terms to Completion ▾	(All) ▾		(Multiple values) ▾						

Avg Terms to Completion by Academic Year
(Click column headers to sort)

Award	Program		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Grand Total
AS-T	Administration of Justice		9	8	8	9	9	7	9
AS	Administration of Justice				*	*	*	*	12
CERT	Administration of Justice	⋯	8	*	9	*	*	*	8
AA-T	Anthropology		*	8	11	*		*	9
AA	Art		10	11	7	9	*	9	9
AA-T	Art - Studio Arts		7	8	8	10	8	7	8
AA-T	Art History		*	8	*	*	*	*	8
CERT	Digital Media and Design			*			7	5	7
AA-T	Economics			*	6	7	8	7	7
AA-T	Geography				*	*	*		9
AA-T	History		9	8	7	7	7	10	8
AA	Interdisciplinary Studies: Arts and Humanities		10	10	9	9	10	9	10
	Interdisciplinary Studies: Health and								

The average time to completion for our Studio Art AA-T and Art History AA-T is eight terms, and Art AA is slightly higher at nine terms. It makes sense that the more streamlined AA-T would shorten the degree-completion averages. Our degree completions are similar to those of other Creative Arts and Humanities programs in our division, such as Music and Psychology.

ii.   What changes do the data suggest are necessary for the program to explore?
We are on a growth trend in both enrollment and degree completions, so keep up our marketing and program visibility strategies.

4.F.   LABOR MARKET CONNECTION
If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.
The Skyline College Art Department Faculty constantly reviews and updates our curriculum to provide our students with the best training, aligned with current art market trends, the latest pedagogical practices, and the job market.
Key areas of focus:
Workforce Preparation:
1. Practical Skills: We help students develop proficiency in visual literacy, cultural competency, and a solid foundation of art and design skills in various 2D and 3D media.
2. Resume building: Students participate in professional-quality student exhibitions on campus and in the community to gain real-world exhibition experience and build a portfolio. Students are also provided opportunities to engage in service-learning volunteer experiences, club leadership roles, gallery work, and art award competitions to support the building of competitive resumes.

3. Certifications: We are currently in the process of developing a Certificate of Achievement in Ceramics and plan to follow up with a few more Art-focused certificates to provide further credentials and pathways for our students into arts-related fields of employment.

Transfer Readiness:

1. Articulation: Our art courses are carefully written and properly articulated to ensure smooth credit transfer.

2. Portfolios and Applications: We support the compilation of portfolios that demonstrate transfer-level art skills, artistic concepts, and academic readiness.

3. Scholarships: We connect students with and support applications for art-specific scholarships available to transfer students.

Skyline College offers career services and academic counseling to help students create a clear path to employment and further education. Also, the Art faculty works closely with our Art majors to provide all necessary pedagogical and art-related counseling sessions, supporting a successful transition to four-year colleges and the workforce.

4.G.   STUDENT FEEDBACK

Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.

- The Art Program uses surveys as part of our course SLO process to understand students' perceptions of how well they meet the course outcomes. This is paired with our direct assessments to guide actions that improve course success and student confidence. A key trend in our SLO survey data is that technical confidence generally exceeds confidence with written and oral skills. This has led us to focus on course actions that provide more practice and application of verbal and written art analysis and reflections.

- Individual instructors use Canvas-created surveys to evaluate course strengths, identify areas for improvement, and gather reflections. This has helped instructors modify their teaching methods to better meet student needs.

- We worked with PRIE to administer a CPR Art Program Survey. We had a 15.2% response rate, but did get a lot of good feedback. Summary reflection notes about specific questions:

  o Primary reasons for taking classes (top 3): 1 personal enrichment, 2 major requirements, 3 GE

  o Why did you take the class? (top 2): 1 interest in the subject, 2 the modality

  o Preferred modality per course:

    ▪ Studio courses – in-person modality is preferred

      - 2D and 3D - around 70% prefer in person, ~20% prefer online

      - Digital around 32% vote for both in-person and online

    ▪ Art history - in person and online are about equal

  o Primary education goal (top 2): 1 degree/transfer (for both majors and non-majors), 2 exploring courses in the arts

  o Art lab spaces are adequate – the majority say "agree" (but this one is less than the others. 23% of respondents say they are not adequate. Comments were about the 2d labs. Multiple comments cited dangerous easels, drawing horses, and folding tables that fall apart, and a lack of space for both classroom and storage for art supplies.)

- o Art history/appreciation spaces are adequate – the majority say "agree"

- o Canvas course content supports learning - majority say "agree"

- o I learned how to express myself better – the majority say "agree"

- o Course content was what I expected – the majority say "agree" followed closely by "strongly agree"

- o Course content met my needs – the majority say "agree" followed closely by "strongly agree"

- o Cost of art materials is manageable – the majority say "agree"

- o AI - Students are concerned that AI will negatively impact their art-making skills, but some say they use it to generate ideas.

- o What did you like most about your course - positive experience with teachers, fostering creative expression, they like being challenged, and learning about diverse cultures.

- o What changes could have improved your experience - 2D classroom spaces and lighting are inadequate, request for separate classes for studio art level 2 but the # of advanced students is too small to fill a whole section, request for an in-person color theory class every semester, request for greater variety in studio and art history classes

- General comments

  - o Most art history/humanities classes are online (70% online vs. 30% in person)

  - o Comments indicate that working students need night classes

  - o In one comment, a student compared noticeable funding differences between art facilities, science labs, and sports fields.

  - o Negative comments about printmaking sharing space with other 2d classes because printmaking requires so much space.

  - o Complaints about classroom temperatures being either too cold or too hot.

4.H. CURRICULUM
Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.
Secured approval of updated courses by the Curriculum Committee
Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee
Yes

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness
Yes

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee
Yes

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A.   CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

1.   The Art Program needs more lab rooms, more storage space, updates to our 2D labs, and future renovations in the sculpture lab and Art Gallery to best meet our goals, ensure student safety, and create the best learning environments (see Art Goal #1 for more details).

2.   The Art Program needs more staff support for the Art Gallery exhibition installation, Art campus displays, and community student exhibitions. We have requested a Classified Art Gallery Coordinator Position (see Goal #4 for more details).

3.   The Art Program needs more full-time faculty members to ensure continued success in our specialized programs, given growth in enrollments and the retirement of our full-time Photography/GE Art course professor at the end of Spring 2026 (see CPR section IEii. for more details).

4.   We identified courses for improvement in the Access and Effectiveness section of the CPR. We will support the instructors of these courses in developing strategies to improve success and retention, and we will consider whether courses could be offered more effectively. Examples include connecting Art 117, Art of Africa and the African Diaspora, to the Umoja-ASTEP Learning community and not offering Art 130, Art Appreciation, as a late-start option. (see Access and Effectiveness sections for more details).

Goals & Resource Requests

Goals & Resource Requests

ART PROGRAM GOAL #1: To best align with the Ed Master Plan Goal #3: "Ensure that all students have the support and resources needed to achieve their educational goals" Section D "Upgrade educational technology and facilities with state-of-the-art tools, equipment, and spaces for learning." Our goal is to work through the college resource request and planning processes to upgrade our current lab facilities to the best pedagogical and safety standards in lab design, technology, and equipment, achieving at least a 5-10% improvement in our identified areas each year. Success is achieved when we fully (100%) meet current pedagogical, health, and safety standards for Art facilities that provide the best learning environment for each art discipline area lab.

To attract and retain students, the Art Program needs to establish concurrency with our transfer and feeder institutions by providing 21st-century facilities and professional practices. To meet this goal, upgraded facilities have been requested, including an increased number and size of studio art labs, increased support personnel, and upgrades to lab spaces and equipment. This has been a long-term and outstanding goal, spanning changes from the plan for a new Building 1 to the renovation of the existing building. Due to the limitations of our current facility, we anticipate several years to achieve our goal in the current space. We are approximately 75% complete with finished projects to renovate the current space. However, additional dedicated lab spaces for Design and storage have not been realized. Regarding professional practices, fine art insurance is standard practice in college and university art galleries.

Since the last CPR, the Art Program has achieved:
1. Hiring of a full-time Studio Art Program Coordinator. 2. Upgrades to Ceramics, Sculpture, and Digital Art lab facilities, increasing safety and improving teaching and learning environments, including increased space and a new kiln garage and kilns in the Ceramics lab; a partial new floor, electrical drop-downs, and equipment in the Sculpture lab; and a new Digital Art lab which has been relocated from Building 2 to Building 1. 3. Upgrades in health and safety equipment, including adding eyewash sinks/stations for the 2-D and 3-D labs, a sawdust collector and fume extractor for the Sculpture lab, and a fine particle air filter for Ceramics lab and 2D labs. 4. Purchase of taborets that fold down to increase lab capacity within the painting lab. 5. Removal of countertops and gas nozzles, as well as the purchase of standardized drawing horses to increase functional studio space in the Drawing lab. 6. Replacing furniture in Art History and Photography lecture rooms to best meet collaborative pedagogical needs. 7. Adding new Smart Classroom technology in all Studio Art Labs and Art Lecture rooms 8. Increasing storage for Photography with new cabinets and a dedicated classroom adjacent to the Photography lab. 9. Upgrades to the Art Gallery with new drywall, gallery art preparation furniture, gallery storage furniture, gallery reception furniture, gallery lighting, a digital projector, a platform lift, and a printer. 10. Upgrades to the Gallery entrance and other outside entrances with improved signage and walkways as part of the Building 1 renovation. 11. Improved marketing with increased signage, including campus TV monitors and sandwich boards, and website support for the Gallery. The Art Program has new support from the SS/CA Program Service Coordinator to assist with this, and we now have sandwich boards dedicated to the Art Program.

Since the last PRU, the Art Program has not achieved:
1. Photography lab improvements requested but not achieved: Increased space. The relocation of the Photography studio art lab from Building 2 to Building 1 resulted in a significant reduction of space and a loss of approximately two-thirds of the darkroom capacity. This also resulted in a loss of critical storage space for artwork and supplies. We want additional storage spaces as they become available with transitions out of Building 1 (such as the Workforce Development space on the 3rd floor).
2. Painting Studio lab improvements requested but not achieved: Upgraded lighting for color correction and an upgraded electrical system for improved safety. An additional storage area for equipment and materials to replace lost storage space. Replacement of the old, worn-out worktables. A critique wall near the Painting Studio lab. Refinishing of the walls and floor. Removal of cabinets and replacement of the sink. Access to the 3rd-floor patio, which has been limited due to the Building 1 facelift, is required for space to apply fixative on 2D works in a ventilated area. A built-in ventilation system is needed in the 1-303 lab to make the teaching space safe for classes that work with volatile chemicals (Oil painting, printmaking).
3. Drawing Studio Lab improvements requested but not achieved: Upgrades to storage to replace lost storage space. Electrical upgrades and an increase in the number of wall outlets to avoid the use of extension cords, which create fire and trip hazards. Refinishing of walls and floors that are worn and damaged. Removal of cabinets and replacement of the sink.
4. 2D Art Lobby critique area, showcases, and lockers improvements requested but not achieved: Create a learning

Goals & Resource Requests

space in the 3rd-floor lobby area for class critiques by adding a new critique wall, removing damaged lockers, refurbishing existing lockers and adding a mural, and adding additional display cases and seating.

5. Sculpture Studio Lab improvements requested but not achieved: Studio-wide improvements to ventilation and dust control. Hire a specialist to assess the situation and provide recommendations for filters and optimal dust control practices. Add ventilation that vents outdoors, not in the classroom. The wood floor on the east side of the room needs to be removed and replaced with concrete. Remove the old sink and install three sinks with modern sediment traps. Assess the heating system to prevent settled dust from blowing throughout the room.

6. Digital Lab improvements requested but not achieved: Identify more storage options, including hallway cabinets and spaces that become available. In the relocation of the Digital Arts Lab, storage space was lost for equipment and tools.

7. Art Gallery improvements requested but not achieved: An accessible phone and a cleanup sink. Refinishing or replacing the gallery floors to remove years of damage and wear. Technology: 4 large flat-screen wall-mounted monitors for digital art. A part-time art gallery technician position. Fine art insurance. For greater safety, to increase workspace and storage, extend the space of the backroom by adding a movable wall in front of the existing back wall. These basic needs will enable the gallery to host and feature the artwork of students, faculty, and regional artists in accordance with safety and professional standards. The gallery is a significant public-facing venue at the college, and these renovations will enable the gallery to represent the college well when used for art exhibitions and the numerous other college events hosted by the gallery each year.

8. Main Second Floor Building 1 Lobby Entrance improvements requested but not achieved: Upgrade with new furniture, and art showcases and displays to showcase the Creative Art programming in Building 1.

9. An increase in the number and size of studio art labs requested but not achieved: An additional studio for printmaking and design. We advocate for additional rooms as programs from Building 1 are relocated to Building 2.

A.   A dedicated Printmaking studio lab that would provide the following improvements has been requested but not achieved: A dedicated printmaking space is necessary to fully implement a printmaking curriculum per best practices exemplified by our transfer institutions. Similar to sculpture and ceramics, printmaking has highly specialized tools and equipment that are large, heavy, and stationary. This equipment can present a safety issue if it is not allocated the proper amount of space. In the current situation, instructors must sacrifice significant amounts of teaching time to set up and take down vastly different types of equipment, furniture, tools, and supplies for different course needs within a single undersized studio space. We aim to enhance students' access to studio space and the equipment necessary for each discipline by minimizing lab reconfigurations that compromise students' and faculty's health and safety. We are closer to realizing this goal, as our Dean and Studio Art Lab Coordinator are working with the administration to secure the former SkyGAP lab in Building 19. Although we lose adjacency to our other 2D labs, this is a good solution until a new building or spaces in Building I become available.

B.   Design lab: A dedicated digital studio art lab that integrates with all studio art disciplines, is appropriate in size, and safely allows for the integration of all digital equipment: a 3-D printer, a laser cutter, 2-D and 3-D scanners, a plotter, large format digital printers, and storage cabinets for equipment and supplies. This lab would provide a clean space for teaching 2-D Design and Color, as well as a lab where students can utilize laptops and learn digital programs.

New requests identified this year include:

1.   Ceramics Lab: The removal of the vinyl floor tiles in the wheel-throwing area to match the cement in the rest of the lab. This will improve safety in the lab because the floor tiles are slippery when wet, and water can easily get on the floor during wheel throwing and clean-up.

2.   Ceramics Lab 1-103, Drawing Lab 1-320, and Painting Lab 1-303: We would like to upgrade our technical equipment to be on par with room 1-107 to enhance student visibility and teaching capabilities for our studio art demonstrations. This set up includes overhead head cameras, document viewers, and a control panel to connect recorded imagery to our classroom monitors.

Year Initiated
2016 - 2017
Goal Status
Active
Implementation Step(s) and Timelines

Goals & Resource Requests

Implementation steps:
With the significant shift from planning for a new Building 1 to renovating the current building, Art Program faculty have continued to collaborate with the administration and facilities to make progress on improvements to teaching facilities for health and safety in the existing building. We have researched and prioritized areas that need upgrades and are working with equipment requests to advocate for new items to replace outdated or missing equipment, thereby meeting program objectives. We will continue to serve on planning teams for design and construction planning for renovations, and work to create detailed requests for capital improvements that go beyond our equipment requests. We will continue to identify and advocate for potential areas that art programs can utilize as lab and lecture spaces as they become available in Building 1, alongside the transition of other programs to new locations in the coming years. We will continue to monitor developments in the art field and update our teaching standards for specialized labs on an ongoing basis. Our goal is to upgrade our current lab facilities to the highest pedagogical and safety standards in lab design, technology, and equipment, achieving at least a 5-10% improvement in each of our identified areas requiring enhancement. Success is achieved when we fully (100%) meet current pedagogical, health, and safety standards for Art facilities that provide the best learning environment for each art discipline area lab.

Resources needed:
To meet this goal, we request resources in the categories of renovations to lab spaces as outlined above; an increase in dedicated lab spaces for the art program; funding for specialized equipment, small tools, and furniture to improve student safety, access, and success rates; fine art insurance for borrowed artworks; and additional support with the hiring of a gallery technician. The Art Program resource request has an itemized list and priorities by area.

Mapping
- SKY College Values: *(X - Selected)*
- **Campus Climate:** undefined (**X**)
- **Student Success and Equity:** undefined (**X**)
- **Academic Excellence:** undefined (**X**)
- SKY Strategic Goals: *(X - Highlight Selected)*
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (**X**)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (**X**)
- **Thriving Environment:** Foster a thriving learning and work environment (**X**)

UPDATE

Goal Update Date
10/24/2025
Academic Year Updated
2025 - 2026
Goal Update
On Schedule
Goal Update Narrative

Goals & Resource Requests

We were successful in securing resources during the last cycle, resulting in significant improvements to our Digital Lab, Sculpture Lab, Ceramics Lab, and lecture rooms for Art History. The Art Gallery, Sculpture Lab, and 2-D labs still require renovations and resources to provide the best and safest learning environments that we can offer our students. We are approximately 75% complete with finished projects to renovate the current space. However, additional dedicated lab space for Design has not been realized. Additional storage space for Photography, which was significantly reduced in lab size in the last cycle, has yet to be provided. We hope to secure additional space when it becomes available as programs transition to Building 2. We are excited that a potential Printmaking lab space has been identified in building 19, and plans are underway to support this. We have been very successful in securing funding for equipment and tools. Our renovation projects fall more under capital improvement than annual resource equipment requests, so we will work with facilities to determine the best way to move those forward. We will continue to work with our Dean and the Annual Resource Request (ARR) to prioritize items to reduce student costs, ensure the safe practice of art, and provide the most current technologies and professional practice. Lastly, we have worked with our Dean to advocate for a Gallery Technician, which would further support this goal of providing a safe learning environment and expanding learning opportunities for our students.

UPDATE

Goal Update Date
10/19/2023
Academic Year Updated
2023 - 2024
Goal Update
On Schedule
Goal Update Narrative

Goals & Resource Requests

Since our last PRU, we achieved approximately 10% of this goal, and are now at about 70% completion for finished projects to renovate the current space and upgrade art lab equipment. However, additional dedicated lab spaces for Printmaking and Design have not been realized. We added a measure of to our goal to upgrade current lab facilities to the best pedagogical and safety standards in lab design, technology, and equipment by at least 5-10% each year on our identified areas needing improvement.

Since the last PRU, the Art Program has Achieved:
1. Hiring of a full-time Studio Art Program Coordinator. 2. Upgrades to Ceramics, Sculpture, and Digital Art lab facilities, increasing safety and improving teaching and learning environments, including increased space and a new kiln garage in the Ceramics lab; a new floor, electrical drop-downs, and equipment in the Sculpture lab; and a new Digital Art lab which has been relocated from Building 2 to Building 1. 3. Upgrades in health and safety equipment, including adding eyewash sinks/stations for the 2-D and 3-D labs, a sawdust collector for the Sculpture lab, and a fine particle air filter for Ceramics lab and 2D Labs. 4. Replacing furniture in Art History and Photography lecture rooms to best meet collaborative pedagogical needs. 5. Adding new Smart Classroom technology in all Studio Art Labs and Art Lecture rooms 6. Increasing storage for Photography with new cabinets and a dedicated classroom adjacent to the Photography lab. 7. Upgrades to the Art Gallery with new drywall, gallery art preparation furniture, gallery storage furniture, and a printer. 8. Upgrades to the Gallery entrance and other outside entrances with improved signage and walkways as part of the Building 1 renovation. 9. Improved marketing with increased signage, including campus TV monitors and sandwich boards, and website support for the Gallery. The Art Program has new support from the SS/CA Program Service Coordinator to assist with this, and we now have sandwich boards dedicated to the Art Program.

Since the last PRU, the Art Program's areas In Progress are:
1. Photography lab chemical storage room construction, relocated from Building 2 as part of the Building 1 renovation; a space and construction plan has been approved in the former courtyard entrance of Building 1. 2. An Art Gallery lighting upgrade to improve reliability and safety as part of the Building 1 renovation (scheduled for Summer 2024). 3. A plotter to create Art Gallery signage has been approved but was delayed in the requisition process, so the purchase is pending. 4. A fume extractor for the Sculpture studio lab has been approved but was delayed in the requisition process, so the purchase is pending.

Since the last PRU, the Art Program has Not Achieved:
1. Photography lab improvements requested but not achieved: Increased space. Relocation of the Photography studio art lab from Building 2 to Building 1 resulted in a significant reduction of space and loss of approximately 2/3 of darkroom capacity. This also resulted in a loss of critical storage space for artwork and supplies. We would like additional storage spaces as they become available with transitions out of Building 1 (such as the Workforce Development space on the 3rd floor).
2. Painting Studio lab improvements requested but not achieved: Upgraded lighting for color correction and an upgraded electrical system for improved safety. An additional storage area for equipment and materials to replace lost storage space. A critique wall in the Painting Studio lab. Refinishing of walls and floor. Purchase of taborets that fold down to increase lab capacity within existing space. Removal of cabinets and replacement of the sink. Access to the 3rd-floor patio, which has been limited with the Building 1 facelift, for space to apply fixative on 2D works in a ventilated area.
3. Drawing Studio Lab improvements requested but not achieved: Upgrades to storage to replace lost storage space. Electrical upgrades and an increase in the number of wall outlets to avoid the use of extension cords that is causing fire hazards and trip hazards. Refinishing of walls and floors that are worn and damaged. Removal of countertops and gas nozzles to increase functional studio space. Purchase of additional drawing horses to standardize them and create more usable lab space. Removal of cabinets and replacement of the sink.
4. 2D Art Lobby critique area, showcases, and lockers improvements requested but not achieved: Create a learning space in the 3rd-floor lobby area for class critiques by adding a new critique wall, removing damaged lockers, refurbishing existing lockers and adding a mural, and adding additional display cases and seating.
5. Digital Lab improvements requested but not achieved: Identify more storage options, including hallway cabinets and spaces that become available. In the relocation of the Digital Arts Lab, storage space was lost for equipment and tools.
6. Ceramic Lab improvements requested but not achieved: Purchase of 4 electric kilns to replace old rusted and cracked kilns.

Goals & Resource Requests

7. Art Gallery improvements requested but not achieved: Gallery furniture, including a reception desk, benches, and donation container. An accessible phone, and a cleanup sink. Refinishing of the gallery floors to remove years of damage and wear. Technology: a short throw projector and large flat-screen monitors. A dedicated annual budget. An expanded gallery director position with increased faculty release time. These basic needs will enable the gallery to host and feature the artwork of students, faculty, and regional artists. The gallery is a significant public-facing venue at the college, and these renovations will enable the gallery to represent the college well while in use for art exhibitions and the many other college events that are hosted by the gallery each year.

8. Main Second Floor Building 1 Lobby Entrance improvements requested but not achieved: Upgrade with new furniture, and art showcases and displays to showcase the Creative Art programming in Building 1.

9. An increase in the number and size of studio art labs requested but not achieved: An additional studio for printmaking and design. We advocate for additional rooms as programs from Building 1 are relocated to Building 2.

A.   A dedicated Printmaking studio lab that would provide the following improvements has been requested but not achieved: A dedicated printmaking space is necessary to fully implement a printmaking curriculum per best practices exemplified by our transfer institutions. Similar to sculpture and ceramics, printmaking has highly specialized tools and equipment that are large, heavy, and stationary. This equipment can present a safety issue if it is not allocated the proper amount of space. In the current situation, instructors are required to sacrifice significant amounts of teaching time to set up and take down vastly different types of equipment, furniture, tools, and supplies for different course needs in a single undersized studio space. We want to increase student access to studio space and equipment required for each discipline by reducing lab reconfigurations that impact the health and safety of students and faculty. If we cannot secure a dedicated lab, we will need to bank the Printmaking courses due to the impact that the current Printmaking equipment setup has on the function of the other 2D courses offered in the Painting lab.

B.   Design lab: A dedicated digital studio art lab that integrates with all studio art disciplines, is appropriate in size, and safely allows for the integration of all digital equipment: a 3-D printer, a laser cutter, 2-D and 3-D scanners, a plotter, large format digital printers, and storage cabinets for equipment and supplies. This lab would be a clean space for teaching 2-D Design and Color and a lab where students can use laptops and learn digital programs.

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2025 - 2026

Resource Type
Other

Resource Name
Art Lockers

Resource Description
(18) Metal Art Lockers

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
To add to the total number of lockers on the third floor, providing students with safe storage of art materials and artworks.

Cost
14,436

Level of need, with 1 being the most pressing
1

Goals & Resource Requests

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2025 - 2026

Resource Type
Facilities

Resource Name
Supply storage rooms for Photography, 2D Art, and Digital Art

Resource Description
3 small or 1-2 larger storage rooms to house small equipment and instructional supplies for 2D art classes. We recommend repurposing a few offices in room 1-311, currently used as the Strategic Partnership and Workforce Development Office, when they relocate to Building 2. The size and adjacency to the other 2d labs make this room appropriate for our needs.

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
The relocation of the Photography Art Lab and Digital Art Lab from building 2 to building 1, and the loss of our 2D Prop room due to upgrades to building 1, resulted in significantly reduced space. This reduction created a loss of critical storage space for supplies and small instructional equipment. More dedicated storage will improve instruction, as the labs are too cluttered with storage and equipment, making them less accessible and impacting best practices and safety standards. We want to secure additional storage space as it becomes available with transitions out of building 1.

Level of need, with 1 being the most pressing
1

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type
Facilities

Resource Name
A dedicated room_Design and 3D Art Technology Lab

Resource Description
 Provide a dedicated Art program Design and 3D Art Technology Lab that integrates with all studio art disciplines, is appropriate in size, and safely allows for the integration of all digital equipment: a 3-D printer, a laser cutter, 2-D and 3-D scanners, a plotter, large format digital printers, and storage cabinets for equipment and supplies. We recommend repurposing a room in 1-311, currently used as the Strategic Partnership and Workforce Development Office, when they relocate to Building 2. The size and adjacency to the other 2d labs make this room appropriate for our needs. This lab would be a clean space for teaching 2-D Design and Color and a lab where students can use laptops and learn digital programs.

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

The Art Program wants to ensure art students from all Art classes can access the technology needed for 21st Century design. A Design and 3D Art Technology Lab would increase equitable access to digital technology and design equipment for all art students. A dedicated clean, dust-free space for computer-based technical equipment would allow us to expand the types of industry-focused machines we acquire and keep protected.

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2025 - 2026

Resource Type

Facilities

Resource Name

A dedicated Room_Printmaking Lab

Resource Description

Secure a dedicated room for a Printmaking Lab in building 1. We are in the process of preparing a proposal to secure a space in Building 19, which was the former SKY GAP lab.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

A dedicated printmaking space is necessary to fully implement a printmaking curriculum in line with best practices exemplified by our transfer institutions. Like sculpture and ceramics, printmaking uses highly specialized tools and equipment that are large, heavy, and stationary. This equipment can pose a safety issue if it is not allocated the proper amount of space. In the current situation, instructors are required to sacrifice significant teaching time to set up and take down a wide range of equipment, furniture, tools, and supplies for different course needs in a shared multidisciplinary 2D studio space. An additional Printmaking Lab would increase student access to studio space and equipment required for each discipline. It would also reduce the need for repeated studio art lab reconfigurations, which impact the health and safety of students and faculty. Adding the lab would also allow us to expand the Printmaking curriculum to include screen printing.

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2024 - 2025

Resource Type

Other

Resource Name

Ceramic Lab__furniture_safety

Resource Description

(8) table height lab stools with backrest

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

Upgrade the classroom lab furniture to improve the work environment and student learning. Replace the warped and damaged lab stools.

Cost
908

Level of need, with 1 being the most pressing
2

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2025 - 2026

Resource Type
Instructional Equipment

Resource Name
Sculpture Lab_Instructional Equipment

Resource Description
(1)Precise Tubing Roller/Bender, (1) Precise Round Roll for Tubing Roller, (1) Stand for tubing roller, (1) Festool Exoskeleton

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
 Improve safety in the Sculpture lab with proper and up-to-date equipment. Tools for sculpture and theater students to help with metalworking projects and set building. An exoskeleton is worn when lifting heavy items to reduce the strain on support staff who regularly handle such tasks to support the programs.

Cost
7,773

Level of need, with 1 being the most pressing
1

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2025 - 2026

Resource Type
Instructional Equipment

Resource Name
Ceramic Lab_Instructional Equipment

Resource Description
  (4) CXC Brent potter's wheels, (1) VPM-7 Pugmill, (2) Marine grade sheets for tables, (1) slab roller, (1) Ceramic Commercial Digital Printer System

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

Continue to maintain the required ceramic lab safety standards. Replace four old pottery wheels that do not work at the proper speed and vibrate. Replace warped table tops on two work tables. Replace the slab roller that is off alignment and not running smoothly. Replace the current decal printer, which leaks and causes significant waste in the decal printing process.

Cost
31,768

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2025 - 2026

Resource Type
Instructional Equipment

Resource Name
Art Lab_Safety Equipment

Resource Description
(5) IQ-Air filter replacement sets

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Continue to maintain the required lab safety standards. Air filter replacements are used in the ceramic lab to ensure health and safety by filtering out any fine clay particles. Used in the 2D labs to filter out any solvent smell and for health purposes in a small, poorly ventilated space.

Cost
2,032

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2025 - 2026

Resource Type
Instructional Equipment

Resource Name
2D Art Lab_Instructional Equipment

Resource Description
(12) Rectangle Mobile Cafeteria Table w/ Particleboard Core & Powder Coat Frame (30" W x 12' L), (5) 2-Way Tilt-Top Art Horse

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

Upgrade the classroom lab equipment to improve the work environment and student learning. The tables for making art in room 1-303 cannot be fully broken down to make room for painting stands. We are replacing the very old and broken drawing horses to get the lab to a complete set of fully functioning ones.

Cost

36,299

Level of need, with 1 being the most pressing

1

<u>**FOR ADMINISTRATIVE USE ONLY**</u>

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2025 - 2026

Resource Type

Other

Resource Name

2D Art Lab_storage furniture_safety

Resource Description

(4) Lockable cabinets

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Provide safe, secure, and accessible storage of prop room items for 2D class student access.

Cost

2,369

Level of need, with 1 being the most pressing

1

<u>**FOR ADMINISTRATIVE USE ONLY**</u>

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2025 - 2026

Resource Type

Instructional Equipment

Resource Name

Photography Art Lab_Instructional Equipment

Resource Description

(3) GraLab 300 Darkroom Timers

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Replace timers that aren't working correctly. Needed for successful photo development, supporting photography course students to meet SLOs and learning objectives.

Cost

850

Level of need, with 1 being the most pressing

1

Goals & Resource Requests

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Resource Type
Instructional Equipment

Resource Name
Printmaking_Instructional Equipment

Resource Description
(1) Blick 999 Model II Etching Press and Blankets

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Needed to replace large outdated press to meet Printmaking course objectives.

Cost
3,410.18

Level of need, with 1 being the most pressing
2

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Resource Type
Instructional Equipment

Resource Name
Photography Art Lab_Instructional Equipment

Resource Description
(20) Nikon FM10 cameras

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Increase access to camera equipment to meet Photography course SLOs and learning objectives. Provide a full class of student-grade camera Photography courses to meet SLOs and learning objectives.

Cost
5,942

Level of need, with 1 being the most pressing
1

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Goals & Resource Requests

Resource Type
Supplies
Resource Name
2D Art_Safety Supplies and Materials
Resource Description
(2) IQ-Air filter replacement sets
Funds Type – Mark all that apply.
Recurring Cost
Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Continue to maintain the lab safety standards required. Purchase air filters to maintain a fume and dust-free environment for 2D lab courses.
Cost
826
Level of need, with 1 being the most pressing
1
FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)
Year of Request
2024 - 2025
Resource Type
Other
Resource Name
2D Art Lab_storage furniture_safety
Resource Description
(3) Standard Mobile Storage Cabinet, (4) Lockable cabinets
Funds Type – Mark all that apply.
One-time Cost
Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
 Provide safe, secure, and accessible storage of prop room items for 2D class student access.
Cost
4,024
Level of need, with 1 being the most pressing
1
FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)
Year of Request
2024 - 2025
Resource Type
Instructional Equipment
Resource Name
2D Art Lab_Instructional Equipment
Resource Description
 (3) 2-way Tilt-Top Art Horse, (2), (4) Lightbox 17" x 24", (4) ViewSonic - PA503S SVGA DLP Projector - White, (2) storage carts, (2) Trolley storage tray carts, (2) step ladders

Goals & Resource Requests

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Upgrade the classroom lab equipment to improve the work environment and student learning. Provide more drawing horses to replace older models. Provide equipment for expanded techniques and access in drawing and painting classes. Carts and Trolleys are needed to safely store small studio items in both 2D classrooms. Currently, there is no adequate storage, resulting in hazardous situations with small items on ledges, counters, etc. Step ladders are needed to safely hang still lives and artworks, replace track light bulbs, and perform other studio tasks.

Cost
8,188

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Resource Type
Other

Resource Name
Sculpture Lab__furniture_safety

Resource Description
(3) welding tables

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
We need this for brazing projects and safely working on basic metal materials for sculpture and 3d projects.

Cost
727

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Resource Type
Other

Resource Name
Ceramic Lab__furniture_safety

Resource Description
(5) Brent Classic Pottery Stools (4) table height lab stools with backrest

Funds Type – Mark all that apply.
One-time Cost

Goals & Resource Requests

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Upgrade the classroom lab furniture to improve the work environment and student learning. Replace the warped pottery wheel stools for safe wheel throwing.

Cost
908

Level of need, with 1 being the most pressing
2

<u>FOR ADMINISTRATIVE USE ONLY</u>

Resource Request

Division Name
Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Resource Type
Supplies

Resource Name
Ceramic Lab_Safety Supplies

Resource Description
(2) IQ-Air filter replacement sets, and (10) kiln relay/thermocouple parts, (3) boxes of gloves (1) spray booth shelf

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Continue to maintain the ceramic lab safety standards required. Purchase air filters to maintain a dust-free environment, and required kiln parts to keep the kiln equipment running safely. Gloves are needed to handle glaze materials safely. Replace the bent spray booth shelf so student artwork is stable during operation.

Cost
1,650

Level of need, with 1 being the most pressing
1

<u>FOR ADMINISTRATIVE USE ONLY</u>

Resource Request

Division Name
Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Resource Type
Instructional Equipment

Resource Name
Ceramic Lab_Instructional Equipment

Resource Description
(1) Corded Rotary Tool Kit with Rotary Tool Mega Accessory Kit, (2) CXC Brent potter's wheels, (2) Scott Creek clay wall extruders, (1) Clay workpiece holder and Centering Tool (1) IQ Air HealthPro Plus Filter

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

Continue to maintain the required ceramic lab safety standards. Replace the rotary grinder, which is used to safely grind sharp glaze drips if they occur on pots. Replace two old pottery wheels that do not work at the proper speed and vibrate. Replace two worn extruders that are challenging for students to operate because they get stuck and slip during use. Get one clay workpiece holder tool needed to secure pottery with uneven tops to the pottery wheel. The current system does not lock into place, causing pots to fall off the wheel if students go too fast. This system is a new invention that will improve students' success and is safer. Add one more filter to the ceramic lab to increase air filtration of small clay dust particles.

Cost
7,419

Level of need, with 1 being the most pressing
2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Resource Type
Facilities

Resource Name
A dedicated Room_Printmaking Lab

Resource Description
Secure a dedicated room for a Printmaking Lab in building 1. We recommend repurposing room 1-319, currently used as the Cooperative Education Workforce Experience Office when they relocate to Building 2. The size and adjacency to the other 2d labs make this room appropriate for our needs.

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
A dedicated printmaking space is necessary to fully implement a printmaking curriculum per best practices exemplified by our transfer institutions. Similar to sculpture and ceramics, printmaking has highly specialized tools and equipment which are large, heavy, and stationery. This equipment can present a safety issue if they are not allocated the proper amount of space. In the current situation, instructors are required to sacrifice significant amounts of teaching time to set up and take down vastly different types of equipment, furniture, tools, and supplies for different course needs in a shared multi-disciplinary 2D studio space. An additional Printmaking Lab would increase student access to studio space and equipment required for each discipline. It would also reduce repeated studio art lab reconfigurations that impact the health and safety of students and faculty. The addition of the lab would also allow us to expand the Printmaking curriculum to include screen printing.

Level of need, with 1 being the most pressing
2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2025 - 2026

Resource Type
Other

Resource Name

Goals & Resource Requests

Building 1: Third floor lobby_2D Art Class Critique Area and Artwork display

Resource Description

 (1) critique wall installation, (2-4) seating furniture

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Creating a student art critique area accessible to all 2d students and instructors would help students meet the SLOs for critique and provide an interactive space for best HIP interactive practices. Displays of students' work encourage enrollment and student motivation for success. It also increases community engagement with student artwork. Currently, the existing 2D Photography, Painting, and Drawing Labs lack adequate wall space for the large critique wall that the lobby could provide. We are also requesting seating for this lobby for art students to gather and collaborate. We are waiting for the critique wall estimates from facilities.

Cost

10,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2024 - 2025

Resource Type

Other

Resource Name

Building 1 third floor lobby_Furniture

Resource Description

(1) High-back chair, (4) lower chairs, (1) table

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

The Building 1 third-floor lobby needs furniture for SS/CA art students to gather. The furniture there was moved to the Hive, so it should be replaced.

Cost

5,000

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2024 - 2025

Resource Type

Facilities

Resource Name

A dedicated room_Design and 3D Art Technology Lab

Resource Description

Goals & Resource Requests

Provide a dedicated Art program Design and 3D Art Technology Lab that integrates with all studio art disciplines, is appropriate in size, and safely allows for the integration of all digital equipment: a 3-D printer, a laser cutter, 2-D and 3-D scanners, a plotter, large format digital printers, and storage cabinets for equipment and supplies. We recommend repurposing a room in 1-311, currently used as the Strategic Partnership and Workforce Development Office, when they relocate to Building 2. The size and adjacency to the other 2d labs make this room appropriate for our needs. This lab would be a clean space for teaching 2-D Design and Color and a lab where students can use laptops and learn digital programs.

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
The Art Program wants to ensure art students from all Art classes can access the technology needed for 21st Century design. A Design and 3D Art Technology Lab would increase equitable access to digital technology and design equipment for all art students. A dedicated clean, dust-free space for computer-based technical equipment would allow us to expand the types of industry-focused machines we acquire and keep protected.

Level of need, with 1 being the most pressing
2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Resource Type
Facilities

Resource Name
Supply storage rooms for Photography, 2D Art, and Digital Art

Resource Description
3 small or 1-2 larger storage rooms to house small equipment and instructional supplies for 2D art classes. We recommend repurposing a few offices in room in 1-311, currently used as the Strategic Partnership and Workforce Development Office when they relocate to Building 2. The size and adjacency to the other 2d labs make this room appropriate for our needs.

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Relocation of the photography Art Lab and Digital Art Lab from building 2 to building 1, and the loss of our 2D Prop room with the upgrades to building 1, resulted in a significantly reduced space. This reduction created a loss of critical storage space for supplies and small instructional equipment. More dedicated storage will improve instruction, as the labs are too cluttered with storage and equipment, making them less accessible and impacting best practices and safety standards. We want to secure additional storage space as they become available with transitions out of building 1.

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Resource Type

Goals & Resource Requests

Facilities

Resource Name

Supply storage rooms for Photography, 2D Art, and Digital Art

Resource Description

3 small or 1-2 larger storage rooms to house small equipment and instructional supplies for 2D art classes. We recommend repurposing a few offices in room in 1-311, currently used as the Strategic Partnership and Workforce Development Office when they relocate to Building 2. The size and adjacency to the other 2d labs make this room appropriate for our needs.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Relocation of the photography Art Lab and Digital Art Lab from building 2 to building 1, and the loss of our 2D Prop room with the upgrades to building 1, resulted in a significantly reduced space. This reduction created a loss of critical storage space for supplies and small instructional equipment. More dedicated storage will improve instruction, as the labs are too cluttered with storage and equipment, making them less accessible and impacting best practices and safety standards. We want to secure additional storage space as they become available with transitions out of building 1.

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2023 - 2024

Resource Type

Instructional Equipment

Resource Name

Sculpture Lab_Instructional Equipment

Resource Description

(1) Miller Fume Extractor MWX-S, (1) 42" Rotatrim Professional Rotary Trimmer

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Improve safety in the Sculpture lab with proper ventilation for fumes and equipment to achieve learning objectives. Needed for safe air quality for brazed metal and plaster dust projects. Replace the dust and fume collector that can no longer operate in the sculpture studio since the electrical outlet was removed. NOTE: This was approved in 2022, but stalled at the ordering stage. A trimmer is needed for safe cutting or materials for the laser cutter.

Cost

8,363

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2023 - 2024

Goals & Resource Requests

Resource Type
Facilities
Resource Name
Supply storage rooms for Photography, 2D Art, and Digital Art
Resource Description
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Funds Type – Mark all that apply.
One-time Cost
Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Relocation of the photography Art Lab and Digital Art Lab from building 2 to building 1, and the loss of our 2D Prop room with the upgrades to building 1, resulted in a significantly reduced space. This reduction created a loss of critical storage space for supplies and small instructional equipment. More dedicated storage will improve instruction, as the labs are too cluttered with storage and equipment, making them less accessible and impacting best practices and safety standards. We want to secure additional storage space as they become available with transitions out of building 1.
Level of need, with 1 being the most pressing
1
FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
Social Science and Creative Arts (SS/CA)
Year of Request
2023 - 2024
Resource Type
Instructional Equipment
Resource Name
Photography Art Lab_Instructional Equipment
Resource Description
(2) Beseler 45MXT 35mm full-frame negative carriers
Funds Type – Mark all that apply.
One-time Cost
Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Increase access to camera equipment to meet Photography course SLOs and learning objectives. Camera lenses and negative carriers are instructional equipment that are required for GE course Art 171 and Photography courses to meet SLOs and learning objectives.
Cost
530
FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
Social Science and Creative Arts (SS/CA)
Year of Request
2023 - 2024
Resource Type
Other

Goals & Resource Requests

Resource Name

Photography Lab_furniture_safety

Resource Description

(4) Heavy Duty Storage Shelving Unit, (4) 6-Drawer Cabinets

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

 Provide safe storage for Photo materials, supplies, and equipment. Storage racks provide safe storage for chemicals, trays, and other equipment in the darkroom.

Cost

1,668

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2023 - 2024

Resource Type

Instructional Equipment

Resource Name

2D Art Lab_Instructional Equipment

Resource Description

(28) painting toborets, (5) 2-way Tilt-Top Art Horse, (2) 24" Rotatrim Professional Rotary Trimmer, (4) Lightbox 17" x 24", (4) ViewSonic - PA503S SVGA DLP Projector - White

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Upgrade the classroom lab equipment to improve the work environment and student learning. Purchase individual painting taborets that can be adjusted for each individual's needs, increasing accessibility to students and best meeting painting pedagogy for interactive and flexible classroom arrangements. Provide more drawing horses to replace older models. Provide equipment for expanded techniques and access in drawing and painting classes.

Cost

16,387

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2023 - 2024

Resource Type

Supplies

Resource Name

2D Art_Safety Supplies and Materials

Goals & Resource Requests

Resource Description
(2) IQ-Air filter replacement sets

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Continue to maintain the lab safety standards required. Purchase air filters to maintain a fume and dust-free environment for 2D lab courses.

Cost
826

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type
Other

Resource Name
2D Art Lab_storage furniture_safety

Resource Description
(3) Standard Mobile Storage Cabinet, (4) Lockable cabinets

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
 Provide safe, secure, and accessible storage of prop room items for 2D class student access.

Cost
4,024

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type
Instructional Equipment

Resource Name
Ceramic Lab_Instructional Equipment

Resource Description
(3) medium Skutt Kiln computer controlled large electric kiln, (1) large Skutt Kiln computer controlled large electric kiln, (1) Skutt Firebox 8x4 LT, (1) Industrial Bench Grinder and Pedestal Stand, (1) Corded Rotary Tool Kit with Rotary Tool Mega Accessory Kit, (1) Husky 4.5 Gal. Portable Electric-Powered Silent Air Compressor, (1) CXC Brent potter's wheel

Funds Type – Mark all that apply.
One-time Cost

Goals & Resource Requests

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Continue to maintain the ceramic lab safety standards required. Replacing rusted and damaged kilns for the new kiln garage. Purchase a small test kiln to allow for expanded glaze research and student testing. Replace rusted bench grinder and Dremel, which are used to safely grind sharp glaze drips if they occur on pots. Replace the rusted air compressor for the spray booth. Replace one in-operational pottery wheel to increase student access.

Cost

29,822

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2023 - 2024

Resource Type

Supplies

Resource Name

Ceramic Lab_Safety Supplies

Resource Description

(2) IQ-Air filter replacement sets, and (10) kiln relay/thermocouple parts, (3) boxes of gloves

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Continue to maintain the ceramic lab safety standards required. Purchase air filters to maintain a dust-free environment, and required kiln parts to keep the kiln equipment running safely. Gloves are needed for handling glaze materials safely.

Cost

1,549

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2023 - 2024

Resource Type

Other

Resource Name

Ceramic Lab__furniture_safety

Resource Description

(5) Brent Classic Pottery Stools

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

Upgrade the classroom lab furniture to improve work environment and student learning. Replace the warped pottery wheel stools for safe wheel throwing.

Cost
578

Level of need, with 1 being the most pressing
2

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type
Other

Resource Name
Art History_Furniture

Resource Description
(1) display case

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Purchase a display case to be hung or installed by the Art History lecture room to display historical replicas and educational displays highlighting Art History subjects.

Cost
2,000

Level of need, with 1 being the most pressing
2

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type
Facilities

Resource Name
A dedicated room_Design and 3D Art Technology Lab

Resource Description
 Provide a dedicated Art program Design and 3D Art Technology Lab that integrates with all studio art disciplines, is appropriate in size, and safely allows for the integration of all digital equipment: a 3-D printer, a laser cutter, 2-D and 3-D scanners, a plotter, large format digital printers, and storage cabinets for equipment and supplies. We recommend repurposing a room in 1-311, currently used as the Strategic Partnership and Workforce Development Office, when they relocate to Building 2. The size and adjacency to the other 2d labs make this room appropriate for our needs. This lab would be a clean space for teaching 2-D Design and Color and a lab where students can use laptops and learn digital programs.

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

The Art Program wants to ensure art students from all Art classes can access the technology needed for 21st Century design. A Design and 3D Art Technology Lab would increase equitable access to digital technology and design equipment for all art students. A dedicated clean, dust-free space for computer-based technical equipment would allow us to expand the types of industry-focused machines we acquire and keep protected.

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type
Facilities

Resource Name
A dedicated Room_Printmaking Lab

Resource Description
Secure a dedicated room for a Printmaking Lab in building 1. We recommend repurposing room 1-319, currently used as the Cooperative Education Workforce Experience Office when they relocate to Building 2. The size and adjacency to the other 2d labs make this room appropriate for our needs.

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
A dedicated printmaking space is necessary to fully implement a printmaking curriculum per best practices exemplified by our transfer institutions. Similar to sculpture and ceramics, printmaking has highly specialized tools and equipment which are large, heavy, and stationery. This equipment can present a safety issue if they are not allocated the proper amount of space. In the current situation, instructors are required to sacrifice significant amounts of teaching time to set up and take down vastly different types of equipment, furniture, tools, and supplies for different course needs in a shared multi-disciplinary 2D studio space. An additional Printmaking Lab would increase student access to studio space and equipment required for each discipline. It would also reduce repeated studio art lab reconfigurations that impact the health and safety of students and faculty. If we cannot secure a dedicated lab, we will need to bank the Printmaking courses. This is due to the impact that the current Printmaking equipment set-up has on the function of the other 2D courses offered in the Painting lab.

Level of need, with 1 being the most pressing
2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type
Contract Services

Resource Name
Building 1: Third floor lobby_2D Art Class Critique Area and Artwork display

Resource Description

Goals & Resource Requests

Removal of two large locker units, (1) large 2D art Display case, (1) critique wall installation, (2-4) seating furniture. Estimate: Art display case $4,000, Seating $5,000, Removal or two large locker units $6,000, critique wall installation $5,000.

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Building 1: Third floor lobby_2D Art Class Critique Area and Artwork display. Creating a student art critique area accessible to all 2D students and instructors would help students meet the SLOs for critique and provide an interactive space for best HIP interactive practices. Displays of students' work encourages enrollment and student motivations for success. It also increases community engagement with student artwork. Currently, the existing 2D Photography, Painting, and Drawings Labs do not have adequate wall space for the large critique wall that the lobby could provide.

Cost
20,000

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type
Contract Services

Resource Name
Building 1 second-floor lobby_Contract Services and Furniture

Resource Description
(3) tall Art Displays, (1) Large Art display, (1) wall art display (1) TV display, benches/chairs (exact items to be determined) Estimate: Art display cases $10,000, TV Monitor $2,000, Seating $5,000, and removal of four large showcases $6,000.

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
The Building 1 second-floor lobby needs updating to showcase the central atrium, provide welcoming seating, and showcase the programs in Building 1. This project includes demolishing the current showcases obstructing the windows and replacing them with tall column-style showcases. Also, add a large showcase in the place of the vending machines and install a wall-mounted monitor to showcase Creative Arts and Social Science Events engagingly.

Cost
23,000

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Other

Resource Name

Goals & Resource Requests

Ceramic Lab__furniture_safety

Resource Description
(5) Brent Classic Pottery Stools

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
 Upgrade the classroom lab furniture to improve the work environment and student learning. Replace the warped pottery wheel stools for safe wheel throwing.

Cost
578

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Supplies

Resource Name
Ceramic Lab_Safety Supplies

Resource Description
12) kiln shelves, (1) Primed canvas to cover work tables.

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Continue to maintain the ceramic lab safety standards required. Purchase kilns shelves to replace warped and cracked shelves for safe firing, and canvas to create dust-free work tables.

Cost
1,120

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Instructional Equipment

Resource Name
Ceramic Lab_Instructional Equipment

Resource Description
(1) Skutt computer controlled large electric kiln

Funds Type – Mark all that apply.
One-time Cost

Goals & Resource Requests

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Continue to maintain the ceramic lab safety standards required. Older kilns have cracking in the brick and rust damage on the metal framing. Safety note: Need to replace to ensure safe functioning of kiln for future years. Purchase one new Skutt electric kiln each year to replace 4 older kilns.

Cost

7,130

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2022 - 2023

Resource Type

Instructional Equipment

Resource Name

2D Art Lab_Instructional Equipment

Resource Description

(28) painting toborets (painting stands), and (4) hand-held power tools

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Upgrade the classroom lab equipment to improve the work environment and student learning. Purchase individual painting taborets that can be adjusted for each individual's needs, increasing accessibility to students and best meeting the painting pedagogy for interactive and flexible classroom arrangements. Provide small tools for creating canvases and learning to frame and present 2D artworks professionally.

Cost

10,169

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2022 - 2023

Resource Type

Supplies

Resource Name

Ceramics Lab_Safety Supplies

Resource Description

(2) IQ-Air filter replacement sets, and (10) kiln relay/thermocouple parts

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

Purchase air filters to maintain a dust-free environment required for Ceramic Lab safety, and required kiln parts to keep the kiln equipment running safely.

Cost
1,349

Level of need, with 1 being the most pressing
1

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Other

Resource Name
2D Art Lab_storage furniture_safety

Resource Description
(3) metal large storage cabinets, and (1) metal medium storage cabinet

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Provide safe, secure, and accessible storage of prop room items for 2D class student access.

Cost
2,826

Level of need, with 1 being the most pressing
1

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Other

Resource Name
Photography Lab_furniture_safety

Resource Description
Photography lab material storage and student worktables: 4) Amazon Basics 5-Shelf Adjustable, Heavy Duty Storage Shelving Unit, and (4) Seville Classics UltraHD® 6-Drawer Cabinets

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Proper equipment and worktables ensure a safe and accessible working environment in the new photo darkroom. The cabinets are on casters, so in the case of a student in a wheelchair that requires more space to move around, the cabinets are easily repositioned. Storage racks provide safe storage for chemicals, trays and other equipment of the darkroom.

Cost
1,668

Goals & Resource Requests

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2022 - 2023

Resource Type

Facilities

Resource Name

Supply storage rooms for Photography, 2D Art, and Digital Art

Resource Description

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Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Relocation of the photography Art Lab and Digital Art Lab from building 2 to building 1, and the loss of our 2D Prop room with the upgrades to building 1, resulted in a significantly reduced space. This reduction created a loss of critical storage space for supplies and small instructional equipment. More dedicated storage will improve instruction, as the labs are too cluttered with storage and equipment, making them less accessible and impacting best practices and safety standards. We want to secure additional storage space as they become available with transitions out of building 1.

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2022 - 2023

Resource Type

Facilities

Resource Name

A dedicated Room_Printmaking Lab

Resource Description

Secure a dedicated room for a Printmaking Lab in building 1. We recommend repurposing room 1-319, currently used as the Cooperative Education Workforce Experience Office when they relocate to Building 2. The size and adjacency to the other 2d labs make this room appropriate for our needs.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

A dedicated printmaking space is necessary to fully implement a printmaking curriculum per best practices exemplified by our transfer institutions. Similar to sculpture and ceramics, printmaking has highly specialized tools and equipment which are large, heavy, and stationery. This equipment can present a safety issue if they are not allocated the proper amount of space. In the current situation, instructors are required to sacrifice significant amounts of teaching time to set up and take down vastly different types of equipment, furniture, tools, and supplies for different course needs in a shared multi-disciplinary 2D studio space. An additional Printmaking Lab would increase student access to studio space and equipment required for each discipline. It would also reduce repeated studio art lab reconfigurations that impact the health and safety of students and faculty. If we cannot secure a dedicated lab, we will need to bank the Printmaking courses. This is due to the impact that the current Printmaking equipment set-up has on the function of the other 2D courses offered in the Painting lab.

Level of need, with 1 being the most pressing
1

<u>**FOR ADMINISTRATIVE USE ONLY**</u>

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Facilities

Resource Name
A dedicated room_Design and 3D Art Technology Lab

Resource Description
Provide a dedicated Art program Design and 3D Art Technology Lab that integrates with all studio art disciplines, is appropriate in size, and safely allows for the integration of all digital equipment: a 3-D printer, a laser cutter, 2-D and 3-D scanners, a plotter, large format digital printers, and storage cabinets for equipment and supplies. We recommend repurposing a room in 1-311, currently used as the Strategic Partnership and Workforce Development Offices when they relocate to Building 2. The size and adjacency to the other 2d labs make this room appropriate for our needs.

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
The Art Program wants to ensure art students from all Art classes can access the technology needed for 21st Century design. A Design and 3D Art Technology Lab would increase equitable access to digital technology and design equipment for all art students. A dedicated clean, dust-free space for computer-based technical equipment would allow us to expand the types of industry-focused machines we acquire and keep protected.

Level of need, with 1 being the most pressing
2

<u>**FOR ADMINISTRATIVE USE ONLY**</u>

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Other

Resource Name
Building 1: Third floor lobby_2D Art Class Critique Area and Artwork display

Goals & Resource Requests

Resource Description

Removal of two large locker units, (1) large 2D Art Display case, (1) critique wall installation, (2-4) seating furniture

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Creating a student art critique area accessible to all 2d students and instructors would help students meet the SLOs for critique and provide an interactive space for best HIP interactive practices. Displays of students' work encourages enrollment and student motivations for success. It also increases community engagement with student artwork. Currently, the existing 2D Photography, Painting, and Drawings Labs do not have adequate wall space for the large critique wall that the lobby could provide.

Cost

20,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2022 - 2023

Resource Type

Supplies

Resource Name

Ceramic Lab_Safety Supplies

Resource Description

12) kiln shelves, (1) Primed canvas to cover work tables.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Continue to maintain the ceramic lab safety standards required. Purchase kilns shelves to replace warped and cracked shelves for safe firing, and canvas to create dust-free work tables.

Cost

1,120

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Year of Request

2025 - 2026

Resource Type

Contract Services

Resource Name

Removal to tiles in the Ceramic Lab

Resource Description

Remove vinyl tiles in the ceramics lab to the concrete floor

Goals & Resource Requests

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Improve safety in the ceramics lab by removing slick tiles that become dangerous when wet with clay or water. The concrete floor under the tiles is suitable for the ceramic lab and matches the rest of the lab flooring. Waiting for an estimate from facilities.

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2025 - 2026

Resource Type
Instructional Equipment

Resource Name
Painting Lab, Drawing Lab, and Ceramics Lab: An overhead camera system for studio art technical demonstrations

Resource Description
Set up art labs with the same camera system available to 1-107, specifically the overhead camera, control panel, and document viewer connected to the TV in 1-303 and 1-320. The overhead camera in 1-103 will have to connect to the TV in that room, or a new setup will have to be installed.
Equipment to be installed: There is a Crestron scaler inside the Woodtech lectern and a Crestron TSW touch room controller on the Woodtech lectern
Overhead camera: Atlona PTZ Cameras (~$982)
Elmo PX-10E ($2,319.00/ea)

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Improve students' classroom visibility during hands-on art technique demonstrations with overhead camera technology.

Cost
15,000

Level of need, with 1 being the most pressing
2

FOR ADMINISTRATIVE USE ONLY

Goals & Resource Requests

Increase equity and reduce barriers by focusing on ZTC, OER, and providing reusable supplies in studio art classes.

ART PROGRAM GOAL #2: Increase equity and access to the study of Visual Arts and Culture by reducing financial barriers by working towards 100% ZTC/OER and 100% of reusable art tools supplied by the college rather than students needing to purchase them. 92% of courses currently meet OER/ZTC, and 68% of studio art courses cover reusable tools. We aim to meet these criteria within the next three years.

The Art Program identified equity as a goal in the 2018/2019 CPR and continues to work toward it. There are disparities in enrollment and success statistics among ethnic groups, and the Art Program is committed to closing the equity gap. One barrier to increasing enrollment is income and economic class. Enrollment is negatively impacted when students cannot afford to purchase the art materials required for studio art courses or the costly textbooks.

1. The Art Program creatively partners with multiple entities and funding sources to support the success of students with financial needs. Over the years, we have secured a PIF grant, collaborated with Promise Scholars and Guardian Scholars to fund essential supplies, and worked with vendors both on and off campus to expand access to supplies and textbooks. For example, the Art Program collaborates with the bookstore and outside vendors to create comprehensive art supply kits, which are funded by the Promise Scholars' financial support.

2. Second, we have added items that can be reused over several semesters to the Art Program's equipment orders, including photographic equipment, small tools, painting trays, and artwork frames. This relieves students from incurring these costs. We aim to cover 100% of these reusable tools while reducing costs in each class. Studio courses have irreducible single-use materials, so the costs for some courses will always exceed the low-cost option; however, we can prioritize lending tools that can be used for several years. For example, the photo classes can now provide cameras for all students to borrow, thanks to funding received over the last several years.

3. Thirdly, we reduced materials fees by 25-50% with the college covering bulk materials with the elimination of materials fees. The ceramics class clay fee has been cut in half due to the recycling of clay through the purchase of a pug mill, which reduces costs and increases sustainability. We have also worked on repurposing donated materials for students.

4. Fourth, we have successfully implemented OER/ZTC in a majority of our course offerings. Since the last PRU, all studio art courses have moved to 100% ZTC and OER. Additionally, all Art History courses offer a ZTC and OER option. Our goal is to have 100% of our courses adopt/use OER/ZTC over the next few years, and we are currently at 92%. By increasing access to equipment and textbooks, the Art Program has enabled students to begin coursework immediately, thereby significantly impacting their course success.

5. Lastly, in this CPR review, we have created a detailed spreadsheet to understand cross-program costs for students more clearly. 39 Art courses (all have an OER option, except Art/Mus 115), all Art History courses have an OER option, and all Studio Art courses are OER/ZTC. 31 studio Art courses (21 currently supply all reusable tools and 10 still require students to purchase reusable tools).

Year Initiated
2018 - 2019
Goal Status
Active
Implementation Step(s) and Timelines

Goals & Resource Requests

Implementation steps:
In the upcoming CPR cycle, we will continue to implement the following:
1. Advocating for the purchase of small tools and equipment that can be checked out to students and reused. This includes painting trays, rulers, X-Acto knives, clay tools, paintbrushes, glue guns/sticks, gloves, safety glasses, and other small items. 3. Working with the Promise Scholars and Guardian Scholars Program to secure additional resources for students and support the bookstore in stocking kits that can be covered through college student funding programs. 4. Working with the bookstore to ensure that there is an adequate supply of studio kits for all students who need them, because in past semesters, there has not been enough inventory. 5. Expanding OER/ZCT use in Art Courses. 6. Continue creating object kits for Art History courses to support active learning. 7. Working with the SMCCD Foundation to develop an art supplies grant.

Resources Needed:
1. Supplies of handheld tools and equipment to provide equitable access to all students. 2. Purchase of tangible objects for experiential learning related to Art History lessons. 3. Continued coverage of bulk materials by the college to ensure continued coverage of eliminated materials fees. 4. The Art Program resource request has an itemized list and priorities by area.

Mapping
- SKY College Values: *(X - Selected)*
- **Social Justice:** undefined (**X**)
- **Campus Climate:** undefined (**X**)
- **Open Access:** undefined (**X**)
- **Student Success and Equity:** undefined (**X**)
- **Academic Excellence:** undefined (**X**)
- **Community Partnership:** undefined (**X**)
- **Sustainability:** undefined (**X**)

- SKY Strategic Goals: *(X - Highlight Selected)*
- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (**X**)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (**X**)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (**X**)

UPDATE

Goal Update Date
10/24/2025
Academic Year Updated
2025 - 2026
Goal Update
On Schedule
Goal Update Narrative

Goals & Resource Requests

Goal Status:
We have made significant progress on reducing financial barriers for our students. We have successfully implemented OER/ZTC in a majority of our course offerings. Since the last PRU, all studio art courses have moved to 100% ZTC and OER. Additionally, all Art History courses offer a ZCT and OER option. Our goal is to have 100% of our courses adopt/use OER/ZTC over the next few years, and we are currently at 92%.

Regarding reducing material costs for studio art courses, we clarified our goal to provide 100% reusable materials for student lending. Studio courses use irreducible single-use materials, so the costs for some courses will always exceed the low-cost option; however, we can prioritize lending tools that can be used for several years. We have created a detailed chart showing class costs for our 31 studio art courses (21 currently provide all reusable tools and 10 still require students to purchase reusable tools). 68% of studio art courses currently cover reusable tools, and we aim to increase this to 100% within the next three years to meet these criteria. We are on track and have already reduced materials costs by 25-50% across the studio art courses. The Art Program has 24.5% enrollment of students identifying as low-income, compared to the college's rate of 21%. The Art Program's 3.5% increase in low-income student enrollment demonstrates that we are on the right path, and we will continue to track this comparison in our next PRU.

*See Art Course Material Cost Chart (attached as a related document)

Related Documents
Art Course Cost Chart_CPR 25.pdf

UPDATE

Goal Update Date
11/05/2023
Academic Year Updated
2023 - 2024
Goal Update
On Schedule
Goal Update Narrative

For this PRU, we have edited this goal to focus on implementing OER, ZTC, and low-cost materials program-wide to increase equity and remove cost barriers for our students.

Since the last PRU, all studio art courses have moved to 100% ZCT and OER, with materials being the main barrier. In addition, all Art History courses also have a ZTC and OER option. We aim to have 100% of our courses adopt/use OER/ZTC over the next few years. By increasing the level of access to equipment and textbooks, the Art Program has enabled students to begin coursework immediately, thereby greatly impacting their course success.

We have also moved more studio art courses to low cost, such as Ceramics, by purchasing clay recycling equipment for zero waste clay and less clay that students need to purchase. We have also continued to add items that can be reused over several semesters to the Art Program's equipment orders, including photographic equipment, small tools, and artwork frames. This relieves students of incurring these costs. We estimate that we are at 75% of the studio art course being low cost, and our goal is to get that to 100% by securing more reusable supplies and materials through our annual resource requests.

Finally, The Art Program creatively partners with multiple entities and funding sources to support the success of students with financial needs. Over the years, we have secured a PIF grant, worked with Promise Scholars and Guardian Scholars to fund supplies, and worked with vendors on and off campus to increase access to supplies and textbooks. For example, the Art Program collaborates with the bookstore and outside vendors to create comprehensive art supply kits that are paid for by Promise Scholars funding. We would also like to explore working with the SMCCD Foundation to develop an art supplies grant.

Goals & Resource Requests

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)
Year of Request
2025 - 2026
Resource Type
Faculty Position (permanent)
Resource Name
Art Tenure-Track Faculty Position (Photography and Art Appreciation)
Resource Description
Replacement Art Tenure-Track Faculty Position (Art History)
Funds Type – Mark all that apply.
Recurring Cost
Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
At the end of this academic year (SP26), one of our full-time Art faculty members specializing in Photography and Art GE Courses will be retiring. These courses are specialized, and we will advocate for a replacement position in the Fall 2026 FTEFAC process to ensure the program's continued success and vitality. This position contributes to the priorities of the College and District by: 1. We have a new college investment in a $120,000 specialized photography film-based lab that requires expertise for safe and effective operations. We have also invested in cameras and photographic equipment that we lend to students to reduce financial barriers and increase access to photography courses (EMP Goals 3 & 6, SMCCD Goal 4). 2. This position would support an increase in student success, as Photography courses are a focused curricular area elective for two AA-T Degrees and the Art AA degree, as well as CSU & UC Transfer Pathways, and Cal-GETC Areas 3 Art & Humanities GE requirements. Photography courses also support Interdisciplinary Studies, as Art 350 Visual Perception Through Photography fulfills GE requirements for Arts and Humanities, and other studio art photography courses are electives in Arts and Humanities Interdisciplinary Studies (EMP Goal 2). 3. Photography and Art Appreciation GE courses support students acquiring technical, critical/creative thinking, and cultural competency skills needed for success in future careers. Photography is an area of the Art Program that has dual enrollment sections with our local high schools, which requires a faculty coordinator specializing in Photography at Skyline. Photography provides a strong bridge between our high school and college programs. (EMP Goals 1 & 2, SMCCD Strategic Goals 1 & 2). 4. Flexible Scheduling & ZTC Adoption: Photo and Art Appreciation courses are offered in varied modalities with flexible scheduling. The adoption of Open Education Resources (OERs) by photography courses reduces cost barriers and increases course accessibility (EMP Goals 2 & 3, SMCCD Goal 3). 5. The faculty in this position will specialize in photography and will also teach the GE Art Appreciation courses, which are a growing part of the Art program. Our enrollment has increased by 21% over the last five years (EMP Goal 2).

Level of need, with 1 being the most pressing
1
FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)
Year of Request
2025 - 2026
Resource Type
Faculty Position (permanent)
Resource Name

Goals & Resource Requests

Art Tenure-Track Faculty Position (Art History)

Resource Description

New Art Tenure-Track Faculty Position (Art History)

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

The Art Program has also identified a need for an additional full-time Art History Position that was not met in the last FTEFAC allocation process. Still, we will continue to advocate for this in the upcoming request process following the replacement of the Photography position, as both a replacement and expansion are needed due to our program's 21% growth over the last 5 years.This position contributes to the College and District's priorities by 1. Offering a Global Curriculum: The cultural and geographic breadth of our curriculum increases student self-awareness and reflects the global community at Skyline College (EMP Goals 1 & 4, SMCCD Strategic Goal 3). 2. Specific focus on antiracism: Explores colonialism and its impact on art and art history. Helps students think critically about their world (EMP Goal 1, and SMCCD Strategic Goals 1 & 3). 3. Flexible Scheduling & ZTC Adoption: Taught in varied modalities with flexible scheduling. The adoption of Open Education Resources reduces cost barriers and increases accessibility (EMP Goals 2, 3, & 4, SMCCD Strategic Goals 1 & 3). 4. This position would support an increase in student success, as Art History courses are required for two AA-T Degrees and the Art AA degree, as well as CSU & UC Transfer Pathways, and Cal-GETC Areas 3 Art & Humanities GE requirements. Art History courses support Interdisciplinary Studies as all Art History courses fulfill GE requirements for Arts and Humanities, and others are electives in International/Global Studies and Interdisciplinary Studies. The Art Gallery offers museum experiences for students and the community, as well as opportunities to develop job skills. 5. There has been an increase in enrollment and interest in Art History, with enrollments up 23.1% since the 2019-2020 academic year. Students are choosing Art History's global course content to fulfill GE, i.e., Art of Africa/African Diaspora, Asian Art & Architecture, Art of the Americas (EMP Goal 2).

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2024 - 2025

Resource Type

Supplies

Resource Name

Studio Art Supply_2D picture Frames

Resource Description

Bundle of gallery picture frames in standard sizes

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

We are requesting frames to loan to 2D studio art students who need them for exhibitions. This will eliminate a financial barrier and increase students' access to build their exhibition resumes.

Cost

300

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Goals & Resource Requests

Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Resource Type
Supplies

Resource Name
Photography Lab_Course Supplies

Resource Description
(6) 80mm f/4 Enlarger lenses (8) Beseler 6x6cm glassless negative carrier for 45 series, (5) Canon Lens cap, (5) Canon UV filter

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Provide photography students instructional supplies that can be checked out and used for multiple semesters to achieve SLOs. Camera lenses and negative carriers are instructional supplies that are required for Photography courses to meet SLOs and learning objectives.

Cost
1,893

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Resource Type
Supplies

Resource Name
Sculpture Lab_Course Supplies

Resource Description
Hand tools and hardware for sculpture and 3D Design, including (5) bit sets, (1) ratchet set, (40) wax, clay and plaster tool set, (5) small hand-tool set

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Increase equity for studio art lab classes by providing more small tools and equipment that can be used for multiple semesters rather than requiring an individual student purchase. Stock Studio Art Lab with essential supplies and small tools to mitigate high student supply costs. We want to increase the number of tool kits that can be checked out.

Cost
1,085

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
Social Science and Creative Arts (SS/CA)

Goals & Resource Requests

Year of Request
2023 - 2024
Resource Type
Supplies
Resource Name
Photography Lab_Course Supplies
Resource Description
(6) 80mm f/4 Enlarger lenses (8) Beseler 6x6cm glassless negative carrier for 45 series
Funds Type – Mark all that apply.
One-time Cost
Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Provide photography students instructional supplies that can be checked out and used for multiple semesters to achieve SLOs. Camera lenses and negative carriers are instructional supplies that are required for GE course Art 171 and Photography courses to meet SLOs and learning objectives.
Cost
1,788
Level of need, with 1 being the most pressing
1
FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)
Year of Request
2023 - 2024
Resource Type
Supplies
Resource Name
Drawing and Painting_Course Supplies
Resource Description
(10) X-ACTO X3205 NO 5 HEAVY DUTY, (30) Enamel Trays, (30) 18" ruler, (10) scissors
Funds Type – Mark all that apply.
One-time Cost
Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Increase equity for studio art lab classes by providing more small tools and equipment that can be used for multiple semesters rather than requiring an individual student purchase. Stock Studio Art Lab with essential supplies and small tools to mitigate high student supply expenses costs. Increase the number of tool kits that can be checked out.
Cost
830
Level of need, with 1 being the most pressing
1
FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)
Year of Request
2022 - 2023
Resource Type

Goals & Resource Requests

Supplies

Resource Name

Art History_Instructional Supplies

Resource Description

Art History artifact replicas and experiential learning materials.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

This is a selection of objects that will bring art history to life in the classroom. The objects represent materials and techniques used in the ancient world; in some cases, they are replicas. Bringing objects like these into the classroom will allow for instructional methods that incorporate active and hands-on learning. Students' tactile relationship to the objects will reinforce the importance of such objects in historic and cultural context. Teachers can also develop in-class projects about one or a combination of these items. When not in use, the objects could be stored in one of the display cases, which can encourage students to take in-person classes. The display itself could be incorporated into lessons. For example, students could write short descriptive texts that can go alongside the objects in the display case.

Cost

1,500

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2022 - 2023

Resource Type

Supplies

Resource Name

Sculpture Lab_Instructional Supplies

Resource Description

Small equipment, hand tools, hardware, and bulk supplies (pewter and wood) for sculpture and 3D Design

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Increase equity for studio art lab classes by providing more small tools and equipment that can be used for multiple semesters rather than requiring an individual student purchase. Stock Studio Art Lab with basic supplies and small tools to mitigate high costs for students supply expenses. Increase the number of tool kits that can be checked out.

Cost

1,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Resource Name

Goals & Resource Requests

Photography Lab_Instructional Supplies

Resource Description

(6) 80mm f/4 Enlarger lenses and (8) Medium film format negative carriers

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Increase access to required camera equipment to meet Photography course SLOs and learning objectives.

Cost

1,788

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2023 - 2024

Resource Type

Supplies

Resource Name

Art History_Course supplies

Resource Description

(10) Art History artifact replicas and experiential learning materials.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Create object kits for Art History courses to support active learning. Develop and purchase Art History object kits that support the curriculum with hands-on active learning.

Cost

500

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2022 - 2023

Resource Type

Supplies

Resource Name

Ceramic Lab_Instructional Supplies

Resource Description

(25) wheel bats (boards), (20) bowl-forming molds, (50) glaze brushes,

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

Stock Studio Art Lab with basic supplies and reusable small tools to mitigate high costs for students supply expenses.

Cost
1,427

Level of need, with 1 being the most pressing
2

<u>FOR ADMINISTRATIVE USE ONLY</u>

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Supplies

Resource Name
2D Labs_Instructional Supplies

Resource Description
(1) Milwaukee, Cushion Grip Screwdriver Set, (2)6-1/16 in. Wood Handle Scratch Awl,(2) Nail Setter Kit, (2) Medium and Large Trigger Clamp (4-Pack), (1) 8" crescent wrench, (1) Gyokucho #611 Ryoba (Double-Sided) Extra Fine Saw / 240mm (9.5"), (1) Gyokucho #651 Blue-Hard Ryoba (Double-Sided) Saw / 240mm (9.5"), (15) X-ACTO X3205 NO 5 HEAVY DUTY, (4) Bostitch Office QuietSharp 6 Electric Pencil Sharpener, (1) Dura-Lon Plastic Coated Picture Wire #4

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Increase equity for studio art lab classes by providing more small tools and equipment that can be used for multiple semesters rather than requiring an individual student purchase.

Cost
567

Level of need, with 1 being the most pressing
1

<u>FOR ADMINISTRATIVE USE ONLY</u>

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Technology

Resource Name
2D Art/Digital Art_Instructional Technology

Resource Description
(2) iPadPro, 12.9", 512 GB, Apple Pencil, screen protectors, and Procreate software

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Ensure Art faculty have the current technology to use for demonstrations in the classroom to support HIPs and up-to-date pedagogies.

Goals & Resource Requests

Cost
3,699
Level of need, with 1 being the most pressing
2
<u>FOR ADMINISTRATIVE USE ONLY</u>

Resource Request

Division Name
Social Science and Creative Arts (SS/CA)
Year of Request
2022 - 2023
Resource Type
Instructional Equipment
Resource Name
Existing Laser Cutter_Repair Replacement Part
Resource Description
Epilog Laser Cutter Model C Tube Part Replacement
Funds Type – Mark all that apply.
One-time Cost
Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Repair the Epilog Laser Cutter by replacing the Tube, allowing our art students to access current technology for this critical 3D art fabrication process in various art and design courses.
Cost
3,000
Level of need, with 1 being the most pressing
1
<u>FOR ADMINISTRATIVE USE ONLY</u>

Resource Request

Division Name
Social Science and Creative Arts (SS/CA)
Year of Request
2022 - 2023
Resource Type
Faculty Position (permanent)
Resource Name
Art Tenure-Track Faculty Position
Resource Description
New Art Tenure-Track Faculty Position
Funds Type – Mark all that apply.
Recurring Cost
Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
The Art Program has seen significant enrollment growth in the last academic year with the expansion of our GE course offerings and the continuation of our online Studio Art courses in addition to our face-to-face offerings. For Fall 2022, our FTE was 6.74, making our unmet need 2.32 with our current full teaching FTE subtracted. Art is a specialized discipline with faculty members who bring expertise in specific areas. Expanding the diversity of this expertise would benefit students, increase access, and allow for continued program growth and community engagement in the Arts.
Level of need, with 1 being the most pressing
1

Goals & Resource Requests

Increase Online Retention and Student Success

Increase Online Retention and Student Success
ART PROGRAM GOAL #3: Increase Online Retention and Student Success to meet or exceed college-wide rates in the next 3 years by PRU F28.

This goal was initiated in our last CPR 2018/19, where we discovered that face-to-face retention and success consistently track higher by one to three percentage points than those college-wide; however, the Art Program's online success rates were lower than the College's.

Comparing the last CPR's 5-year data with this CPR's 5-year data, we went from 7.1 % below college for online success to 1% above, meeting our goal. The success rate of the online art class is 75%, and the college's is 74% in the current cycle. One notable observation is that hybrid classes had a lower success rate compared to face-to-face or online classes. We only offered a few hybrid courses, but this is an area that warrants more careful consideration when scheduling. A second reflection is that, for the last year of data, 24/25, we are 3% lower than the college in online success. We are meeting our overall success goal at the 5-year average, but we want to ensure that success continues to trend upward over the next 3 years.

For the same data in retention, the last CPR cycle, we were 6.4% below the college and are now only 1% below, closing the gap by 5.4%. The retention rate of the art programs' online classes is 86%, and the college's is 87%.

We have been successful in closing the success and retention gap by implementing these strategies in the last cycle:
 1. Art faculty have been certified in the CTTL Quality Online Teaching and Learning (QOTL) Course. 2. Art faculty have attended professional development workshops on specific online teaching tools and strategies, and worked with CTTL support on developing best practices regarding equitable practices. 3. Specific time was allocated at our department meetings and a special flex day workshop (see attached Strategies for Online Art Courses Flex Meeting Minutes pdf) for Art faculty to share successful online practices and tools, and areas of challenge to get peer feedback. We have set up an art resource-sharing page on the Program Canvas module and aim to create additional ways to share resources specific to online art education. 4. We have started surveying students in our Art classes, gathering input on their online experience and suggestions for improvements we can make. We will collaborate with PRIE on surveys as part of this CPR process. 6. Additionally, we utilize OER/ZTC resources for online courses and provide students with kits and small equipment for several lab classes. 7. We have created itemized and prioritized resource requests for the procurement of teaching and learning technologies.

Year Initiated
2018 - 2019
Goal Status
Active
Implementation Step(s) and Timelines

Goals & Resource Requests

Implementation steps:

In the upcoming 3-year cycle and this current CPR review process, we will continue to implement the following: 1. Participating in flex and CTTL workshops to gain knowledge of additional online tools and teaching strategies. 2. Analyzing data to see which courses meet our 75% success benchmark for online compared to face-to-face 3. Identify specific courses for improvement based on success and retention data (see the chart for courses identified as falling below our online success rate goals, along with corresponding action plans). 4. Analyze online success and retention compared to the colleges by ethnicity, age, goals, gender, etc., to see if we can identify more focused success gaps. 5. Review and improve DE assessment tools that target assessment methods specific to online art courses. 6. Encourage faculty consultation with the CTTL/DE coordinator or peer mentor to provide strategies for increased student success. 7. As appropriate, encourage attendance at professional development workshops and conferences specific to online pedagogy and technologies. 8. Implementing equitable grading strategies. 9. Ensuring all Art Program faculty are submitting Census and know how to use Early Alert/New Analytics. 10. Researching the impact of late start courses. 11. Faculty who teach online are attending CTTL QOTL level #2. 12. Researching the role and impacts of AI in online instruction.

Resources Needed:

1.   Funding and supplies to mitigate student barriers to acquiring technology, equipment, and materials. The Art Program resource request has an itemized list with priorities by area. 2. Given the performative nature of teaching studio art classes, enhanced technology and training for making professional-quality videos and technique demonstrations, including lighting kits, multiple webcams, and audio equipment.

Mapping

- SKY College Values: *(X - Selected)*

- **Open Access:** undefined (**X**)

- **Student Success and Equity:** undefined (**X**)

- **Academic Excellence:** undefined (**X**)

- SKY Strategic Goals: *(X - Highlight Selected)*

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (**X**)

- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (**X**)

UPDATE

Goal Update Date
10/24/2025

Academic Year Updated
2025 - 2026
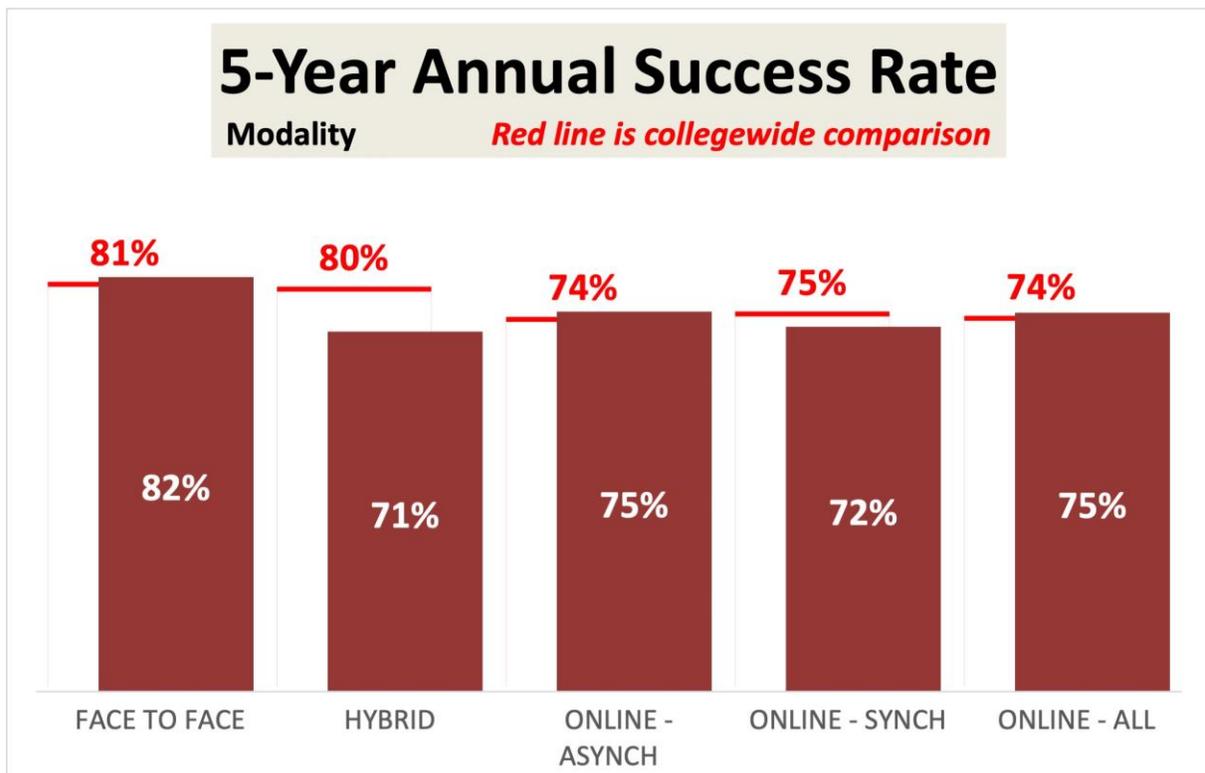
Goal Update
On Schedule

Goal Update Narrative

Goals & Resource Requests

We are on the right track, meeting our success goal and just 1% away from our retention goal. However, our online class offerings have expanded rapidly, with online classes making up 67% of our program enrollments, compared to the college's online portion at 59% of enrollments. For the year 24/25, we had some instructors teaching online courses for the first time, so expect that the success data will increase as courses are developed. We revised the timeline of this goal in our last PRU 23-24 to meet or exceed the college rates by our PRU 28. In the previous planning cycle, all courses moved online in an emergency capacity and are now online or face-to-face due to intentional planning and enrollment trends. Given this shift, the next planning cycle will yield even more stable data for us to analyze regarding online course success and retention.
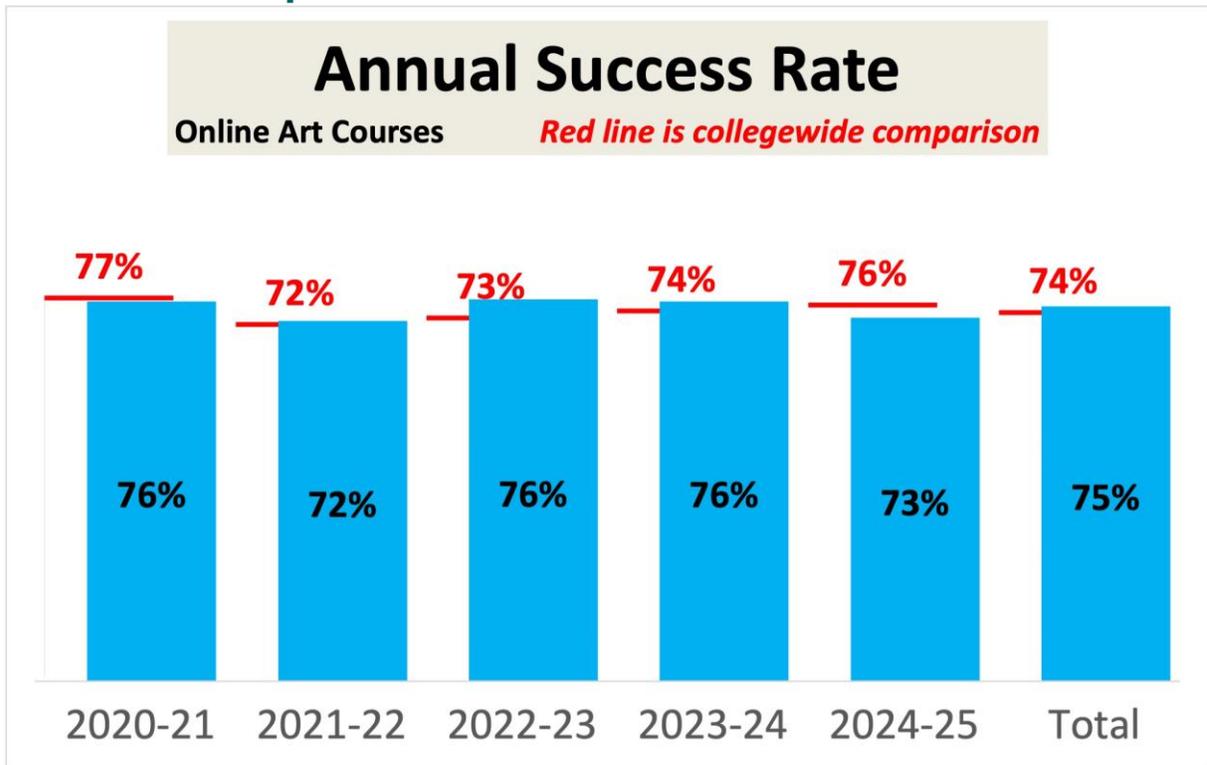
We have created a comparison chart for courses with a success rate of less than 75% in the online modality to help us identify further actions to meet this goal. Several of the lowest success rates online in this analysis are no longer taught online or offered by our program (Art 351 and Art 431). Others, like Art 130, have low success rates in Late Start offerings, indicating that a full-term course is best for this larger survey course. We will also review the COR and consider any necessary changes to benefit the course.

We have taken significant steps to deliver engaging, successful online instruction, thereby improving several areas with an estimated 90% implementation rate.

Optional Tables & Graphs

5-Year Annual Success Rate
Modality — Red line is collegewide comparison

Modality	Collegewide (red line)	Program
FACE TO FACE	81%	82%
HYBRID	80%	71%
ONLINE - ASYNCH	74%	75%
ONLINE - SYNCH	75%	72%
ONLINE - ALL	74%	75%

Goals & Resource Requests

Annual Success Rate

Online Art Courses — *Red line is collegewide comparison*

Year	Bar	Red line
2020-21	76%	77%
2021-22	72%	72%
2022-23	76%	73%
2023-24	76%	74%
2024-25	73%	76%
Total	75%	74%

Related Documents
Online Course Success Data Chart_75% benchmark.pdf

UPDATE

Goal Update Date
11/06/2023
Academic Year Updated
2023 - 2024
Goal Update
On Schedule
Goal Update Narrative

Goals & Resource Requests

We have taken major steps to offer engaging and successful online instruction, thereby improving a number of areas with an estimated 75% implementation. These include: 1. Art faculty have been certified in the CTTL Quality Online Teaching and Learning (QOTL) Course. 2. Art faculty have attended professional development workshops on specific online teaching tools and strategies, and worked with CTTL support on developing best practices regarding equitable practices. 3. Specific time was allocated at our department meetings for Art faculty to share successful online practices and tools and areas of challenge to get peer feedback. We set up an art resource-sharing page on the Division Canvas module and have a goal of creating more ways to share resources specific to online art education. 4. We have started surveying students in our Art classes, gathering input on their online experience and suggestions for improvements we can make. 5. We use OER/ZTC resources for online courses and provide kits and small equipment to students for several lab classes. 6. We have created itemized and prioritized resource requests for the procurement of teaching and learning technologies.

The Art Program's success and retention outcomes now consistently track higher by one to three percent than those college-wide, but we are still two percent lower in online success and retention in the last 5-year average. In the previous planning cycle, all courses moved online in an emergency capacity and are now online or face-to-face due to intentional planning and enrollment trends. Given this shift, this next planning cycle will produce more stabilized data for us to analyze for online course success and retention.

Goals & Resource Requests

Our goal is to increase interdisciplinary collaborations and develop relationships with campus populations to highlight the relevance of the arts to community wellbeing.

Goals & Resource Requests

Art Program of Goal #4: The Art Program produces artistic and cultural events for Skyline College and the local community. To highlight the role of the arts in community-building and wellbeing, we will increase interdisciplinary collaborations and develop relationships with campus populations. We have outlined specific sub-goals to reach over the next 3 years.

A.) We focus on three community projects: the Community Mural Project, Student Exhibitions, and the Empty Bowls Project.

1.   The Community Mural Project: Spanning the last CPR cycle and into the present review cycle, we completed several off-campus murals in San Bruno and South San Francisco, which enrich communities. Additionally, with the Art on Campus Task Force, we developed a plan for on-campus murals and presented it to the cabinet for funding consideration. To beautify and enrich the campus community with murals, such projects require college/district-level financial investments beyond our program resource requests. To sustain mural projects, we also need technical and coordination support. To that end, we are requesting a part-time technician who would support both the Community Mural Project and the Art Gallery. So, we are holding off on the goal of creating new murals until funding sources and more staff support become available. Instead, we created an opportunity for students to create a small-scale moveable mural at Rock the School Bells. This is an example of how we have begun to increase campus collaborations. In this case, it was with the Cipher learning community, which included a shared curriculum. A technician would enable us to develop a plan to create temporary exhibition sites for the murals created during Rock the School Bells. By doing so, we would expand the audience and learning opportunities across disciplines.

2.   Student Exhibitions: We are committed to providing opportunities for students to exhibit their artwork in the Art Gallery (see section B below), other campus sites, and in the community. These exhibitions benefit art students, increase accessibility for the campus at large, and highlight Studio Art courses.

a.   Off campus in the community:
i.   We have shown student art annually at the Society of West Coast Gallery in San Bruno. While we have created a logistics plan to streamline the intake and installation process, making the show more manageable, we have also identified the resources needed to make the work more tenable and accessible to our students. In Fall 2024, we successfully collaborated with the college's administrative process to secure a Letter of Support for the SWA gallery, enabling it to apply for a local grant to fund the yearly student exhibition from 2025 to 2026.
ii.   The Art Program supports an annual student Ceramics Exhibition at the California Conference for the Advancement of Ceramic Art in Davis.
iii.   We will also continue to explore partnerships with the Sanchez Art Center in Pacifica. In this cycle, we participated in a Faculty Art Exhibition and Panel Discussion about our individual art practices and information about the Art Program at Skyline College.

b.   On campus outside the Art Gallery: In this review cycle, we have expanded our showcases on the 2nd floor of Building 1 to increase student exhibition space. Our goal is to curate a regular rotation of mini exhibitions to showcase our students' artwork, promote art classes, and increase art engagement opportunities for students, staff, and faculty across all academic disciplines.
i.   Studio Art Lab Coordinator Ash Asaro led a campus-wide collage project as part of the Critical Global Citizens Education Project, facilitating the creation of a collaborative art piece that brought together the stories, images, and creative works from our community.
ii.   The Art Club collaborated with Active Minds to host a rock painting workshop in the Quad.
iii.   Our Three-Dimensional Design Class created reading forts on campus to provide students with creative nooks for studying and working.
iv.   Our Printmaking classes created mini prints in a vending machine located in the Building 1 lobby.
v.   Our Photography professor led a photo workshop for students at Burlingame High School.
vi.   Our digital photography class created a Library photography exhibition in conjunction with Empty Bowls to express themes of food insecurity.
vii.   Gallery Practicum students co-curated Library exhibitions for Arab American Heritage Month.
viii.   Studio Art courses have collaborated with Talisman to bring together the visual and Literary arts in the yearly publication.
Our Art instructors create projects that enrich our campus, but we have limited capacity and are stretched thin. A

Goals & Resource Requests

Gallery Technician would help us to create more opportunities to showcase student artwork in broader areas of campus.

3.	The Empty Bowls Project: Empty Bowls is a community fundraiser and service-learning project that raises awareness of food insecurity and funds for the SparkPoint Center. We have done this across several CPR cycles and continue to do so. Our goal in this cycle is to expand the cross-collaboration of the project. In this cycle, we had two Empty Bowls Fundraisers. The first one was a collaboration with the College's Civic Engagement Initiative with related events in the Intercultural Center and library, including films and panel discussions. In the second project, we partnered with Psychology to bring the Social Sciences into the project, with a focus on the impact of food on brain health. This partnership provided a grant to fund the food, making the event more financially sustainable. For both projects, we hosted two flex workshops, where faculty, staff, and administrators created bowls for the event. We have collaborated with our performing arts programs, both music and dance, from the beginning. Most recently, dancers on campus choreographed a performance in collaboration with Ceramics Club members who produced heart-shaped bowls for the art-dance performance. We also collaborated with the library, which hosted a photography exhibition about hunger and food. For the Spring 2022 project, the professor of the Three-Dimensional Design class was a Climate Corp Fellow. She showcased her students' "living blocks" at the Empty Bowls event. This was also a collaboration with the SparkPoint food pantry, which led to the creation of garden spaces and the Climate Corp Sustainability Program. Additionally, we expanded our bowl-making partners to include multiple ceramics classes at CSM. Our ceramic professor participated in the Flex Day Community Engagement panel. By sharing the story of Empty Bowls, she helped colleagues imagine how they could create their own community projects and collaborate with Empty Bowls. In the upcoming cycle, we will continue to develop ideas for additional cross-curricular components to enhance student participation in the project.

B.) For the Art Gallery, we are focused on sustainability and providing enriching cultural educational opportunities through art exhibitions and programming.

Over the past three years, since the last CPR, the gallery has accomplished many goals. The pandemic put a pause on exhibitions in the gallery space, but since then, in-person programming has made a robust comeback. We presented three original curated exhibitions: Growing Up Asian, Homebound, and Civilization Blues, each of which included events and programming that brought community members into Skyline College. Most recently the gallery hosted Skyline Librarian Majdolene Dajani and artist Shirin Khalatbari in an event titled "Women in Mesopotamia" during Women's History Month. Others include musical performances, artist panels, and performance art. The highlight of the gallery takes place every spring, in which Skyline's student artists are featured in the Annual Juried Art Show. Exhibitions in the gallery have reached a higher caliber with the new lighting that was recently installed. We secured funds for a reception desk, benches, and a video projector, which we look forward to using in the fall. Through a request for a part-time Art Gallery Technician Classified staff position, we plan to expand art exhibitions on campus and support safe use of tools and equipment in the gallery. This position will enable the Faculty Coordinator to focus more effectively on curating exhibitions, developing events, and expanding interdisciplinary collaborations with Skyline faculty. For example, for the exhibition "Homebound," the Faculty Coordinator collaborated with professors from History, English, and Geography to create assignments based on the artworks. Requests in this CPR will enable continued growth, allowing us to make progress on the goals outlined below.

Year Initiated
2019 - 2020
Goal Status
Active
Implementation Step(s) and Timelines

Goals & Resource Requests

1) To meet our community outreach goals for the Art Gallery, we focus on making gallery operations more sustainable. Doing so will enable us to expand and enhance gallery programming through more on- and off-campus collaborations. Our implementation steps in the next three years are as follows:

a) Increase enrollment of the Gallery Practicum course by changing the name. This change will make the class more accessible. A few ideas include: Gallery Exhibition Design, Gallery Design, Gallery Practices, Gallery Techniques, Gallery and Art Exhibition Design, and Museum Studies/Gallery Exhibition Skills (I, II, III)- covering beginning, intermediate, and advanced levels. Multiple levels of the one-unit course will enable students to develop gallery skills and effectively assist in gallery exhibition planning and installation.

b) Research existing gallery practicum structures and museum studies certificates with the goal of developing ART 665 Gallery Practicum. We have begun to expand this class by offering curatorial opportunities. For example, in spring 2025, students collaborated with librarian Majdolene Dajani to curate exhibitions in the library for Arab American Heritage Month.

c) Hire a part-time Art Gallery Technician Classified staff position

d) In spring 2025, the Art Program benefited from a Work Study student, who also assisted with art gallery operations. This support is vital to the gallery's function, especially because currently, the gallery coordinator is charged with the work (supported by Gallery Practicum students and SS/CA administrative staff when they are available).

e) Increase attendance to the gallery through on- and off-campus outreach. In partnership with MCPR, produce a comprehensive marketing strategy to highlight the Art Program curriculum, events, and community outreach projects. Advocate for more off-campus advertisements to specifically target the local community.

f) Expand cross-disciplinary collaborations. As described above, we have done so with professors of History, English, and Geography. Another possibility is to collaborate with the Language Arts faculty to revive the Talisman event in the gallery.

g) Secure fine art insurance, which is both ethical and professional practice in college and university galleries.

h) The art gallery now has an annual budget for exhibition installation supplies and receptions, which supports basic functions. An expanded budget is necessary to support the gallery's function and enhance its potential to attract the community to Skyline College.

i) Secure funding for guest curators, including grad students and outside curators.

j) Secure funding for artist residencies in the Gallery (PIF, ASSC, SOCC).

k) Continue to develop and present art gallery exhibitions that promote marginalized people and perspectives.

l) Continue to advocate for improving the Art Gallery to highlight its role as a space where students and the community can reflect on relevant topics through art. The gallery floors have sustained years of wear and damage and require refinishing. The gallery walls need to be reconfigured, and the addition of movable walls will improve art display strategies.

2) For our community projects, we are focusing on three areas: The Community Mural Project, Student Exhibitions, and The Empty Bowls Project. Our implementation steps in the next three years are as follows:

a) Create a graffiti mural in collaboration with Rock the School Bells. We also want to explore using the 3rd-floor Building 1 Mural Wall for a rotating mural from a featured painter at the Cipher Rock the Schools Bells Conference.

b) Research the benefits of developing a dedicated C1 Mural Course - Mural/Mural History. With the changes to CalGetc, Painting I will lose its GE status. Therefore, if enrollment declines in Painting, this would be a solution to introduce a new GE painting course. Once the mural course is complete, bring in an instructor who is a specialist in mural art.

c) Work with the SWA Gallery in San Bruno to have a yearly Skyline Student Art Exhibition. Collaborate with the college to provide a Letter of Support for the gallery's annual grant. Explore opportunities to work with the Bay Area Entrepreneur Center during this exhibition, given the location on the same street in downtown San Bruno.

d) Curate mini exhibitions in our expanded Building 1 showcases and on campus. Expand these opportunities by securing a Gallery Technician.

e) Increase The Empty Bowl Project's cross-disciplinary collaboration with the Flex Day Workshop, cross-disciplinary collaborations, Library exhibitions, and others.

Resources Needed:

Goals & Resource Requests

1. A dedicated Art marketing budget to increase the visibility of the Art Program courses offered and cultural events.
2. An increased dedicated annual operational budget for the Art Gallery (supplies, insurance, and reception catering). 3. An Art Gallery Technician Classified Staff Position to support the Art Gallery and Community Art Projects. 4. Art Gallery wall reconfiguration with the purchase of additional movable gallery walls. 5. The Art Program resource request has an itemized list and priorities by area.

Mapping
- SKY College Values: *(X - Selected)*
- **Social Justice:** undefined (**X**)
- **Campus Climate:** undefined (**X**)
- **Open Access:** undefined (**X**)
- **Student Success and Equity:** undefined (**X**)
- **Academic Excellence:** undefined (**X**)
- **Community Partnership:** undefined (**X**)

- SKY Strategic Goals: *(X - Highlight Selected)*
- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (**X**)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (**X**)
- **Thriving Environment:** Foster a thriving learning and work environment (**X**)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (**X**)

UPDATE

Goal Update Date
10/24/2025
Academic Year Updated
2025 - 2026
Goal Update
On Schedule
Goal Update Narrative
The Art Program has developed and maintained strong community connections on campus and in the local area, providing shared educational experiences in the Visual Arts. This outreach serves to promote Skyline College's mission and values. Art exhibitions consistently bring visitors from the larger community to the Skyline campus. Aspects of this goal were initiated in our last planning cycle, but we have refocused this goal on the Art Gallery and a few key community projects to expand interdisciplinary connections with the Arts. We have outlined specific sub-goals to reach over the next 3 years. We are on track to meet our implementation steps and have detailed the support and resources needed to achieve these goals.

UPDATE

Goal Update Date
09/25/2024
Academic Year Updated
2023 - 2024
Goal Update
On Schedule

Goals & Resource Requests

Goal Update Narrative

The Art Program has developed and maintained strong community connections on campus and in the local area to provide shared educational experiences in the Visual Arts. This outreach serves to promote Skyline College's mission and values. Art exhibitions consistently bring visitors from the larger community to the Skyline campus. Aspects of this goal were initiated in our last planning cycle, but we have refocused this goal on the Art Gallery and a few key community projects. We have outlined specific sub-goals to reach over the next 3 years. We are revising our goals mid-way through the planning cycle to narrow our focus to realistic goals within our resources, faculty, and staff bandwidth. Our goal is to enrich our current programming rather than become spread too thin.

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2025 - 2026

Resource Type

Contract Services

Resource Name

Art Gallery_Exhibition Walls

Resource Description

Art Gallery_Movable Walls and rebuilding of back gallery wall

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Purchase movable walls to increase exhibition design options to best showcase student and professional art. Build out another back wall to hide the door and create more space for hanging art. This will increase storage space for supplies and furniture while increasing wall space to hang art.

Level of need, with 1 being the most pressing

3

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2025 - 2026

Resource Type

Contract Services

Resource Name

Art Gallery_Floor Refinishing

Resource Description

Refinishing the gallery floor, removing wood, and refinish with concrete.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

Improve the Art Gallery environment to increase its role as a community gathering space for students and the community to experience and connect with art exhibitions. (we are waiting on an updated quote from facilities; the quote below is based on our last estimate).

Cost
30,000

Level of need, with 1 being the most pressing
2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
Social Science and Creative Arts (SS/CA)

Year of Request
2025 - 2026

Resource Type
Classified Professional/Administrator Position (permanent)

Resource Name
Art Gallery Technician/Coordinator

Resource Description
Hire a Gallery Technician /Coordinator

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

The gallery is a significant public-facing venue at the college. Adding this position would enable the gallery to represent the college well with enriching art exhibitions by students, faculty, and regional artists. The faculty gallery coordinator should be able to focus their limited release time on curating exhibitions and building a cross-discipline curriculum for all programs to engage in the arts and enrich their course lessons. A gallery technician would increase safety for students and faculty during the art gallery exhibition installations by providing technical expertise in artwork intake, handling, and installation. The technician could further support the Art Studios to ensure the best safety standards.

In addition, this would allow for increased community engagement and curriculum development in connection with art exhibitions and other college events hosted by the gallery each year, aligning with the objectives of the PCI's Community Engagement and Civic Mindset goals. The gallery and art faculty would like to increase our community presence, including student shows at the SWA gallery in San Bruno, curated exhibitions in the campus Intercultural Center and Library, and other requests for art displays. The current gallery faculty release time does not account for these new and enriching opportunities. This position could also support mural projects and other Art on Campus developments.

A tech for the gallery would enable us to grow the gallery program and its potential. Currently, one faculty is responsible for work that is enough for a whole team. A gallery program is not sustainable without such support.

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
Social Science and Creative Arts (SS/CA)

Year of Request

Goals & Resource Requests

2025 - 2026

Resource Type
Supplies

Resource Name
Art Gallery_Dedicated Budget (Supplies, reception costs, art insurance, and a gallery attendant).

Resource Description
An annual budget is needed for supplies (including paint, spackle, hardware, tools, light bulbs, vinyl, etc.) to maintain the gallery and produce professional quality exhibitions. These supplies also ensure that students in the gallery class have the full exhibition installation experiences to meet the course SLOs.

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Continue a dedicated Art Gallery supply budget to run professional exhibitions and allow for successful planning and community participation. These supplies also ensure that students in the gallery class have the full exhibition installation experiences to meet the course SLOs. An operating budget is necessary for supplies to produce exhibitions and upkeep the gallery space, fine art insurance, reception, and event costs, and fund a gallery attendant position when we don't have enough students enrolled to do that work. We want to upgrade the art insurance for artworks.

Cost
10,000

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Resource Type
Instructional Equipment

Resource Name
Gallery_Instructional Equipment

Resource Description
(1) JLG Mobile Personnel Lift: Battery, Push-Around, 24.8 ft Elevated Platform Ht, 26 in x 28 in

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
 The previous gallery lift was retired by Facilities because it was deemed too old and unsafe. The gallery no longer has a lift, which is required to adjust lighting and work with the Unistrut system.

Cost
15,361.28

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request

Goals & Resource Requests

2024 - 2025

Resource Type

Instructional Equipment

Resource Name

Gallery_Instructional Equipment_Computer Hardware

Resource Description

(1) The Epson PowerLite 810E Projector and mount (Epson Low Profile Ceiling Mount ELPMB22) - Gallery

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

A projector would enable the gallery to show video art, both by outside artists as well as that produced by Skyline students enrolled in digital classes. Currently, students in digital art and video classes are not included in student art exhibitions because of the lack of equipment.

Cost

3,624.78

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2024 - 2025

Resource Type

Other

Resource Name

Art Gallery_Furniture

Resource Description

(1)Gallery reception desk, (3) Gallery Benches, (1) gallery donation box,

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Improve Art Gallery environment to increase its role as a community gathering space for students and the community to experience and connect with art exhibitions. A reception desk is standard in galleries. It provides gallery sitters a station from which to work. Because of the visual nature of art galleries, it is important that the desk match the aesthetics of the gallery and not distract from the artworks. A permanently located donations collection box and pedestal of reasonable quality will significantly improve the appearance and functionality of the gallery, and increase donations made to the gallery for use for its day to day operations. The gallery is a significant community facing venue for the college, and its appearance has an impact on visitor's view of the college. The gallery relies on donations to purchase hardware, paint, and other materials to be able to mount exhibitions.

Cost

6,430

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Goals & Resource Requests

Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type
Supplies

Resource Name
Art Gallery_Exhibition Supplies

Resource Description
An annual budget is needed for supplies (including paint, spackle, hardware, tools, light bulbs, vinyl, etc.) to maintain the gallery and produce professional quality exhibitions. These supplies also ensure that students in the gallery class have the full exhibition installation experiences to meet the course SLOs.

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Secure a dedicated Art Gallery supply budget to run professional exhibitions and allow for successful planning and community participation. These supplies also ensure that students in the gallery class have the full exhibition installation experiences to meet the course SLOs.

Cost
1,800

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type
Instructional Equipment

Resource Name
Gallery_Instructional Equipment

Resource Description
(1) Graphtec Plotter

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
The Art Gallery needs a plotter, both to train students to cut vinyl text for exhibitions and to have the ability to mount professional quality exhibitions. NOTE: This was approved in 2022, but stalled at the ordering stage.

Cost
4,911

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type
Other

Goals & Resource Requests

Resource Name
Art Gallery_Furniture

Resource Description
(1)Gallery reception desk, (3) Gallery Benches, (1) gallery donation box

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Improve Art Gallery environment to increase its role as a community gathering space for students and the community to experience and connect with art exhibitions.

Cost
5,522

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type
Contract Services

Resource Name
Art Gallery_Annual Budget for Art Reception Catering

Resource Description
Secure an annual budget catered reception food for two to four exhibitions an academic year. Estimate 1,000 per reception for food.

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Secure a dedicated Art Gallery budget to run professional exhibitions and allow for successful planning and community participation. Reception food helps to align with the PCI's focus on community engagement by making the art openings an event and creating a sense of welcome and belonging.

Cost
4,000

Level of need, with 1 being the most pressing
2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type
Contract Services

Resource Name
Art Gallery_Floor Refinishing

Resource Description
Refinishing the gallery wood floors to remove years of damage and wear.

Goals & Resource Requests

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Improve Art Gallery environment to increase its role as a community gathering space for students and the community to experience and connect with art exhibitions.

Cost
18,240

Level of need, with 1 being the most pressing
2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type
Other

Resource Name
Art Gallery_Increased Release Time for Gallery Director

Resource Description
Secure funding for increased release time for the gallery director position from .4 to .8. this could be for one faculty member or divided between two to cover the workload.

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
The gallery is a significant public-facing venue at the college. Expanding this position would further enable the gallery to represent the college well with enriching art exhibitions by students, faculty, and regional artists. In addition, this would allow for increased community engagement and curriculum development in connection with art exhibitions and other college events hosted by the gallery each year, aligning with the objectives of the PCI's Community Engagement and Civic Mindset goals. The gallery and art faculty would like to increase our community presence, including student shows at the SWA gallery in San Bruno, curated exhibitions in the campus Intercultural Center and Library, and other requests for art displays. The current gallery release time does not account for these new and enriching opportunities. An expanded gallery director position could also co-chair the Public Art on Campus Committee at a time when its role is increasing.

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Other

Resource Name
Art Gallery_Furniture

Resource Description
(1)Gallery reception desk, (3) Gallery Benches, (1) gallery donation box

Goals & Resource Requests

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Improve Art Gallery environment to increase its role as a community gathering space for students and the community to experience and connect with art exhibitions.

Cost

5,522

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2022 - 2023

Resource Type

Contract Services

Resource Name

Art Gallery_Floor Refinishing

Resource Description

Refinishing the gallery wood floors to remove years of damage and wear.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Improve Art Gallery environment to increase its role as a community gathering space for students and the community to experience and connect with art exhibitions.

Cost

18,240

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

 Social Science and Creative Arts (SS/CA)

Year of Request

2022 - 2023

Resource Type

Other

Resource Name

Art Gallery_Increased Release Time for Gallery Director

Resource Description

Secure funding for increased release time for the gallery director position from .4 to .8. this could be for one faculty member or divided between two to cover the workload.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

The gallery is a significant public-facing venue at the college. Expanding this position would further enable the gallery to represent the college well with enriching art exhibitions by students, faculty, and regional artists. In addition, this would allow for increased community engagement and curriculum development in connection with art exhibitions and other college events hosted by the gallery each year, aligning with the objectives of the PCI's Community Engagement and Civic Mindset goals. The gallery and art faculty would like to increase our community presence, including student shows at the SWA gallery in San Bruno, curated exhibitions in the campus Intercultural Center and Library, and other requests for art displays. The current gallery release time does not account for these new and enriching opportunities. An expanded gallery director position could also co-chair the Public Art on Campus Committee at a time when its role is increasing.

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Contract Services

Resource Name
Art Gallery_Annual Budget for Art Reception Catering

Resource Description
Secure an annual budget catered reception food for two to four exhibitions an academic year. Estimate 1,000 per reception for food.

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Secure a dedicated Art Gallery budget to run professional exhibitions and allow for successful planning and community participation. Reception food helps to align with the PCI's focus on community engagement by making the art openings an event and creating a sense of welcome and belonging.

Cost
4,000

Level of need, with 1 being the most pressing
2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Supplies

Resource Name
Art Gallery_Exhibition Supplies

Resource Description
An annual budget is needed for supplies (including paint, spackle, hardware, tools, light bulbs, vinyl, etc.) to maintain the gallery and produce professional quality exhibitions. These supplies also ensure that students in the gallery class have the full exhibition installation experiences to meet the course SLOs.

Funds Type – Mark all that apply.
Recurring Cost

Goals & Resource Requests

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Secure a dedicated Art Gallery supply budget to run professional exhibitions and allow for successful planning and community participation. These supplies also ensure that students in the gallery class have the full exhibition installation experiences to meet the course SLOs.

Cost
1,800

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Supplies

Resource Name
2D Art Lab_Safety Supplies

Resource Description
(2) IQ-Air filter replacement sets

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Continue to maintain the 2D lab safety standards required. Purchase air filter replacements to maintain a fume and dust free environment for 2D lab courses.

Cost
826.51

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Instructional Equipment

Resource Name
Photography and 2D_Student Art Display Case

Resource Description
Purchase a wall display case to be hung on the 3rd floor by the photography and painting labs. (1) Ghent 3-Door Enclosed Recycled Rubber Bulletin Board, 48" x 96", Black Oak Finish Wood Frame

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
 Displays of students' work encourages enrollment and student motivations for success. It also increases community engagement with student artwork.

Goals & Resource Requests

Cost
1,350

Level of need, with 1 being the most pressing
2

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2022 - 2023

Resource Type
Other

Resource Name
Building 1 2nd floor Lobby Update_Art display furniture and digital TV monitor, seating furniture, and facilities contract to remove existing showcases

Resource Description
(3) tall Art Displays, (1) Large Art display, (1) wall art display (1) TV display, (2-4) benches/chairs (exact items to be determined), removal of (4) large showcases.

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
The Building 1 second-floor lobby needs updating to showcase the central atrium, provide welcoming seating, and showcase the programs in Building 1. This project includes demolishing the current showcases obstructing the windows and replacing them with tall column-style showcases. Also, add a large showcase in the place of the vending machines (which can be relocated to the side) and install a wall-mounted monitor to showcase Creative Arts and Social Science Events engagingly.

Cost
23,000

Level of need, with 1 being the most pressing
2