Annual Program Review Update

Instructions
The Annual Update is conducted district-wide by each program/discipline and consists of a) analysis of general changes, staffing, resources, facilities, equipment and other needs, as well as b) reporting of curricular changes and outcomes assessment.

The questions on the subsequent pages are intended to assist you in planning for your program or area. Input should be sought from all campuses. It should be submitted or renewed every year by the designated date in anticipation of budget planning for the next fiscal year.

Institutional data used to document program/discipline statistics and trends will be provided by Institutional Research.

Please include pertinent documents such as student learning outcomes assessment reports and data analysis to support any requests for new faculty, facilities, equipment, etc. Retain this information for your discipline’s use.

Submit an electronic copy of your Annual Update Document and supporting data to the Program Review Committee. Also submit a copy of these documents to your Division Chair, Director, or Campus Lead Faculty.
Annual Program Review Update
*Be sure to include information from all three campuses.

Program/Discipline: **Art**
Submitted by (names): **Cynthia Hooper, Bob Rhoades, Carol Matthews, Shannon Sullivan, Garth Johnson**
Contact Information (phone and email): x4320, cindy-hooper@redwoods.edu
Date: 10/12/08

1. **Program/Discipline Changes**
   Has there been any change in the status of your program or area since your last Annual Update? (Have you shifted departments? Have new degrees or certificates been created by your program? Have activities in other programs impacted your area or program? For example, a new nursing program could cause greater demand for life-science courses.)
   **Note:** curricular changes should be addressed under 12 (Curriculum).

   □ No (go to next question)  
   ✗ Yes  Describe the changes below:
   **With the collaboration of the Music department, the art department created an AA degree in Visual and Performing Arts in spring 2008.**

2. **Program/Discipline Trends**
   Refer to the data provided (data link is located at http://inside.redwoods.edu/Assessment/ProgRev/TrendData.asp) and describe the trends in enrollment, retention, success rates, and student demographics. If applicable, describe how changes in these areas are impacting your discipline and describe efforts within your area to address these impacts.

<table>
<thead>
<tr>
<th></th>
<th>FTES</th>
<th>Change from 2006</th>
<th>Change from 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 08</td>
<td>247.35</td>
<td>+71.16 (40.3%)</td>
<td>+60.21 (32.1%)</td>
</tr>
<tr>
<td>Fall 07</td>
<td>187.14</td>
<td>+10.95 (6.2%)</td>
<td></td>
</tr>
<tr>
<td>Fall 06</td>
<td>176.19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the chart above demonstrates, the replacement of two full-time art professors over the last two years has allowed us to increase sections and consequently grow enrollments substantially. A 40% FTES increase over two years demonstrates the clear demand for art courses district-wide—and also demonstrates that we can meet this demand, so long as we are able to continue to acquire adequate faculty and infrastructure resources. On the Eureka campus, demand for GE courses like Art 17 (Drawing) and Art 2 (Intro to Art) and Art 4 (Art Appreciation) is particularly strong.
As the chart above demonstrates, retention rates for art courses remains consistently high. The high quality of our full-time and associate faculty fosters this. The appeal of art courses, furthermore, is both intrinsic and practical—for many of our students want to balance their schedules with courses that satisfy their creative inclinations, and also satisfy a CSU Area C (or UC IGETC) GE requirement as well.

High success rates amongst art course offerings (once again) can be attributable to our high quality and very dedicated faculty, and also to the fact that most art students genuinely enjoy their subject.

3. Labor Market Review (for occupational programs)
   Occupational programs must review their labor market data. Links to various reports and information, as well as instructions on how to create program-specific reports, can be found at [http://inside.redwoods.edu/Assessment/ProgRev/LaborMarketResources.asp](http://inside.redwoods.edu/Assessment/ProgRev/LaborMarketResources.asp).
   Institutional Research (IR) is available to help with surveys and reviews. All survey data (whether collected by your program or the institution) should be sent to IR to be kept on record.
   a. Meets a documented labor market demand,
   b. Does not represent duplication of other training programs (in the region), and
   c. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

4. Budget Resources
   List your area’s budget for the following categories in the table below. Restricted funds have a sponsor/grantor/donor (federal, state, local government, etc). The funds are restricted by the sponsor/grantor/donor. Everything else is unrestricted.
<table>
<thead>
<tr>
<th>Category</th>
<th>Unrestricted Funds</th>
<th>Restricted Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply and printing budget</td>
<td><strong>Eureka</strong>: 5,467</td>
<td><strong>Eureka</strong>: 16,000 SAM fees</td>
</tr>
<tr>
<td></td>
<td><strong>Del Norte</strong>: Budget resources for art are a part of the undesignated portion of the cost center budget for the campus.</td>
<td><strong>Del Norte</strong>: There were no restricted budget items for art courses.</td>
</tr>
<tr>
<td></td>
<td><strong>Mendocino</strong>: 3,500</td>
<td></td>
</tr>
<tr>
<td>Equipment replacement and repair budget</td>
<td><strong>Eureka</strong>: 1000</td>
<td><strong>Eureka</strong>: Instructional Block Grant Awards for 2007-2008: 29,950</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mendocino</strong>: Instructional Block Grant Awards for 2007-2008: 17,073</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Through Senate</td>
<td></td>
</tr>
<tr>
<td>Work-study funding</td>
<td><strong>Eureka</strong>: 11,142 (plus approximately 800 additional for art models)</td>
<td><strong>Eureka</strong>: 9,000 for 2008 Action Plan project</td>
</tr>
<tr>
<td></td>
<td><strong>Mendocino</strong>: 1,200 (for art Models)</td>
<td><strong>Mendocino</strong>: 1,200 (for art Models)</td>
</tr>
<tr>
<td>Additional Budget Items</td>
<td><strong>Eureka</strong>: 450</td>
<td><strong>Eureka</strong>: 6,200 for project to increase FTES</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is the funding for these areas adequate?  ☐ Yes  X  No
If not, describe the impact of unaddressed needs on your discipline or program.

The art departments at Eureka and Mendocino have made vigorous use of the Instructional Block Grant and Action Plan initiatives this past year, but there are yet more unfulfilled staffing, equipment, technology and facilities requirements. These needs are detailed in sections 7, 8, 9, and 10 of this document, and also in our “Request for Full-Time Faculty” attachments and “Facilities and Classroom Technology Form” addendums.

Additionally, the Eureka campus needs 20 more hours per week of work-study allocation for our photography lab. (Currently, student volunteers are clocking in an average of 288 hours per semester of unpaid assistance to keep this lab functioning.)
5. **Learning Resource Center Resources**

Is the level of resources provided by the Academic Support Center and Library (Learning Resource Center) adequate.  X Yes  □ No

If not, explain.

**Eureka Campus:** The art department is very pleased with Ruth Moon’s advocacy of our needs, especially given the tight budget constraints she is currently facing. Ruth has given us several opportunities to acquire art books for the LRC, for which we are grateful. Ruth has also recently acquired the on-line image data-base ArtStor and the on-line research data-base Jstor in order to provide high-quality art images for our students, and industry-standard research resources for our faculty.

6. **Student Services Resources**

Complete the following grid concerning Student Services Areas.

<table>
<thead>
<tr>
<th>Student Services Area</th>
<th>Does the area satisfy the needs of your discipline?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and Records</td>
<td>X</td>
</tr>
<tr>
<td>Counseling</td>
<td>□</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>□</td>
</tr>
<tr>
<td>Career Services</td>
<td>□</td>
</tr>
<tr>
<td>Disabled Student Programs and Services (DSPS)</td>
<td>X</td>
</tr>
<tr>
<td>Extended Opportunities Programs and Services (EOPS)</td>
<td>□</td>
</tr>
<tr>
<td>CalWorks</td>
<td>□</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>□</td>
</tr>
<tr>
<td>Upward Bound</td>
<td>□</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>□</td>
</tr>
</tbody>
</table>
If a lack of support was indicated in the table above, describe your program/discipline need.

**Mendocino Campus:** The counseling office staffing was reduced by 50%, negatively impacting both student counseling efforts and community outreach.

**Del Norte Campus:** There is no direct career planning services on campus. The list of service areas should include Student Support Services Program (TRIO Grant), which well serves our students.

### 7. Faculty Resource Needs

Complete the Faculty Employment Grids below (data link is provided at [http://inside.redwoods.edu/Assessment/ProgRev/FacultyLoadDistribution.asp](http://inside.redwoods.edu/Assessment/ProgRev/FacultyLoadDistribution.asp)).

Please list full- and part-time faculty numbers in separate rows:

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for fall 2007 term</th>
<th>% of Total Teaching Load by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Part-Time Faculty</th>
<th>% Change from fall 2006</th>
<th>% Change from fall 2005</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>274.75</td>
<td>26%</td>
<td>74%</td>
<td>+3.29</td>
<td>+9.28</td>
<td>The ~75% PT faculty TLU ratio has been a regrettable standard for the Art Program since 2003. With Garth Johnson’s hiring in F’08, this ratio unfortunately remains unimproved: 75% of art courses district-wide are still taught by part-timers. Currently on the Eureka campus, 69.6% of art courses are taught by part-timers.</td>
</tr>
</tbody>
</table>
### Faculty Load Distribution in the Program

<table>
<thead>
<tr>
<th>Discipline Name</th>
<th>Total Teaching Load for spring 2008 term</th>
<th>% of Total Teaching Load by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Part-Time Faculty</th>
<th>% Change from spring 2007</th>
<th>% Change from spring 2006</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>304.5</td>
<td>21%</td>
<td>79%</td>
<td>+44.75</td>
<td>+76.25</td>
<td>Starting in Spring 2008, our administration strongly encouraged us to expand art section offerings, but they had to be filled with associate faculty—hence the egregiously lopsided full- to part-time faculty ratio indicated on this chart.</td>
</tr>
</tbody>
</table>

a. Describe the status of any approved, but unfilled full-time positions.

b. If you are requesting a Full-Time Faculty position develop an attachment to this report that addresses the following criteria (as listed in AR 305.03):
   - The ratio of full-time to associate faculty
   - Current availability of associate faculty
   - Relation to program review recommendations
   - Effect on diversity of the faculty
   - Effect on academic offerings and ability to serve students and the community
   - Effect on the vitality and future direction of a program and/or the college
   - Effect on student learning

Both the Eureka and the Mendocino campuses will be requesting Full Time art faculty for next academic year. Please refer to the two “Request for Full-Time Faculty” attachments included with this document.
c. If your Associate Faculty needs are not being met, describe your efforts to recruit Associate faculty and/or describe barriers or limitations that prevent retaining or recruiting Associate Faculty

**Eureka Campus:** With our new full-time hire, aggressive recruiting of associate faculty, and a recently completed Action Plan, we have managed (in only one semester) to increase art department FTES by 20%. Recruiting qualified associate faculty for this expansion, however, has been an enormous challenge—as every available qualified part-time instructor currently teaches as many courses as he/she is willing and able to do. HSU lacks a Masters Program in art, furthermore, and although there are many local artists, very few of them are minimally qualified to teach at our institution. At the time of this writing, two art courses on the S’09 schedule remain unstaffed. I’ve also been given a directive to add new sections to the S’09 schedule, but have not yet been able to accomplish this. I am currently working with Human Resources to advertise for associate faculty from in and outside of the area, but have no idea at this point what the outcome of these efforts will be.

**Mendocino Campus:** Full-time art faculty Bob Rhoades will be retiring at the end of this academic year, and feels the replacement of his position will be vital to the continued strength and success of Mendocino’s art department. Mendocino currently offer course sections sufficient to support 3 full time faculty loads.

**Del Note Campus:** All Del Norte art courses are currently staffed by associate faculty. This fall, the Del Norte campus successfully recruited a part-time ceramics instructor from outside the area, but finding qualified associate faculty is a challenge.

8. **Staff Resources**

Complete the Classified Staff Employment Grid below (please list full- and part-time staff). This does not include faculty, managers, or administration positions. If a staff position is shared with other areas/disciplines, estimate the fraction of their workload dedicated to your area.

<table>
<thead>
<tr>
<th>Assignment (e.g., Math, English)</th>
<th>Full-time (classified) staff (give number)</th>
<th>Part-time staff (give number)</th>
<th>Gains over Prior Year</th>
<th>Losses over Prior Year (give reason: retirement, reassignment, health, etc.)</th>
</tr>
</thead>
</table>

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| Art | Eureka: 1/4 of a Division Secretary | Eureka: Two 19 hour per week instructional aides | Eureka: +28 hours of weekly instructional aide assistance | Mendocino: loss of a 1/4 time computer technician. |

Do you need more full-time or part-time classified staff?  X yes  □ no  
If yes, explain why.

**Eureka Campus:** We are grateful for our recent instructional aide assistance increase from one to two 19-hour positions. In the future, we hope to convert these two positions to one full-time, highly skilled (and self-directed) technical support person.

The Eureka campus Art Department is deeply concerned about the current understaffing of secretarial support for our division. Our ALSS division currently has ~72 full-time and part-time faculty members. With the ALSS office in charge of so many faculty-related activities and paperwork, including evaluating all of these faculty; tracking book orders, syllabi, office hours, and finals; recruiting and hiring faculty; coordinating program review, curriculum updates, assessment, and other accreditation-related activities; monitoring and approving budget expenditures; and monitoring faculty teaching loads (among other things), the load is tremendous for our one division administrative assistant. Another half-time secretary is needed to assist (most particularly) with faculty evaluation-related tasks, including scheduling evaluations and conferences, preparing packets, and typing student comments and tallying scores.

The Eureka campus Art Department is also deeply concerned about the current understaffing of the campus Maintenance and IT departments. We are a very infrastructure-intensive program, and are heavily dependent upon on-going (and at this point) insufficient assistance from these departments. Our art-smart classroom project, for example, remains unfinished 7 months after the work requests to complete this project was submitted. At the time of this writing, we still need to have our CA 138 computer installed, internet for CA 139 and CA 136, our speakers installed for all 4 art labs, and all of our technology equipment security mounted to their tables.

Other basic maintenance issues (like the replacement of a stolen garbage can for CA 138) remain unresolved.
Mendocino Campus: Our 14 hour per week art technician currently serves three program areas: painting and printmaking, ceramics and sculpture, and photography and digital imaging. This position is insufficient to provide adequate supply room preparation, glaze mixing, kiln firing, photo-chemical mixing, computer and printer trouble shooting, and direct assistance to students. We’ve also recently lost our half-time campus computer tech, and also our 10 hour per week ceramic tech. We need a 30-hour per week position to adequately support our program.

Del Norte Campus: The art program is currently served by campus staff. There are no work-study or instructional assistants for art courses.

9. Facilities, and Classroom Technology
Are teaching facilities adequate for achieving the educational outcomes of this discipline/program? ☐ Yes  ☒ No

If No was checked, complete and attach Facility Form (facilities.form) for each instructional space that does not meet the needs of this discipline/program:

Ten Facilities Forms are attached to this document. They include requests for an industrial canopy for the Eureka campus sculpture yard and remodel requests for CA 126, CA 135, CA 137, and CA 139 (on the Eureka campus) and for Art 204, Art 206, and Art 207 (on the Mendocino campus.)

10. Equipment
Is the available equipment (other than classroom specific equipment described in the facilities section) adequate to achieve the educational outcomes of your program/discipline? ☐ Yes  ☒ No

If No was checked, complete the following grid for each piece of equipment being requested for this area/discipline:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Approximate Price</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 iMacs and CS4 software site licenses for the Eureka campus computer lab (CA 126)</td>
<td>11,025</td>
<td>42</td>
<td>Once we’ve secured our Action Plan to expand the computer lab instructional space, 7 additional computer stations will increase our enrollment from 20 to 27 students per section.</td>
</tr>
<tr>
<td>2 Dell Inspiron 13 Notebook computers</td>
<td>1,198</td>
<td>80</td>
<td>Currently, our Distance-Ed professors must use their own computers and software to</td>
</tr>
<tr>
<td>Item</td>
<td>Cost</td>
<td>Item Description</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>w/software for Distance Ed course use</td>
<td></td>
<td>conduct their classes. These computers will provide dedicated and reliable equipment for division Distance-Ed use.</td>
<td></td>
</tr>
<tr>
<td>A digital projector and screen for Mendocino art lab (Art 206)</td>
<td>2,500</td>
<td>This equipment will allow for digital presentations to be conducted in two (instead of currently only one) of our art labs.</td>
<td></td>
</tr>
<tr>
<td>Tall work tables for the Eureka campus sculpture/jewelry lab (CA 135)</td>
<td>8,000</td>
<td>The tables will provide for an ergonomically correct and ADA approved workspace, which we currently do not have. These tables are designed to support heavy loads and will facilitate the large metals program we are developing in sculpture, as well as the Jewelry and Art 2 courses.</td>
<td></td>
</tr>
<tr>
<td>A Thermo Fax and heat press for Mendocino Textiles courses</td>
<td>1250</td>
<td>The department needs to have its own equipment. (The currently used Thermo Fax/Heat Press is the personal property of the instructor.)</td>
<td></td>
</tr>
<tr>
<td>A security fence for the Mendocino sculpture area</td>
<td>3,000</td>
<td>Students working during evening hours would feel more safe if this open classroom space was fenced.</td>
<td></td>
</tr>
<tr>
<td>Epoxy Seal and base board moldings for the floor of Mendocino art lab (Art 207)</td>
<td>5,000</td>
<td>This will prevent dry wall deterioration of Art 207 during weekly hose-down of the floor for dust control. (This was not completed during the recent remodel.)</td>
<td></td>
</tr>
<tr>
<td>A Server and a website for the Eureka campus art department</td>
<td>3500</td>
<td>A server for the art department would make it possible for students in computer classes to download materials for their projects, as well as upload their projects when they are finished. Faculty in all areas will be able to store and share their presentations, assignments, and videos with one another. An Art Department website (hosted on our server) will provide students with detailed course descriptions,</td>
<td></td>
</tr>
</tbody>
</table>
information about possible career paths, transfer information, examples of student and faculty work, and instructor biographies as well.

<table>
<thead>
<tr>
<th>A Visiting Artists’ program for the Eureka Campus art department</th>
<th>3000 for 3 artists per year</th>
<th>904</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Visiting Artists’ program could be conducted at the downtown campus, thereby better linking our department’s activities with the local community. It will also help to build community amongst individual students at CR, and will foster an awareness of the diverse and intellectually challenging art practices outside our region. Contact with working artists, furthermore, is essential for students to develop the vision necessary to pursue a career in the arts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speakers and a microphone system for the Eureka campus art computer lab (CA 136)</th>
<th>800</th>
<th>60+</th>
</tr>
</thead>
<tbody>
<tr>
<td>This equipment will drastically improve the audio component of presentations given in this lab, and also allow students to record audio for students’ video-and time-based projects.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Equipment Repair**

Is the equipment used for your discipline/program in need of repair, which is outside your current budget allotment? *This does not include classroom specific equipment repair described in the facilities section.*  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If Yes was checked, provide the following information to justify a budget allotment request:

<table>
<thead>
<tr>
<th>Equipment requiring repair</th>
<th>Repair Cost / Annual maintenance cost</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A replacement ventilation fan for the Mendocino Glaze Room (Art 207)</td>
<td>575</td>
<td>60</td>
<td>The replacement fan will far outperform the old one in reducing students to the health risks of potentially dangerous particulates and fumes.</td>
</tr>
</tbody>
</table>
| Item Description                                                                 | Cost Range | Estimated Life
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A replacement ventilation system for the Eureka Campus sculpture/jewelry lab (CA 135)</td>
<td>4,797-7,297</td>
<td>90-120</td>
</tr>
<tr>
<td>The replacement system will permit welding in CA 135—an activity not possible with our current ventilation system. (Welding principals and technologies are currently being integrated into our sculpture curriculum.) This addition will also increase the capacity for the Jewelry students, adding more soldering stations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A replacement digital projector for the Eureka campus drawing and design lab (CA 139)</td>
<td>1,500</td>
<td>180</td>
</tr>
<tr>
<td>The current projector is of substandard quality—images are excessively grainy and highly contrasting. A new projector will permit the presentation of high verisimilitude images of original works of art—essential to quality art instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replacement of outdated computers and software for the Eureka campus computer lab (CA 126)</td>
<td>8,000</td>
<td>60+</td>
</tr>
<tr>
<td>A regular maintenance and replacement plan for hardware and software will keep our computer lab appropriately prepared to serve our students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replacement of broken kiln shelves for the Eureka campus ceramics lab (CA 136)</td>
<td>989</td>
<td>150</td>
</tr>
<tr>
<td>Replacement of broken kiln shelves will facilitate the timely and orderly scheduling of firing students’ ceramics projects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replacement of a poorly functioning gas kiln for the Del Norte campus ceramics studio</td>
<td>3,000-5,000</td>
<td>50</td>
</tr>
<tr>
<td>Replacement of poorly functioning kilns will facilitate the timely and orderly firing of students’ ceramics projects—particularly the higher cone firing processes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replacement of poorly functioning gas and electric kilns in the Mendocino ceramics lab</td>
<td>7000 for two kilns</td>
<td>60</td>
</tr>
<tr>
<td>Replacement of poorly functioning kilns will facilitate the timely and orderly firing of students’ ceramics projects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replacement of 8000 for 10</td>
<td>8000 for 10</td>
<td>60</td>
</tr>
<tr>
<td>Replacement of poorly functioning kilns will facilitate the timely and orderly firing of students’ ceramics projects.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Learning Outcomes Assessment Update.

List all expected program-level outcomes, whether you have completed the assessment loop (use of results) or not. For each outcome, identify the means of assessment and the criteria for success. Summarize the data that have been collected in the ‘Assessment Results’ column. If no data have been collected and analyzed for a particular outcome, use the ‘Assessment Results’ column to clarify when these data will be collected and analyzed. In the fourth column, indicate how the assessment results are being used to improve the program.

<table>
<thead>
<tr>
<th>Program Outcomes (Not all disciplines have program-level outcomes)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

List all course-level student learning outcomes for which some assessment activity (assessment, analysis, or use of results) has taken place since the most recent program review, and complete the table below as appropriate:

<table>
<thead>
<tr>
<th>Student Learning Outcomes (course-level)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 17 SLO #3: depict and verbally describe the concepts of line, composition, value, space, perspective, color, texture, and other skills for representational and non-representational image-making in drawing.</td>
<td>All Art 17 instructors convene with 4 randomly selected drawings from each section they teach. A group evaluation determines the percentage of total submitted works that meet the standards of SLO #3.</td>
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<tr>
<td>Art 31A SLO #1: Create functional and non-functional ceramic forms with a variety of basic construction</td>
<td>All Art 31A instructors convene with 4 randomly selected ceramic works from each</td>
<td></td>
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</tbody>
</table>
methods including slabs, coils, pinching, extruding, and dowel cylinder. section they teach. A group evaluation determines the percentage of total submitted works that meet the standards of SLO #1.

Discuss the extent to which part-time faculty (if applicable) have been involved in the dialogue about assessing student learning outcomes:

The Eureka Campus art department has devised a collaborative strategy to assess particular SLOs for Art 17 and Art 31A. This activity will be piloted this fall semester, and Eureka campus part-time instructors were fully involved in the development of this plan. Additionally, 94% of our course outlines possess recently updated SLOs.

12. Curriculum Update

Identify curricular revisions and innovations undertaken

a. in the last year.

Last academic year, all art course outlines were updated except for two—Art 53 and Art 59. Additionally, we’ve added several Special Topics courses (Art 99) to our course inventory, an on-line Art 4 (Art Appreciation), and also two large-format Art History courses (Art 1A and Art 1B.) We are currently working on offering on-line versions of all of our lecture courses, and a new on-line Art 1A is slated to be scheduled for S’09.

b. planned for the coming year.

Art 53 and Art 59 will be updated this semester. We are also planning on creating a new Contemporary Art History course, which could in the future be offered on-line as well. An on-line version of Art 1B will also be written this coming year.

Complete the grid below. The course outline status report can be located at:
http://www.redwoods.edu/District/IR/Reports/Curriculum/Curriculum_Course_Outlines.htm

<table>
<thead>
<tr>
<th>Course</th>
<th>Year Course Outline Last Updated</th>
<th>Year Next Update Expected</th>
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<tbody>
<tr>
<td>Art 10</td>
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<td>Art 1A</td>
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<td>Art 1B</td>
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<td>Art 31B</td>
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<td>2012</td>
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<td>Art 99</td>
<td>2008</td>
<td>2010</td>
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If the proposed course outlines updates from last year’s annual update (or comprehensive review) were not completed, please explain why.

Of our 45 course updates completed last academic year, two one-unit lab courses (Art 53 and Art 59) were not updated. They will be updated this fall 2008.

13. Communication
Are the current lines of administrative, faculty, and staff communication adequate to meet the needs of this discipline/program? Describe representative example of effective or ineffective communication.

**Eureka Campus:** Our communication channels are very fluid and effective, and the Division Chair model works very well for the art department. Individual art faculty come to me (Cindy Hooper) with issues and concerns, and I in turn go to our Division Chair Justine Shaw. Justine, in turn, communicates with our VP Dr. Keith Snow-Flamer about all needs pertaining to the art department. Amongst all levels of communication within our department, I feel there is trust, professionalism, and adherence to proper procedure.

**Mendocino Campus:** Last year’s intense cross-campus effort to update the entire art course curriculum inventory fostered a vigorous and inclusive dialog with all art professors across our district—full and part-timers alike. Distance Education art courses have also fostered more pedagogical and scheduling interactivity between campuses. Dr. Marsee has also aggressively encouraged associate faculty participation in more of the campus’ critical growth and improvement processes.

**Del Norte Campus:** We would like to promote communication across the district, particularly with associate faculty.

List any action plans submitted since your last annual update. Describe the status of the plans. If they were approved, describe how they have improved your area.

**Eureka Campus:** We submitted (and received) an Action Plan to remove a wall between CA 139 and an adjacent storage room in order to enlarge the instructional space and accommodate additional sections of Art 17—our most popular GE course. This has contributed to our 20% FTES increase (currently 160.8) over Spring ’08 (128.3.)

15. Goals and Plans
If you have recently undergone a comprehensive review, attach your Quality Improvement Plan (QIP) if applicable.

☐ QIP Attached

If you do not have a QIP, refer to the goals and plans from your previous annual update. For each goal and/or plan, comment on the current status. List any new goals and plans your area has for the coming year, and indicate how they are aligned with the goals/objectives in CR’s Strategic Plan. (CR’s strategic plan is located on the web at http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp).

**Eureka Campus**: Our goals from last year included obtaining a full-time Art Professor to teach GE courses (accomplished), obtaining a second full-time Art Professor to General Education and New Media courses (in progress), infusing our existing curriculum with technology and new media concepts (partly accomplished and partly in progress), and infusing our curriculum with more multicultural concepts (partly accomplished and partly in progress.) We also sought to expand our computer lab and install a metal canopy over our sculpture yard (these will be approached as Action Plans this coming year), and also to upgrade and expand our digital image archive (much progress has been made here.) As this year’s Art Program Review describes, we are piloting a strategy for assessment of selected Student Learning Outcomes, so this particular goal is still in progress.

Our goals for this coming year include:
1. Obtain a full time art professor to teach General Education, Technology, New Media, and fine art-based Welding courses.
2. Expand our offerings in lecture-based Distance Education courses.
3. Continue to integrate technology into all of our instructional delivery modes.
4. Obtain the needed facilities upgrades, equipment, and initiatives detailed in this document to improve our instructional environment.
5. Work with IT to create an Art Department server and website.
6. Establish a dedicated Visiting Artists’ Program to serve our students and establish ties with the local community.
7. Continue our plan to assess the Student Learning Outcomes for the many courses that we offer.

**Mendocino Campus**:  

Our goals for the coming year include:
1. Secure a replacement for the retiring full time Art Department Coordinator.
2. Finish the equipment/replacement and proper installation that remains from the recent remodeling project.
3. Restore lost offerings in the Textile Program.
4. Develop new courses to match the demand of our local student demographic.

**Del Norte Campus**:  


Our goals for the coming year include:

1. Insure that the assessment initiative for Student Learning Outcomes is district-wide.

2. Continue to improve the art facilities and offer as many courses as there is demand for.
Request for a Full-Time Art Faculty for the Eureka Campus
(Addendum to Section 7 of the 2008 Art Program Review)

b. If you are requesting a **Full-Time Faculty** position develop an attachment to this report that addresses the following criteria (as listed in AR 305.03)

- **The ratio of full-time to associate faculty:**

  The current (F ’08) ratio of full- to part-time art faculty on the Eureka campus is 30.4% full time to 69.6% part-time. We currently have 3 full-timers and 14 part-timers teaching 35 sections of art.

- **Current availability of associate faculty:**

  Recruiting qualified associate faculty remains an enormous challenge for the Eureka campus. HSU lacks a Masters Program in art, and although there are many local artists, very few of them are minimally qualified to teach at our institution. The TLU structure of our studio courses, furthermore, prohibits an associate faculty member from teaching more than two sections per semester—which is regrettable, as many of our associates would be willing to teach 3 sections per semester if it were allowed.

- **Relation to program review recommendations:**

  Last year’s Art Program Review outlined the need for a full-time professor to teach our very popular General Education courses, and also to teach courses in Technology and New Media with an emphasis on three-dimensional media. This year’s program Review restates this need.

  This year’s Art Program Review also demonstrates the significant upswing in FTES that occurs when FT faculty are added to a popular and vibrant (but understaffed) program like ours. It also outlines our planned (and in progress) expansion of technology-based and technology assisted instruction and infrastructure. We need a new tech-savvy full-time professor to assist with these initiatives and to further expand our technology-based course offerings.

- **Effect on diversity of the faculty:**

  The art department is currently 68% female and 100% Caucasian. If given the opportunity to seek a new full-time professor, we will endeavor to diversify our faculty demographics by all legal and ethical means. We will also look for a professor with different specialties and interests than we currently have, thereby offering our students a greater breadth of pedagogical, conceptual, and technical expertise than is currently at their disposal.

- **Effect on academic offerings and ability to serve students and the community:**

  We desperately need a FT professor to teach our very popular (and impacted) GE courses Art 17 and Art 2, along with someone with expertise in New Media and Welding as well. Welding is a technology we have been endeavoring to expand in our department, and are in the process of acquiring the necessary equipment and facilities upgrades with secured (and forthcoming) Instructional Block Grants and Action Plans. Both welding technology (and New Media as well) would be an effective way of forging alliances between our department
and various vocational programs on campus—including Vocational Welding and Digital Media.

- Effect on the vitality and future direction of a program and/or the college:

As has been stated, our full- to part-time faculty ratio is egregiously out of balance. We need to adequately serve the needs of our many General Education students, and also need to expand our media and technology offerings to attract students from diverse backgrounds across all areas of study on campus. We also need another full-time faculty to actively engage in Art Department assessment activities, as we have 45 individual courses currently on our books, but only 3 full-time professors to supervise the assessment of literally hundreds of course-level outcomes. This task (along with all the other evaluating, planning, grant-writing, and researching that goes into running a department as large and infrastructure-intensive as ours) is simply unsustainable and untenable with only 3 full-time professors in charge.

- Effect on student learning:

Our diverse student body (with their varied experiences and learning styles) demand professors with a plethora of experiences, backgrounds, and pedagogical methods. Bringing a new full-time faculty member to our institution will challenge and invigorate our ways of thinking about how we do things, and also offer our students fresh ideas and perspectives about the enormously diverse global art practices currently happening today.
Narrative: Since the earliest years of the Mendocino campus in the late seventies there has always been a full-time instructor in the Art dept. At the height of the centers enrollment peak there were additionally as many as 22 adjunct art faculty employed in a given year. During these years the art dept comprised the largest number of sections offered by CRMC and required the greatest number TLUs to teach. Consequently during lean years when the district funds were more limited, art was often the first to see cuts to the number of offerings put forward in the schedule.

Today the total population of the area of our service area has increased slightly but our population of recent high school leavers continues to decline. The increase has come in retirees and mature adults settling in the desirable coastal region. This shift in population demographics has reinforced the call for programming that was a strength of the center in earlier times and includes a robust offering in the arts as well as extensive community service offerings (this type of program brings little support from the state but does serve the community as well as competes with local offerings of a similar character.)

Even with dramatic reductions to the course offering in the art program, the department remains one of the most consistently well enrolled departments and functions at a high rate of efficiency considering our population size and geographic isolation. The art dept continues to be one the largest program areas on the coast.

With this number and range of offerings the coordination of related responsibilities are as follows:

- Development of a budget and evaluating appropriate expenditures to include consumables, repairs, new equipment.
- Program growth, modification or reduction.
- Advocacy for facility use, improvement and best management (class scheduling, storage of equipment, storage of student work, clean-up procedures)
- Program Review
- Curriculum review and development for district and especially for our CRMC offerings.
- Promotion and exhibition of student work (monthly matted exhibitions of student work in the halls and other college spaces as well as venues in the region (local galleries, wineries etc)
- Representation of the college and art dept in the local and regional arts activities (Art in the Gardens, Open Studios, ACMC trustee, MAC board of Directors, First Friday, Second Saturday activities)
- Participation in usual district related committees etc (Senate, CC, College Council, CRFO, Scholarship Awards) This is particularly important for our center as there are so few FT faculty members within which to divide the assignments

Load: The full-time load will be made up from two 6.75 TLU classes in any of drawing, painting, printmaking areas; photography, digital imaging or graphic communications; ceramics, 3D design and sculpture; or textiles areas and one Art 99 every semester or an Art history every other semester. There is demand for 60 TLU’s of art classes every semester, so they were would be no difficulty filling a load for a studio major in any of several disciplines.
List classroom or instructional space name/number: CA126

Check if any of the following are not adequate:

- [x] Ventilation / room temp
- [ ] ADA access
- [ ] Number of seats / work stations
- [x] Technology (computers, projectors, internet)
- [ ] Other (briefly describe):

  **We need to be on a replacement, update plan for both software & hardware.**

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:

Things are pretty good for now, but we need to be updating hardware, 1/4 of room each year and software every 3-4 years. It would be good to have a plan in place with Adobe for software and with Apple for computer replacements. I know Apple has a lease program and Adobe has their TLC site licensing where any updates to software are automatically covered with small extra upfront. I think this kind of planning and implementation makes sense and would save money over the long term. Approximate cost per station for Apple iMac 20" with 2gb or memory is $1500, and software is approximately $320 per station, but might be $350 per station with the longterm contract. (Total recommended yearly cost: $8,000.)

Right now, only heat pumped into the room and all of the computers and students produce heat, no windows in the room, so it is hot in there most of the year. Personally, I would just like to see the room cut off from the heating system and a fan installed to bring in fresh air from the roof or the south side of the building. When we open the door, we get smoke from the smokers and spray fixative from the drawing room students, and two cycle exhaust from the lawn mowers, so it's not a good situation right now. (Cost for this project to be determined.)

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.

Sections: 3 for now, could increase  Students: 60+
Facilities, and Classroom Technology Form
Program/Disciplines: Art
Year: F’08
Submitted by: Cynthia Hooper/Garth Johnson (Eureka)

List classroom or instructional space name/number: CA 126

Check if any of the following are not adequate:

- ☒ Ventilation / room temp
- ☒ ADA access
- ☒ Number of seats / work stations
- ☐ Technology (computers, projectors, internet)
- ☐ Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
Two doors need to be installed into the wall between CA 126 and the small gallery next to it, so that the small gallery (currently used for storage) can be used to expand our art computer lab classroom space. The small gallery will also need to be wired for 10+ additional computer stations, and will need a server installed.

CA 126 (our computer lab) is too small and very cramped with its current 20 stations. This remodel will add an additional 7+ stations (thus increasing enrollment for computer art courses), and also provide a more comfortable and better ventilated instructional space. The door installation and rewiring could cost $5,000-$10,000, and will be addressed as an Action Plan Proposal this coming year. The computers and software will cost $11,025, and the server will cost approximately $3,500.

Additionally, our world-class Native American Basket Collection needs to be moved from storage in the small gallery to the LRC, and placed in the display cases that have been purchased for them. This will be a substantially expensive project and might be addressed as an Action Plan Proposal at a future date.

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 3
Students: currently: 60+ / potentially 81+
Facilities, and Classroom Technology Form  
Program/Disciplines: Art  
Year: 2008-2009  
Submitted by: Shannon Sullivan/Michael Edwards (Eureka)

List classroom or instructional space name/number: CA 135

Check if any of the following are not adequate:
- [ ] Ventilation / room temp
- [ ] ADA access
- [x] Number of seats / work stations
- [ ] Technology (computers, projectors, internet)
- [ ] Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
We need to update the existing ventilation stations for our current soldering stations and create two new bays for our new welding equipment. A cost estimate for this task (without consideration of electrical modifications, which should be minimal) is as follows:

$4,797: two new stand alone units for welding and soldering including new roof vents, ducting, and wall collectors.

It is possible that upon further inspection and estimation that we will need to extend the whole hood to cover the new stations which would cost an additional $2,500.

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.  
Sections: 3-4  
Students: 90-120
Facilities, and Classroom Technology Form  
Program/Disciplines: Art  
Year: F'08  
Submitted by: Cynthia Hooper/Bruce Van Meter (Eureka)

List classroom or instructional space name/number: CA 137

Check if any of the following are not adequate:

- Ventilation / room temp
- ADA access
- Number of seats / work stations
- Technology (computers, projectors, internet)

☐ Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
The lecture space in CA 137 is extremely small (only 12'x30'), so a remodel needs to be devised to increase the instructional space for the 30+ students enrolled in each of our Photography sections. Safe and comfortable pace for lecturing, demonstrating, and preparing of prints needs to be created, though the expense and logistics of this significant remodel is not yet known. This project will be addressed as a future Action Plan.

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.  
Sections: 2  
Students: 60
Facilities, and Classroom Technology Form
Program/Disciplines: Art
Year: Fall 2008
Submitted by: Cynthia Hooper (Eureka)

List classroom or instructional space name/number: CA 139

Check if any of the following are not adequate:

- Ventilation / room temp
- ADA access
- Number of seats / work stations
- Technology (computers, projectors, internet)
- Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
I have two requests to improve this room for instruction: to replace an outdated, poor quality ceiling-mounted digital projector with a better quality one, and to remove the oversized sinks in this room and replace them with smaller sinks to provide for more instructional space. The projector replacement will cost about $1500, and the sink remodel will cost about $1000.

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 6  Students: 180
List classroom or instructional space name/number: **Art 4 on-line**

Check if any of the following are not adequate:

- [ ] Ventilation / room temp
- [ ] ADA access
- [ ] Number of seats / work stations
- [x] Technology (computers, projectors, internet)
- [ ] Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:

Distance education faculty (particularly associate faculty) have the burden of using and maintaining a personally owned computer in order to perform their instruction at the highest possible standard. Online instructors may experience breakdowns in their personally-owned computers which they use for teaching at all hours, including weekends. My experience with having my personal computer breakdown while teaching online during Spring 2008 was very problematic and costly. If laptop computers were made available to our division, they could be used both in the office, and checked out for emergency take-home use. An estimated cost for 2 Dell Inspiron 13 Notebook Computers with preloaded software is:

Unit Price: $599 each.
Subtotal (excluding taxes) $1198

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.

Sections: 2
Students: 80
Facilities, and Classroom Technology Form
Program/Disciplines: Art
Year: F'08
Submitted by: Cynthia Hooper/Shannon Sullivan (Eureka)

List classroom or instructional space name/number: CA Sculpture Patio

Check if any of the following are not adequate:

- [ ] Ventilation / room temp
- [ ] ADA access
- [x] Number of seats / work stations
- [ ] Technology (computers, projectors, internet)

☐ Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
An industrial-grade steel canopy (with skylights) needs to be installed over the sculpture yard to increase the general work-space for students, and to facilitate space and ventilation-intensive welding activities. Currently, the sculpture yard cannot be used during our many rainy days, nor can it be used for welding. This will be an over $20,000 remodel, and will be addressed as an Action Plan proposal this coming year.

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 7                  Students: 210
List classroom or instructional space name/number: **Art 204**

Check if any of the following are not adequate:

- [x] Ventilation / room temp
- [x] ADA access
- [ ] Number of seats / work stations
- [x] Technology (computers, projectors, internet)
- [x] Other (briefly describe):

  The stove top, huge fume hood and small sink that have been installed were not as the original plans outlined. They are too high for the intended use of lifting large heavy dye pots

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:

Since the remodel of rm 204 a cool draft blows almost constantly on students in the addition section of the classroom with its lower ceiling. Lowering the level of the counter top with appropriate cut-out for wheel chair access and adding a light in the hood to see into the dye pots will make this area functional for its planned use. Cost: $700?

The original project called to remodel the current wet lab to improve the ventilation and make spaces ADA compliant. This part of the project was "tabled" thus the problems persist. Connect the mobile LCD projector to its ceiling mount. Add additional wall jacks to allow students with lap tops to access the web in class and utilize their computers to print, scan, and manipulate images they are working on for class assignments.

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 4  Students: 80
Facilities, and Classroom Technology Form
Program/Disciplines: Art
Year: 2008
Submitted by: Robert Rhoades (Mendocino)

List classroom or instructional space name/number: Art 206

Check if any of the following are not adequate:

- ☑ Ventilation / room temp
- ☐ ADA access
- ☐ Number of seats / work stations
- ☒ Technology (computers, projectors, internet)
- ☑ Other (briefly describe):
  Three aligned sinks on east wall are plumbed to provide hot and cold running water to only one of the 3 sinks. The other two have either hot or cold only. With these two faucets the water must be turned on full or not at all otherwise there is a loud" water hammer" effect.

There is a high suction mobile shop vac in the new storage/tool room that is not properly connected to any intake manifold or fitted to any tools that would generate dust.

There is currently no computer projector or screen in this room at all

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
Replumb these faucets to include plaster trap that was previously installed and eliminate the water hammer effect with proper air gapping connection.
Move commercial shop vac to adjacent utility space and run ducting along east wall counter with appropriate manifold and up take vents fitted to the tools( table saw, band saw, drill press) where dust is generated

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 4
Students: 80
Facilities, and Classroom Technology Form
Program/Disciplines: Art
Year: 2008
Submitted by: Robert Rhoades (Mendocino)

List classroom or instructional space name/number: Art 207

Check if any of the following are not adequate:
- Ventilation / room temp
- ADA access
- Number of seats / work stations
- Technology (computers, projectors, internet)
- Other (briefly describe):
  - A revisit of the design of the knee-wall in the wheel room to facilitate hosing the floor out each week.
  - The drain in the glaze room floor was never installed, also to facilitate hosing, leaving standing water on the floor.
  - The exhaust fan in the glaze room is insufficient to exhaust particulate matter as well as fumes and poses health risk.
  - No plaster trap in the back sink where considerable particulate matter goes down the drain.

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
- Shorten wall and put in floor level breaks to allow for hosing down floor
- Put drain in floor
- Put stronger fan at the top of ducting to create greater draw at vent louver

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
- Sections: 3
- Students: 60