Program Review Report for Fall 2015 Art

Review Type: Instructional (Department) Review
Department: Art
Review Status: Active

Review Questions

UNIT DESCRIPTION: Provide a description of your unit's programs and services and their locations. (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

The Art Department:

- comprised of professional art historians and studio artists
- provides a comprehensive and vigorous art history and studio art curriculum based on lower division courses that meet transfer and advanced course requirements
- supports curriculum that fosters critical thinking, independent thought, and continued growth for students seeking their A.A. degree, preparing for transfer to four-year colleges and universities and/or advancing their visual art career goals
- offers in-person, hybrid, and online courses
- schedules course sections at:
  - Downtown Campus (2 sections)
  - Fort Mason Site (48 sections)
  - Legion of Honor (1 section)
  - Mission Campus (3 sections)
  - Ocean Campus (94 sections)
- participates in the Honor Program
- offers a Major in Studio Arts for Transfer
- promotes cultural involvement both locally and nationally through student and professional art activities such as art exhibitions in the City College Art Gallery and visiting artist lectures and demonstrations.

- composed of 11 discipline areas:
  - Art History
  - Ceramics
  - Chinese Brush Painting
  - Design
  - Drawing
  - Illustration
  - Lost Wax Casting/Metal Arts
  - Painting
  - Printmaking
  - Sculpture
  - Watercolor

DATA TRENDS - SELECTED: Provide an analysis of your unit's data trends for selected college-wide data-informed conversations. (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)
2. a. Analyze enrollment trends. Describe FTES trends and factors influencing those trends. Discuss your unit's FTES / FTEF ratio. Disaggregate by program and/or course when applicable and compare to college-wide trends.

2010 - 11 through 2014 -15 averages for
FTES = 739.59
Enrollment = 19,342
Fill Rate = 80.6

In the past five years the Art Department has lost over 15 course sections due in part to continued State revenue reductions, ramifications of the July 2012 "Show Cause" Report, and loss of repeatability. To address the need for our students to have equitable access to meeting their transfer, scholarship and professional goals, faculty have created over 10 new courses to provide additional opportunities for studio-art-discipline portfolio development.

The Art Department through its course development and connection to regional and national arts associations and events continues to contribute to the vitality of the Bay Area’s arts community and economy (SF Arts Commission 2014 report that SF is home to 5,200 Arts businesses that employ 29,500 people).

2010 - 11 through 2014 -15 averages for
FTES per FTEF = 14.58

With the removal of “Lifelong learning, life skills and cultural enrichment” from the College’s mission statement in July of 2012 and in tandem with the negative internal and external developments such as the continuing reduction in staffing of Fort Mason office, discouragingly complex online registration process, and confusing accreditation publicity, our FTES per FTEF has decreased by 1.31 between 2013–14 and 2014–15 academic years. To better serve student equity, the Art Department will be offering ART 108. Women through Art History in the Spring 2016 semester after 3 years of absence due to College instigated budgetary constraints. We will continue to work to gain college support of offering ART 107, African American Art in the 2016 - 17 academic year to aid in the college meeting its equity as well as coordinated outreach activities.

2. b. Comment on student achievement trends especially in relation to student demographics. Address disproportionate impact, focusing on populations experiencing greatest impact.

2011 - 12 through 2014 -15 average for
Art Department % of course success for under represented minorities = 76.46

The Art Department’s work to increase student success through support of its single and cross list capped courses and regular out-of-class learning opportunities has resulted in its 5 percent higher average in success for under represented minorities than the college average of 71.29 percent.

Using the Course Success Gap Calculator that averages the success rate for under represented minorities in the years noted above, we recognize the need to expand upon support efforts to retain the averaged number of students for courses such as the following:

ART 101 - Western Art History will work to retain 5 African American and 9 Latino students per course (4 sections).
ART 118 - online American Art will work to retain 13 African American and 11 Latino students
ART 125A - Basic Design will work to retain 2 African American and 2 Latino students per course (9 sections)
ART 130A - Basic Drawing will work to retain 1 African American and 3 Latino students per course (9 sections)

In focusing on the African American success rate in regards to age there is a notable increase in course success percentages for African Americans over the age of 34. In the time period noted above, the average course success for African Americans in the age grouping of less to 34 years is 53.46% whereas the average course success for African Americans in the age grouping of 35 years to 69 is 68.37%. Examination in further detail by comparing African American success trends of students in the largest age group of 20 - 24 year olds:

ART 101, 38.89%, 18 students
ART 118, 22.67%, 15 students
ART 125A, 54.55%, 33 students
ART 130A, 62.50%, 24 students
ART 140A - Beginning Painting, 66.6%, 6 students
ART 160A- Beginning Ceramics 92.31, 13 students

In the second largest age group of 35 - 69 year olds:

ART 101, 50%, 4 students
ART 118, 28.57%, 7 students
ART 125A, 60%, 10 students
ART 130A, 67.14%, 7 students
ART 140A - Beginning Painting, 66.7%, 3 students
ART 160A- Beginning Ceramics 60%, 6 students
indicates important areas for continuing discussions regarding student preparation, economics, support, course format and class size.

The Art Department will explore additional outreach and retention efforts to Native Americans and Pacific Islanders given the on average small number who are participating in our courses.

2. c. Comment on learning outcomes in relation to SLO data gathered in Spring 2015 for some selected courses in your department. Address disproportionate impact, focusing on populations experiencing greatest impact.

The Art Department has chosen Art 101 – Western Art History as course upon which to reflect on SLO data gathered in Spring 2015. The target ART 101 SLO - Distinguish and analyze the variety of techniques and formal visual elements of individual works of art in different media - was recently refined, as were the assessments by which achievement of this SLO is measured. As a result, we see that the achievement gap between the target groups and the overall group was low. 3 students out of 106 students assessed did not show evidence of the SLO with 2 of those 3 being identified as Latino. In regard to the overall course success over five academic years a significant difference is evident. With a 42% success rate for African Americans and a 56% success rate for Latinos as compared to an overall course success rate of 68% we discussed possible reasons and remedies that included preconceptions of the relevance of art and artists, teaching and support services to increase retention, revising projects, and review of specific rubrics.

Regarding the other Art Department representative courses and their Spring ‘15 SLO data for under represented minorities

ART 118, 44.44%, 4 students met SLO; 22.22%, 2 students developing SLO; 33.33%, 3 students no evidence of SLO
ART 125A, 86.11%, 31 students met SLO; 5.56%, 2 students developing SLO; 8.33%, 3 students no evidence of SLO
ART 130A, 81.82%, 18 students met SLO; 13.64, 3 students developing SLO; 4.55%, 1 student no evidence of SLO
ART 140A, 69.23%, 9 students met SLO; 30.77%, 4 students developing SLO; 0%, 0 students no evidence of SLO
ART 160A, 94.44%, 17 students met SLO; 5.56%, 1 student developing SLO; 0%, 0 students no evidence of SLO

During Flex Day and area meetings, we have identified and discussed obstacles such as limited K – 12 visual arts experience and the mass media archetype of artist as white male who is either unemployable or of a social strata that is alien to that of average experience and how such obstacles discourage African American, Latinos, Native Americans and Pacific Islander students from enrolling in greater numbers in art courses as well as undercut retention of larger numbers of these students. In regards to attracting greater numbers of students to our courses, we have a number of approaches as will be described later in this document. In regards to retaining our students, the faculty engage with students from the outset of each semester by providing regular means for out-of-class contact, assigning small group activities to create connections and trust, as well providing additional opportunities to complete projects and study. Given our long standing efforts to increase success rates for all of our students, the Art Department will continue to review its assessment practices and data while continuing to seek college financial and infrastructural support for needs such as an Art Department technician to Fort Mason office staffing.

DATA TRENDS - OTHER: Provide an analysis of any additional data or internal or external factors affecting your department since the last program review. (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

Curriculum

ART 104 Asian Art History full approval for C-ID ARTH 130
ART 130A Basic Drawing full approval for C-ID ARTS 110
ART 130B Intermediate Drawing full approval for C-ID ARTS 205
ART 132A Beginning Figure Drawing full approval for C-ID ARTS 200
San Jose State University approval of CCSF ART 126 Color for course to course articulation with SJSU ART 14 towards its Art History and Visual Culture concentration
Updating of ART 104, 122A, 136A, 136B, 136C, 156 course outlines of record
Over 20 studio art courses changed prerequisites to advisories
Increased development and use of online materials and Insight to augment instructional practices such as second ART 130A hybrid course to be offered at Mission in Spring 2016
Sabbaticals of Professors Nancy Elliott, Suzanne Pugh and Inna Razumova
Accomplishments of alumni, current students, and faculty - please see attached files
Student docent and curriculum opportunities related to Diego Rivera Mural

Essential curriculum related projects like those listed above are fueled by faculty involvement in their fields and routine communication about developments in content and teaching approaches. The volume of reporting related information requires adequate time for faculty to create contexts for meaningful discussions and resulting improvements in content and teaching approaches. Such time is impinged upon by faculty routinely having to address infrastructural problems
and deficiencies.

Learning Environments

Improvements in classroom conditions such as new projection screens in V115 and A101, replacement pre-owned desk top computer in V107, installed digital projector and replacement curtains in Fort Mason’s room 203

Repaired and replaced curriculum essential equipment at Fort Mason and Ocean

Greater frequency of timely work order response for routine requests - thank you

Unresolved work orders dating back to 2014 for the installation of replacement electric kiln in room 107 and lighting in room 207 at Fort Mason

Lack of systematic WiFi connectivity at Fort Mason and Ocean

Unreliable heating and ventilation in Visual Arts building negatively impacting students, teachers, staff, models, and materials; for example, classes cancelled due to numbing cold or oil/water based pigments hardening due to overheating in storage areas

Lack of funding for 5, ‘14 - ‘15 program review prioritized funding requests related to equipment

Special Trustee Agrella’s 2013 decision to pull $50 million in 2001 and 2005 San Francisco bond money from the Performing Arts Education Center (PAEC) continues to have negative impact upon Art Department classes that remain in antiquated and undersized learning rooms like A121 and B205 since comprehensive remodeling improvements are contingent upon PAEC

Lack of adherence by upper administration with Title 5 and Ed Code and historical CCSF practice to rely primarily upon the advice and judgment of the Academic Senate in regards to academic and professional matters, including student preparation and success such as department reorganization which affect interconnected programs such as those in the School of Fine, Applied and Communication Arts

Scheduling testing of Fort Mason room 103’s ventilation system to determine the chemical content of its exhaust which is drawn back into the room via its intake window

As a program whose strong enrollment relies on equipment and an infrastructure that can support the safe running of that equipment at a number of sites, the Art Department provides the above listing of factors affecting the quality of learning for our students and working conditions of faculty and staff. Unresolved and long term problems such as Visual Arts’ inadequate HVAC system and reliance on antiquated rooms such as B205 undermine instructional quality and effective use of time and resources. The department recognizes and sincerely appreciates the improved response time of Buildings and Grounds to complete work orders and resolve problems.

The department's resource funding requests reflect the diversity of disciplines that make up the curriculum and as such it is requesting support for a wide range of request types from full time Art Department dedicated technician to the installation of a second sink in Creative Arts room 102 to new and replacement equipment. These requests reflect the Art Department's continuous quality improvement efforts in order to support this nationally recognized and highly respected art program and retention and success of its students.

The Art Department looks forward to continuing to strengthen its working relationships with critical college support teams like those of Buildings and Grounds and Custodial Services through improved communication about contacts, processes and resolution.

Instructional Activities/Support

Improved communication by the administration concerning U, lottery and lab aid funding, coordination release time requests.

Replacement of faculty desk top computer in V118 and A104 and lap tops for some full time faculty

Ongoing AFT2121/District negotiations

Conclusion of three years of DCC/District Contract negotiations

Allocation of 2015 - 16 reassign time for coordinator to aid in intra-campus/site communication and project work

Work with Interact Communications team to create advertisements for Fall ‘15 and Spring ‘16

Continued lack of reference to Arts, Culture, and life-long learning from primary mission of the College

Unmet need for Art Department technician for equipment and infrastructure maintenance at Fort Mason, Ocean, Mission

Retirement of Don Suyeyasu, Continuing Education Administrative Analyst, at the end of Spring ‘15 semester. Further reduction in support of Fort Mason office that serves students of credit, non and not-for-credit programs including those of the Art Department.

Pending end of Spring ‘16 retirement of Kirk Stoller, Continuing Education Administrative Analyst who is primary person responsible in running Continuing Education program and the Fort Mason office. Unclear about funding of and process for the hiring of staffing to cover Monday through Saturday day and evening hours related to typical class/course scheduling.

Collaborative outreach efforts with local arts’ organizations for student and faculty participation such as Drawing Marathon with Bay Area Models’ Guild at Fort Mason in Summer 2014 and Spring 2015 and Dr. Sketchy’s monthly drawing sessions
Lack of coordination of college and department public relation and advertising efforts
Art students have transferred to public and private colleges, earned awards and scholarships, and participated in art exhibitions. Please see appendix.

According to the Council for Community and Economic Research, “the total cost of living in San Francisco is 62.6% higher than the U.S. average—and housing is nearly three times more expensive than in other U.S. cities” while faculty are paid 3.7% below 2007 pay rate. The continuing underpayment of teachers and staff, pressure to reduce course offerings along with hyper-inflation of housing prices in the bay area is severely eroding the teaching profession for one of the most culturally diverse and intellectually rich areas of the nation.

Regular changes in administrative staffing are undermining institutional memory and timely response to critical needs such as Fort Mason office staffing, key infrastructural needs such as adequate sinks and HVAC, and communication about funding opportunities and practices go unaddressed. The Art Department is motivated by the spirit and commitment of our students to learn and the incredible and long-lived community support that our college enjoys and as such will continue to contribute to designing meaningful and sustainable practices in support of our curriculum and services.

PROGRESS - RESOURCE LINKED: If your department received resources as a result of recent program reviews, summarize unit progress that resulted from these resources. (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

Full-time Drawing, 3-D Design and Sculpture Professor  
(a) Funded amount = Full time salary and benefits based on experience 
(b) Source = Unrestricted Fund 
(c) Activity = Full-time professor of studio arts 
(d) Assessment methods = Tenure and Faculty Evaluation 
(e) Assessment results = Increase in related SLO achievement and course completion rates. 
(f) This is linked to Accreditation Standard Standard III., A, 1. - 4.

Art Department Coordinator  
(a) Funded amount = .333 FTEF reassign time 
(b) Source = Unrestricted Fund 
(c) Activity = Art Department faculty member responsible for critical coordination in running our large, equipment intensive department and related activities required of its extensive curriculum at multiple sites 
(d) Assessment methods = Evaluation of essential tasks as listed on Release Time Work Sheet. 
(e) Assessment results = Increase in related SLO achievement and course completion rates as well as increased enrollment. 
(f) This is linked to Accreditation Standard Standard III., A, 1. - 3. & 7.

Instructional Materials 
(a) Funded amount = $6,252.87 
(b) Source = 2014-2015 Lottery Funds (3 year award to sunset after 2016 - 17) 
(c) Activity = The purchase of instructional materials as defined by Section 60010(h) of the Education Code as “all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or nonprinted, and may include textbooks, technology-based materials, other educational materials, and tests." Such materials were purchased for the instruction of ART 125A, 125B, ART 130A, ART 132A-D, ART 136A-C, ART 140A-D, ART 150A-D, ART 151A-C, ART 160A-D, ART 170A-D, ART 181A-C.
The materials were “constantly being consumed and replaced without increasing the value of the physical properties of the district.”

All of the items met the following criteria (listed in order of importance) in addition to the definition listed above:

1) The item tends to last less than a year because it is broken, damaged, or lost in normal use
2) The item is usually replaced rather than repaired
3) The item is an independent unit rather than being incorporated into another unit item
4) The cost of tagging and inventory is small percentage of item cost

(d) Assessment methods = Retention and success of student meeting course student learning outcomes for courses ranging from ART 125A to ART 181C

(e) Assessment results = Increase in related SLO achievement.

(f) This is linked to Lottery Funding criteria reference above.

Instructional Materials

(a) Funded amount = $1,500.

(b) Source = Lottery Funds - 1 year award ‘15 - ‘16 academic year

(c) Activity = The purchase of instructional materials as defined by Section 60010(h) of the Education Code as “all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or nonprinted, and may include textbooks, technology-based materials, other educational materials, and tests.” Materials were purchased for installation, instruction and support related City Arts Gallery exhibitions that is tied to Art Department curriculum.

The materials were “constantly being consumed and replaced without increasing the value of the physical properties of the district.”

All of the items met the following criteria (listed in order of importance) in addition to the definition listed above:

1) The item tends to last less than a year because it is broken, damaged, or lost in normal use
2) The item is usually replaced rather than repaired
3) The item is an independent unit rather than being incorporated into another unit item
4) The cost of tagging and inventory is small percentage of item cost

(d) Assessment methods = Retention and success of student meeting course student learning outcomes for courses ranging from ART 101 to ART 185.

(e) Assessment results = Increase in related SLO achievement.

(f) This is linked to Lottery Funding criteria reference above.

Guillermo Gómez Peña Lecture/Performance

(a) Funded amount = $3,000

(b) Source = 2015-2016 Equity Funds

(c) Activity = March 2016 lecture/performance by Guillermo Gómez-Peña who is an artist, activist, and writer of color whose writings, performances and artwork speak directly to our focus populations. His monologues embody a “border perspective” and addresses issues of cultural diversity from the perspective of the underrepresented students themselves. Guillermo Gómez-Peña performances seek to open up a dialogue that acknowledges the underrepresented in our culture and invoke a call to action. His passion and success in the arts, and his commitment to combine art and social activism provide an empowering inspiration to all students.

(d) Assessment methods = At the end of Guillermo Gómez Peña’s presentation, audience members will complete a one page survey developed by the Art Department. Each participant will indicate if s/he is a student or bay area, faculty or staff member and check either “yes” or “no”, regarding their ability to: 1) identify issues essential to a deeper understanding of cultural diversity, border culture and US/Mexico relations. 2) describe specific challenges artists and students of color face amid what Pena calls “a repressive global culture of
censorship, paranoid nationalism and what he terms "the mainstream bizarre". 
3) gain an understanding of how performance art employs creativity, language and performance material to achieve 
tactical, performative interventions into our notions of culture, race and sexuality. 
4) explore the poetic and activist use of new technologies and social media 

(e) Assessment results = Course completion rates of those participants who indicated that they were a student and 
participated in the event vs. those students that did not attend will be compared. One aim in offering this activity in 
tandem with area and departmental instructional and support improvements will result in a minimum increase of at 
least 15% for African American students, 10% for Pacific Islander students, and 20% for Latinos. 

(f) This is linked to Goal B1 for increasing course completion in target groups in the Student Equity Plan (see specific 
target groups above).

PROGRESS - OTHER: Summarize your department's progress to date on the major planning objectives identified in 
the last program review (excluding progress already cited in the resource-linked progress question). (*ANSWER ONLY 
FOR 3-YEAR PROGRAM REVIEW*)

Postponed full-time printmaking and drawing professor's retirement resulted in no need for replacement request. 
Installation of replacement, pre-owned computers occurred for a number of faculty at Ocean and Fort Mason with one 
desk top unit has being installed in V107 for classroom use this has improved faculty ability to communicate with 
students, contribute to department/college responsibilities, share with the world curricular and professional art related 
accomplishments and student access to relevant course related information during class. 

Updating of small computer lab in A103 as part of 2014 - 15 program review via Question #8 request was not 
approved. The Art Department will resubmit this request as it is key to meeting relevant SLOs for ART 125A, ART 126, 
ART 136A, B, C that meet in that room as well as meeting PLOs 1) Engage in a visual literacy that is based upon the 
understanding of the elements of design and the general awareness of historical and contemporary artistic cultures 
and trends. 2) Critically evaluate artwork by identifying design elements and using discipline specific terminology and 
skills.

No established coordination with Buildings and Grounds for an agreed upon, recognized and routine maintenance 
schedule for studio critical tasks such as Fort Mason and Ocean ceramics lab plumbing, wiring of 35 potter’s wheels, 
and ventilation as well as training of substitute custodians trained in cleaning floors of Fort Mason and Ocean 
ceramics, drawing and sculpture labs to prevent accumulation of lung injurious particles of pigment and silica. The Art 
Department will continue to work at developing such a recognized schedule as its preventative nature will better 
support relevant SLOs for ART 125A through ART 181C.

Increased coordination to improve not-for-credit course offerings, material support and communication between Art 
Department Chair, faculty, and Continuing Education coordinators and Deans is occurring with aim of creating a 
Building User Group to further establish routine and transparent plans and actions.

Meetings with Visual Media Design and Photography to discuss SLO-related activities in order to strengthen shared 
student learning experiences has occurred and we will initiate a schedule in the coming semester to make 
communication routine.

Continued strengthening of ties with arts non-profits such as Art for Aids Auction, ArtSpan, and Precita Eyes to further 
support the success of our students and regional art economy through shared activities for both faculty and students.

Due to costs of repairs and replacement equipment in 2014 - 15, the Art Department’s U fund allocation did not cover 
the purchase of requested critique board for A102 but with this year’s lottery fund allocation, it is very likely that it will 
be purchased in the 2015 - 16 academic year.

Drawing boards were purchased for student use in V102, A101 and Fort Mason’s room 207 reducing the cumulative 
course cost of ART 130A and ART 132 A,B, C, D materials for our students and so increasing retention.

The purchase and installation of durable patio cover for extension of student working area to be used for stone carving 
and related sculpture equipment storage in the outdoor court yard of V131 was not funded by ‘14 - ‘15 Program Review 
process. The Art Department will make a request for related funding via this program review for the improved learning 
experience of 2016 and beyond Art students.

ArtStor continues to be used for digital image based lectures for both Art History and Studio courses to expand upon 
learning resources for our students.
The Art Department did not gain audience with appropriate Vice Chancellors concerning funding for a dedicated Art Department technician for maintenance of equipment and infrastructure at the Fort Mason, Mission and Ocean sites. The request will be made via this program review as it has been made for over the past 10 years.

Received feedback from VC of Finance that additional lab aid hours could not be allocated for the ’15 - ’16 fiscal year and the department is adjusting as best it can given increased reporting and assessment responsibilities, antiquated infrastructure and old equipment.

PLANNING: After analyzing your data trends and evaluating the progress you've made over the last year and how well you are meeting your unit outcomes, indicate your department’s major planning objectives for next year (2016-17). (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF's nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

Addressing lower success and retention rates for African American and Latino students in particular in order to strengthen the Art Department’s better than college average of student success, it will develop proposals for equity funding such as student mentoring. One pilot mentoring proposal will relate to the online ART 118 – American Art course and a separate proposal for student mentoring to provide support for ART 125A – Basic Design, ART 125B – Advanced Design, and ART 130A – Basic Drawing students. These courses generally draw the most diverse demographic and larger number of students in need of related basic skill development and individual support. Each equity funding proposal will request $5477.40 (510 hours) of Lab Aide funding (15 hours per week/per semester) to pay student mentors as well as requesting 30 hours of Non-Instructional funding (.48 FTE) for program oversight and coordination.

To better serve our students at the Fort Mason, Mission and Ocean sites, the Art Department is seeking college support of the installation of projectors and in some cases desk top computers to best support routine image based lectures and online research in shared classrooms.

Development of a Fort Mason Building User Group comprised of affected deans, faculty, staff and students in order to facilitate problem solving and resource sharing via monthly meetings and resulting plans of action and follow through with Buildings and Grounds and Facilities and Planning.

Gaining recognition of the need and funding for full time staff person at Fort Mason to begin in June of 2016 given the retirement of Don Suyeyasu and pending Spring ’16 retirement of Kirk Stoller. Consistent staffing is needed to support students and faculty that are on site Mondays through Saturday and from morning to evening. Office staffing is essential to equitable access to college resources, course information, and enrollment growth as well as aiding in the handling of emergency situations.

Funding of Art Department dedicated technician for Fort Mason, Mission and Ocean sites will allow for faculty who cumulatively invest over 600 hours per fiscal year to maintain equipment, supplies and facilities to instead invest that time into teaching, curriculum, department and college related projects. Such an improvement would aid in student success as related to studio based courses such as ART 140ABCD, ART 150ABCD, ART 170ABCD and ART 181ABC.

Department Coordinator will expand upon routine communication regarding facilities, activities and needs between the Art Department and agencies such as the Fort Mason Center, Fire Marshall, City and County of San Francisco’s PUC, as well as departments/programs such as Health Technology and Continuing Education. The coordinator will also aid in organizing outreach efforts, scheduling and reporting as well as aid in communication between faculty at Fort Mason, Mission and Ocean.

Strengthen collaboration with School of Fine, Applied and Communication Arts departments to promote course completion and promotion, as well as the effective use of shared resources such as creation of an Art Department google calendar that lists activities such as Art 185, Art Career/Transfer Portfolio Preparation’s visiting artist/professional lectures and development of shared maintenance schedule for use by Art and Visual Design Media faculty in caring for Creative Arts Room 103’s furniture and digital equipment and posting of event fliers.

Further development of Inna Razumova’s Art Department image rich web site that describes our discipline areas and AA-T Studio Arts Major with stills, videos and text.

Coordinate our outreach and recruiting efforts with CCSF’s counseling department and college’s publicity office to area high schools and arts organizations to take full advantage of in-house events as well as off campus exhibitions and
events such as ArtSpan and the Bay Area Models’ Guild, Fort Mason Farmer’s Market canvassing and art demonstrations.

**Curriculum Currency**

Title 5 requires departments to review all curricula (courses, certificates, degrees, sequences) in each program for currency, relevance, content, and requisites every every six years (for CTE departments, every two years). Please review the data on your currency (showing a list of all activity from last year, all courses and programs that are one year from losing currency, and all courses/programs out of currency) and comment below. Please address how well your department is meeting this requirement.

The Art Department has 75 active courses in its catalog. During the 2014-2015 academic year, 8 of these courses underwent course outline updates and 5 new course outlines were created - see listing below. The remaining 62 courses were updated during or prior to the 2013-2014 academic year. All of these active courses are well within the requirement of the 6 year review cycle, with the oldest active outlines being dated November/December 2011 and these outlines are slated for updating during Spring 2016.

The following Art Department courses have not been revised and are currently inactive:

- ART 131A Museum Drawing, 1-Nov-01
- ART 131B Advanced Museum Drawing, 1-Nov-01
- ART 123X Baroque Art at the Legion, 1-Feb-04
- ART 123Y 19th c. Realism & Courbet, 1-Oct-04
- ART 123ZEternal Egypt at the Legion, 1-Feb-05
- ART 116 Art Of The West World, 1-Dec-08

New Course Outlines of 2014 - 15:

- ART 146C Adv. Chinese Brush Painting, 1-Sep-15
- ART 146C Chinese Brush Painting Mastery, 1-Sep-15
- ART 152A Beginning Screen Printing, 1-Sep-15
- ART 152B Intermediate Screen Printing, 1-Sep-15
- ART 190 Contemporary Studio Practices, 1-Sep-15

As such all Art Department course outlines are revised on a six-year cycle. In the past year, we have addressed prerequisite and advisory issues bringing our courses within the standards established by the College Curriculum Committee. We also continue to work to obtain C-ID approval for additional courses.

**Assessment Currency**

According to the CCSF Assessment Plan, outcomes are assessed for services and programs and courses at least once every 3 years. Please comment on how you are currently satisfying this 3-year benchmark.

Art Department courses are current with respect to assessment at the CRN level and we are engaged in continuous quality improvement cycles at the course and program levels.

CurricUNET has listed the following courses as not reported on for the Spring 2015 semester.

- ART 130A 30020
- ART 146A 30058
- ART 146B 30059
- ART 160A 31942
- ART 160A 34949
ART 160B 31255
ART 160D 36631

These courses' instructors are confident that they submitted assessment reporting for these courses as they did for their other Spring '15 courses before the CurriCUNET reporting due date.

Migration to CurricUNET and routine use will aid in the department's complete assessment of all SLO and program-level outcomes within the allotted three year period.

The program and all courses assess at least one SLO per semester and make appropriate recommendations to program review as reflected in the data and discussions among faculty.

Such activities are reflected in course outline of record revisions and creation.

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**Resource Requests**

**North Wall Egress for Creative Arts room 126**

| Item Description |  
|------------------|---
| Addressing the need for an emergency exit in Creative Arts room 126's north wall. |  

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<th>Type of request</th>
<th>Facilities</th>
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<tbody>
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<td>Brief Description</td>
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Funding and college support is needed in determining the design of room 126's north wall in order to accommodate an exit where currently none exists. There is an entry door from the corridor of Creative Arts, but the configuration of the room and its contents which include volatile gasses call for the examination of an additional exit to provide egress in the case of an emergency. |

<table>
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<tr>
<th>Approximate Costs</th>
<th>$28000.00</th>
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| Type(s) of Funding |  
- District (U) |
|-------------------|-------------|

This request is a high priority to ensure/meet Health and Safety requirements: **Yes**

California Code of Regulations
Subchapter 7. General Industry Safety Orders
Group 1. General Physical Conditions and Structures Orders
Article 2. Standard Specifications

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

Primary Board Priority

Fall 2015: 4. Address immediate facility needs (especially related to the Civic Center, 33 Gough Street, and the PAEC) and critical deferred maintenance issues, and develop a long-term 5 year sustainable facilities master plan.
Secondary Board Priority

Fall 2015: 1. Develop processes and implement changes to meet accreditation standards for accreditation reaffirmation.

Primary link to Approved college plan

Educational Master Plan Goal 2: Transform and sustain College infrastructure.

Secondary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Link to Institutional accreditation requirements

I.B.9. The institution engages in continuous, broad based, systematic evaluation and integrated planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Link to Your Unit Planning Objectives

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF’s nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Engage in a visual literacy that is based upon the understanding of the elements of design and the general awareness of historical and contemporary artistic cultures and trends.

Critically evaluate artwork by identifying design elements and using discipline specific terminology and skills.

Develop a series of projects that demonstrate critical analysis, creative thinking, technical skill in a variety of media, as well as the exploration of content and personal approach.

Recognize opportunities of problem solving in the processes of creation.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

Evaluation will involve
(1) monitoring ART 180A, B, C and ART 181A, B, C enrollment and course demand each semester
(2) retention of underrepresented minorities
(3) monitoring of student learning outcomes
(4) monitoring of studio space dynamics and its support of learning and safety

Extent of Benefit

Ensures emergency exit for the 75 students as well as instructor of ART 180A, B, C and ART 181A, B, C each semester.

Operational Necessity

This is required for the safety of our students and instructors. Also good for public relations.

This resource request depends on the following other requests

- **Item/Project Name:** Art Department Technician
  **Item Description:** Full time, year round technician.
  **Resource Type:** Classified staff

- **Item/Project Name:** G-TEC TB-60 purchase and installation
  **Item Description:** G-TEC TB-60 natural gas booster
  **Resource Type:** Equipment

- **Item/Project Name:** G-TEC TB-30 purchase and installation
  **Item Description:** G-TEC TB-30 natural gas booster
  **Resource Type:** Equipment

- **Item/Project Name:** Lab Aide Hours
  **Item Description:** Adequate funding for essential lab maintenance and course assistance for 9 art department areas given 2014 wage increase to $10.74 per hour
  **Resource Type:** Other

  **'16 - '17 Reassign Time for Department Coordination**

  **Item Description**

  .333 reassign time (non-instructional) of an Art Department faculty member for critical coordination in running our large, equipment and material intensive department at its 3 sites and activities required in support of its curriculum and reporting.

  **Type of request**
  Other

  **Brief Description**

  .333 reassign time (non-instructional)

  **Approximate Costs**
  $28000.00

  **Type(s) of Funding**

• District (U)

This request is a high priority to ensure/meet Health and Safety requirements: Yes

California Health and Safety Code including chapters 4, 6 and 8:108500-108515, 114254-114254, 19810-19818, 25404-25404.9, 25531-25547.8. Relates to oversight and coordination of studio area handling, storing and disposing of chemicals, wastes and supplies at Fort Mason and Ocean.

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2015: 2. Develop and implement college plan to provide appropriate student services at centers and program locations.

Secondary Board Priority

Fall 2015: 5. Improve student success, especially in closing the achievement gap.

Primary link to Approved college plan

Student Equity Plan Goal E: Transfer

Secondary link to Approved college plan

Student Equity Plan Goal A: Access

Link to Institutional accreditation requirements

II. A. 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

II. A. 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies and promote student success.

II. A. 7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Link to Your Unit Planning Objectives

Addressing lower success and retention rates for African American and Latino students in particular in order to strengthen the Art Department’s better than college average of student success, it will develop proposals for equity funding such as student mentoring.

Development of a Fort Mason Building User Group comprised of affected deans, faculty, staff and students in order to facilitate problem solving and resource sharing via monthly meetings and resulting plans of action and follow through with Buildings and Grounds and Facilities and Planning.
Gaining recognition of the need and funding for full time staff person at Fort Mason to begin in June of 2016 given the retirement of Don Suyeyasu and pending Spring ‘16 retirement of Kirk Stoller.

Expand upon routine communication regarding facilities, activities and needs between the Art Department and agencies such as the Fort Mason Center, Fire Marshall, City and County of San Francisco’s PUC, as well as departments/programs such as Health Technology and Continuing Education. The coordinator will also aid in organizing outreach efforts, scheduling and reporting as well as aid in communication between faculty at Fort Mason, Mission and Ocean.

Strengthen collaboration with School of Fine, Applied and Communication Arts departments to promote course completion and promotion.

Coordinate our outreach and recruiting efforts with CCSF’s counseling department and college’s publicity office to area high schools and arts organizations to take full advantage of in-house events as well as off campus exhibitions and events such as ArtSpan and the Bay Area Models’ Guild, Fort Mason Farmer’s Market canvassing and art demonstrations.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Engage in a visual literacy that is based upon the understanding of the elements of design and the general awareness of historical and contemporary artistic cultures and trends. Critically evaluate artwork by identifying design elements and using discipline specific terminology and skills. Develop a series of projects that demonstrate critical analysis, creative thinking, technical skill in a variety of media, as well as the exploration of content and personal approach. Recognize opportunities of problem solving in the processes of creation.

Supplementary links to Outcome Assessments

- **ART 125A - Basic Design** Formulate own ideas, in response to assignments given, through research, visual references and rough sketches, to create finished 2D artworks that integrate elements of design with principles of visual organization for effective visual communication.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Jun-03  
  **CRN:** 33169  
  **Outcome:** Formulate own ideas, in response to assignments given, through research, visual references and rough sketches, to create finished 2D artworks that integrate elements of design with principles of visual organization for effective visual communication.  
  **Request details:** I will be requesting a new desktop for my campus office. IT helped make some updates to my used desktop but it is beginning to present problems. There were days I could not print a document from the computer.

- **ART 132A - Beginning Figure Drawing** Identify and represent major muscle groups and bone structures.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Jun-04  
  **CRN:** 30029  
  **Outcome:** Identify and represent major muscle groups and bone structures.  
  **Request details:** Classroom A-101 needs repair or replacement of the lighting system that is used for figure drawing as well as other drawing classes. Additional figure anatomy props such as charts, anatomy plasters, and a skeleton are needed.

- **ART 132B - Intermediate Figure Drawing** Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-May-26  
  **CRN:** 35610  
  **Outcome:** Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.  
  **Request details:** Track lighting needs fixing, improving, and renovation. Lighting the figure properly is vital to providing students skill building lessons about value and form-rendering.

- **ART 132C - Advanced Figure Drawing** Propose and implement a plan for...
CRN: 36191  
Outcome: Propose and implement a plan for creative growth that integrates personal expressive goals with advanced figure drawing techniques and approaches  
Request details: Improved and renovated track lighting in Room 207 at Ft Mason Campus is necessary to light models so that students may study and build skills in drawing figures with clear light and dark values. For Anatomy studies, students need a new full-size quality skeleton.

- ART 140A - Beginning Painting
  Employ the basic materials, to...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 31214
  Outcome: Employ the basic materials, tools, hands-on skills, methods and processes fundamental to the construction of paintings.
  Request details: studio requires 12 new sturdy chairs

- ART 140B - Intermediate Painting
  Design paintings that harness ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 34934
  Outcome: Design paintings that harness the fundamentals of painting to the larger challenges of composition by employing various contrasts and harmonies of shape, value, volume, color, space, texture.
  Request details: Students require a room that is not too cold or hot in which to learn. The heat/air conditioning must be fixed.

- ART 140C - Advanced Painting
  Employ a rigorous, self-direct...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 34400
  Outcome: Employ a rigorous, self-directed creative process to design and construct paintings of advanced-level technical and conceptual quality.
  Request details: need 12 new sturdy chairs for painting s studio

- ART 140C - Advanced Painting
  Employ a rigorous, self-direct...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 32879
  Outcome: Employ a rigorous, self-directed creative process to design and construct paintings of advanced-level technical and conceptual quality.
  Request details: Students require a room that is not too cold or hot in which to learn. The heat/air conditioning must be fixed.

- ART 140D - Painting Mastery
  Produce a cohesive and persona...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 34937
  Outcome: Produce a cohesive and personal body of work from initial ideation and concept through execution and final realization.
  Request details: need twelve new sturdy chairs in painting studio
Outcome: Produce a cohesive and personal body of work from initial ideation and concept through execution and final realization.

Request details: Students require a room that is not too cold or hot in which to learn. The heat/air conditioning must be fixed.

- ART 145C - Advanced Watercolor/Water Media Produce a small body of artwork
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 34943
  Outcome: Produce a small body of artwork that reflects the understanding of how to create and compose with highly saturated colors.
  Request details: Need AV system and a new HVAC system.

- ART 146A - Chinese Brush Painting Demonstrate the basic materials
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-19
  CRN: 34679
  Outcome: Demonstrate the basic materials, tools, skills, methods and processes of Chinese brush painting.
  Request details: Four drafts of course outlines will be reviewed in Fall 2015, and hopefully the new courses will be offered in Spring 2016.

- ART 146B - Advanced Chinese Brush Painting Identify techniques of individual works
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-16
  CRN: 34681
  Outcome: Identify techniques of individual works of Chinese brush painting with different subjects.
  Request details: Four drafts of course outlines will be reviewed in Fall 2015, and hopefully the new courses will be offered in Spring 2016.

- ART 150B - Fine Art Intaglio Printmaking Identify the potential for development
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-04
  CRN: 30063
  Outcome: Identify the potential for development of imagery in a wide variety of intaglio techniques both contemporary and historical.
  Request details: Replace 10 year old mac that is installed in V107 to increase access for use by students as they refer to instructional online sites.

- ART105 - Ancient Art and Architecture of Latin America Recognize and identify different art styles
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-29
  CRN: 30011
  Outcome: Recognize and identify the different art styles of the major cultures of ancient Latin America such as the Olmec, Teotihuacan, Maya, Aztecs, Chavin de Huantar, Moche, Inka and others.
  Request details: The last laptop the school provided for my art history courses was in 2004. I have provided my own personal computers over the last 7 years. The one I am currently using is failing and should be replaced.

- ART105 - Ancient Art and Architecture of Latin America Recognize and identify different art styles
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-29
  CRN: 36185
  Outcome: Recognize and identify the different art styles of the major cultures of ancient Latin America such as the Olmec, Teotihuacan, Maya, Aztecs, Chavin de Huantar, Moche, Inka and others.
  Request details: A laptop computer

- ART109 - History of Contemporary Art Analyze individual works of art
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-20
  CRN: 31884
  Outcome: Analyze individual works of art by employing the basic methods and techniques of art history, while assessing the formal and thematic characteristics of style and period.
Request details: My department needs necessary funds to invite guest speakers.

- **ART125A - Basic Design Formulate own ideas, in response to assignments given, through research, visual references and rough sketches, to create finished 2D artworks that integrate elements of design with principles of visual organization for effective visual communication.**
  
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2015-May-28
  **CRN:** 30016
  **Outcome:** Formulate own ideas, in response to assignments given, through research, visual references and rough sketches, to create finished 2D artworks that integrate elements of design with principles of visual organization for effective visual communication.
  **Request details:** The heater in A 103 does not function properly. It can be very cold in there.

- **ART125A - Basic Design Formulate own ideas, in response to assignments given, through research, visual references and rough sketches, to create finished 2D artworks that integrate elements of design with principles of visual organization for effective visual communication.**
  
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2015-May-28
  **CRN:** 31428
  **Outcome:** Formulate own ideas, in response to assignments given, through research, visual references and rough sketches, to create finished 2D artworks that integrate elements of design with principles of visual organization for effective visual communication.
  **Request details:** The heater in A 103 does not function properly. It can be very cold in there.

- **ART125A - Basic Design Formulate own ideas, in response to assignments given, through research, visual references and rough sketches, to create finished 2D artworks that integrate elements of design with principles of visual organization for effective visual communication.**
  
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2015-Jun-05
  **CRN:** 30014
  **Outcome:** Formulate own ideas, in response to assignments given, through research, visual references and rough sketches, to create finished 2D artworks that integrate elements of design with principles of visual organization for effective visual communication.
  **Request details:** I will be requesting a new desktop for my campus office. IT helped make some updates to my used desktop but it is beginning to present problems. There were days I could not print a document from the computer. I use Insight for teaching and constantly communicate with students online, so a well working computer is a must in the office.

- **ART126 - Color Operate with an awareness of color usage in art history and in contemporary art and design, in the application of color theory in own work.**
  
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2015-Jun-05
  **CRN:** 33168
  **Outcome:** Operate with an awareness of color usage in art history and in contemporary art and design, in the application of color theory in own work.
  **Request details:** I will be requesting a desktop as the used desktop I have in the office, started failing at times this semester. With help from the IT Dept, we made many updates to it, but because all my courses are either hybrid or tech-enhanced, good computer access is very important to my teaching, so I would like to update it before it becomes totally dysfunctional. In addition, I would like to invest in a Munsell tree and buy more color lamps for use in the classroom.

- **ART130A - Basic Drawing Demonstrate appropriate use of drawing materials and techniques.**
  
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2015-May-26
  **CRN:** 30025
  **Outcome:** Demonstrate appropriate use of drawing materials and techniques.
  **Request details:** fix spot light to specs of original design: four sides each on independent dimmer switches; each spot light unit equipped with an independent on/off switch

- **ART130A - Basic Drawing Employ expressive content through various subject sources and manipulation of line, form, value and composition.**
  
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2015-May-29
  **CRN:** 30024
  **Outcome:** Employ expressive content through various subject sources and manipulation of line, form, value and composition.
  **Request details:** better still life props and an instructional-aide.
• ART130B - Intermediate Drawing Use of advanced drawing techniques and materials such as gesture, contour, organizational line drawing with charcoal, graphite and ink.
Request details: Better track lighting

• ART132B - Intermediate Figure Drawing Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.
Request details: The figure drawing classroom is in great need of a lighting system pointed towards the model stand. Currently the old system has only one light partially working. All classes in this room are handicapped without lights. Figure drawing and basic drawing classes are held morning, noon, late afternoon and nights in A101.

• ART132B - Intermediate Figure Drawing Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.
Request details: Lighting on a dimmer switch.

• ART132B - Intermediate Figure Drawing Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.
Request details: Classroom A-101 needs repair or replacement of the lighting system that is used for figure drawing as well as other drawing classes. Additional figure anatomy props such as charts, anatomy plasters and a skeleton are needed.

• ART132C - Advanced Figure Drawing Evaluate and employ a variety of drawing media, techniques, and approaches to achieve successful and expressive figurative compositions.
Request details: The figure drawing classroom A101, is in great need of a lighting system for the model stand. Currently only one light sometimes works.

• ART132C - Advanced Figure Drawing Propose and implement a plan for creative growth that integrates personal expressive goals with advanced figure drawing techniques and approaches
Request details: Better spot lights that work on a dimmer switch.

• ART132C - Advanced Figure Drawing Propose and implement a plan for creative growth that integrates personal expressive goals with advanced figure drawing techniques and approaches
Request details: Classroom A-101 needs repair or replacement of the lighting system that is used for figure drawing as well as other classes. A library of contemporary figurative art would be useful, along with a good skeleton.
• ART140A - Beginning Painting Employ the basic materials, to...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 34396
  Outcome: Employ the basic materials, tools, hands-on skills, methods and processes fundamental to the construction of paintings.
  Request details: need 12 new sturdy chairs in painting studio

• ART140A - Beginning Painting Employ the basic materials, to...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 30040
  Outcome: Employ the basic materials, tools, hands-on skills, methods and processes fundamental to the construction of paintings.
  Request details: Heating and Air conditioning required in VArt 133

• ART140C - Advanced Painting Employ a rigorous, self-direct...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 31387
  Outcome: Employ a rigorous, self-directed creative process to design and construct paintings of advanced-level technical and conceptual quality.
  Request details: need 12 new sturdy chairs in painting studio

• ART145A - Introduction to Watercolor Solve painting problems effect...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 30052
  Outcome: Solve painting problems effectively and creatively by moving from the generation of ideas, through alterations, to the final work.
  Request details: V102 needs an integrated digital projector/AV and computer system to show movies, and digital slide shows.

  The visual arts building (and specifically v102) needs an updated HVAC system.

• ART145B - Intermediate Watercolor Effectively use water medias (...)
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 30055
  Outcome: Effectively use alternative painting surfaces with water media.
  Request details: Integrated AV and computer system in V102 (video projector hanging from ceiling and computer AV, and sound system hooked directly to this.

  Updated HVAC system for V102.

• ART150A - Fine Arts Printmaking Distinguish between the variou...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-21
  CRN: 30062
  Outcome: Distinguish between the various types of printmaking in both contemporary and historical contexts.
  Request details: General improvements to Fort Mason printmaking room - sink, acid and cleanup area.

• ART150A - Fine Arts Printmaking Distinguish between the variou...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-27
  CRN: 30060
  Outcome: Distinguish between the various types of printmaking in both contemporary and historical contexts.
  Request details: Replace 10 year old mac that is installed in V107 to increase access for use by students as they refer to instructional online sites.

• ART150B - Fine Art Intaglio Printmaking Identify the potential for dev...
  Assessment Type: CRN-level SLO Assessment
Submitted: 2015-May-21  
CRN: 30065  
Outcome: Identify the potential for development of imagery in a wide variety of intaglio techniques both contemporary and historical.  
Request details: General improvements to Fort Mason printmaking room - sink, acid and cleanup area.

- ART150C - Fine Art Relief Printmaking Identify the potential for dev...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2015-May-21  
  CRN: 31834  
  Outcome: Identify the potential for development of imagery in a wide variety of relief techniques both contemporary and historical.  
  Request details: General improvements to Fort Mason printmaking room - sink, acid and cleanup area.

- ART150C - Fine Art Relief Printmaking Identify the potential for dev...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2015-May-27  
  CRN: 31832  
  Outcome: Identify the potential for development of imagery in a wide variety of relief techniques both contemporary and historical.  
  Request details: Replace 10 year old mac that is installed in V107 to increase access for use by students as they refer to instructional online sites.

- ART151A - Beginning Monoprinting Utilize the principles and fun...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2015-May-22  
  CRN: 36197  
  Outcome: Utilize the principles and fundamentals of monoprinting including materials, processes, methods, technical skills, aesthetic concepts and terminology.  
  Request details: New inking brayers will be necessary. The students were able to use current brayers but half of the current supply are now no longer useable; the life span of the rubber on the brayer is approximately 1.5 to 2 years and must be continually replaced.

- ART151B - Intermediate Monoprinting Utilize materials, processes, ...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2015-May-22  
  CRN: 36198  
  Outcome: Utilize materials, processes, and methods of beginning monoprinting techniques.  
  Request details: As stated in the assessment of ART150A, the life span of brayers in a classroom situation is about 1.5 to 2 years. New brayers must be constantly introduced.

- ART151C - Advanced Monoprinting Apply monoprint techniques tha...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2015-May-22  
  CRN: 36199  
  Outcome: Apply monoprint techniques that integrate materials, processes, and methods of beginning, intermediate, and advanced techniques in a personal and experimental manner.  
  Request details: New inking brayers will be necessary. The students were able to use current brayers but half of the current supply are now no longer useable; the life span of the rubber on the brayer is approximately 1.5 to 2 years and must be continually replaced.

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Clear Plan for Evaluation after Implementation

Review of inter and intra departmental/program communication practices and provide evidence in successfully promoting:  
- shared resources use  
- student recruiting efforts  
- effectively and timely assessment and reporting activities  
- timely resolution of infrastructure and equipment related problems
**Extent of Benefit**

Students taking and faculty teaching credit (average of 2500 headcount in '14 - '15), non-credit, and Continuing Education art classes and courses at Fort Mason, Downtown, Mission and Ocean sites. College staff such as the Buildings and Grounds team is expected to benefit as care for the studio and lecture classrooms will be made more effective through routine communication and collaboration in problem solving.

**Operational Necessity**

This position is critical in sustaining the affected faculty and staff's continuous quality improvement efforts as they relate to curriculum and infrastructure (buildings, equipment, scheduling) and well based and thought out long term planning.

This resource request depends on the following other requests

*None selected*

### Art Department Technician

**Item Description**

Full time, year round technician.

<table>
<thead>
<tr>
<th>Type of request</th>
<th>Classified staff</th>
</tr>
</thead>
</table>

**Brief Description**

Art Department technician for studio equipment and infrastructure maintenance such as tool repair, kiln maintenance etc. at the Ocean and Mission campuses and the Fort Mason site.

<table>
<thead>
<tr>
<th>Approximate Costs</th>
<th>$70000.00</th>
</tr>
</thead>
</table>

**Type(s) of Funding**

- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: **Yes**

California Health and Safety Code including chapters 4, 6 and 8:108500-108515, 114254-114254, 19810-19818, 25404-25404.9, 25531-25547.8. Relates to over sight and coordination of studio area handling, storing and disposing of chemicals, wastes and supplies at Fort Mason and Ocean.

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

**Primary Board Priority**

Fall 2015: 2. Develop and implement college plan to provide appropriate student services at centers and program locations.

**Secondary Board Priority**
Fall 2015: 8. Improve communication and transparency at all levels of organization and develop City College’s capacity to communicate externally.

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan

Educational Master Plan Goal 2: Transform and sustain College infrastructure.

Link to Institutional accreditation requirements

II. A. 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

II. A. 13. All degree programs include focused study in at least one area of inquiry or an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Link to Your Unit Planning Objectives

Addressing lower success and retention rates for African American and Latino students in particular in order to strengthen the Art Department’s better than college average of student success, it will develop proposals for equity funding such as student mentoring (with a technician, the hours currently spent by faculty in maintaining tools, equipment, etc. could be redirected to retention, curricular, and college wide projects).

Development of a Fort Mason Building User Group comprised of affected deans, faculty, staff and students in order to facilitate problem solving and resource sharing via monthly meetings and resulting plans of action and follow through with Buildings and Grounds and Facilities and Planning. Expand upon routine communication regarding facilities, activities and needs between the Art Department and agencies such as the Fort Mason Center, Fire Marshall, City and County of San Francisco’s PUC, as well as departments/programs such as Health Technology and Continuing Education. The coordinator will also aid in organizing outreach efforts, scheduling and reporting as well as aid in communication between faculty at Fort Mason, Mission and Ocean.

Strengthen collaboration with School of Fine, Applied and Communication Arts departments to promote course completion and promotion.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Engage in a visual literacy that is based upon the understanding of the elements of design and the general awareness of historical and contemporary artistic cultures and trends.

Critically evaluate artwork by identifying design elements and using discipline specific terminology and skills.

Develop a series of projects that demonstrate critical analysis, creative thinking, technical skill in a variety of media, as well as the exploration of content and personal approach.

Recognize opportunities of problem solving in the processes of creation.

Supplementary links to Outcome Assessments

- ART 132A - Beginning Figure Drawing Identify and represent major m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Jun-04

http://www.curricunet.com/ccsf/reports/review_report.cfm?program_reviews_id=163
CRN: 30029
Outcome: Identify and represent major muscle groups and bone structures.
Request details: Classroom A-101 needs repair or replacement of the lighting system that is used for figure drawing as well as other drawing classes. Additional figure anatomy props such as charts, anatomy plasters, and a skeleton are needed.

- ART 132B - Intermediate Figure Drawing Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 35610
  Outcome: Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.
  Request details: Track lighting needs fixing, improving, and renovation. Lighting the figure properly is vital to providing students skill building lessons about value and form-rendering.

- ART130A - Basic Drawing Demonstrate appropriate use of drawing materials and techniques.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 30025
  Outcome: Demonstrate appropriate use of drawing materials and techniques.
  Request details: fix spot light to specs of original design: four sides each on independent dimmer switches; each spot light unit equipped with an independent on/off switch

- ART130B - Intermediate Drawing Use of advanced drawing techniques and materials such as gesture, contour, organizational line drawing with charcoal, graphite and ink.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-22
  CRN: 31522
  Outcome: Use of advanced drawing techniques and materials such as gesture, contour, organizational line drawing with charcoal, graphite and ink.
  Request details: Better track lighting

- ART132B - Intermediate Figure Drawing Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-13
  CRN: 35607
  Outcome: Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.
  Request details: The figure drawing classroom is in great need of a lighting system pointed towards the model stand. Currently the old system has only one light partially working. All classes in this room are handicapped without lights. Figure drawing and basic drawing classes are held morning, noon, late afternoon and nights in A101.

- ART132B - Intermediate Figure Drawing Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-30
  CRN: 35606
  Outcome: Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.
  Request details: Lighting on a dimmer switch.

- ART132B - Intermediate Figure Drawing Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Jun-04
  CRN: 35608
  Outcome: Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.
  Request details: Classroom A-101 needs repair or replacement of the lighting system that is used for figure drawing as well as other drawing classes. Additional figure anatomy props such as charts, anatomy plasters and a skeleton are needed.

- ART132C - Advanced Figure Drawing Evaluate and employ a variety of drawing techniques and materials.
Submitted: 2015-May-13  
CRN: 36188  
Outcome: Evaluate and employ a variety of drawing media, techniques, and approaches to achieve successful and expressive figurative compositions  
Request details: The figure drawing classroom A101, is in great need of a lighting system for the model stand. Currently only one light sometimes works.

• ART132C - Advanced Figure Drawing Propose and implement a plan f...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2015-May-30  
CRN: 36187  
Outcome: Propose and implement a plan for creative growth that integrates personal expressive goals with advanced figure drawing techniques and approaches  
Request details: Better spot lights that work on a dimmer switch.

• ART132C - Advanced Figure Drawing Propose and implement a plan f...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2015-Jun-04  
CRN: 36189  
Outcome: Propose and implement a plan for creative growth that integrates personal expressive goals with advanced figure drawing techniques and approaches  
Request details: Classroom A-101 needs repair or replacement of the lighting system that is used for figure drawing as well as other classes. A library of contemporary figurative art would be useful, along with a good skeleton.

• ART150A - Fine Arts Printmaking Distinguish between the variou...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2015-May-21  
CRN: 30062  
Outcome: Distinguish between the various types of printmaking in both contemporary and historical contexts.  
Request details: General improvements to Fort Mason printmaking room - sink, acid and cleanup area.

• ART150B - Fine Art Intaglio Printmaking Identify the potential for dev...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2015-May-21  
CRN: 30065  
Outcome: Identify the potential for development of imagery in a wide variety of intaglio techniques both contemporary and historical.  
Request details: General improvements to Fort Mason printmaking room - sink, acid and cleanup area.

• ART150C - Fine Art Relief Printmaking Identify the potential for dev...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2015-May-21  
CRN: 31834  
Outcome: Identify the potential for development of imagery in a wide variety of relief techniques both contemporary and historical.  
Request details: General improvements to Fort Mason printmaking room - sink, acid and cleanup area.

• ART151B - Intermediate Monoprinting Utilize materials, processes, ...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2015-May-22  
CRN: 36198  
Outcome: Utilize materials, processes, and methods of beginning monoprinting techniques.  
Request details: as stated in the assessment of art150a, the life span of brayers in a classroom situation is about 1.5 to 2 years. new brayers must be constantly introduced.

Clear Plan for Evaluation after Implementation

Review of inter and intra departmental/program communication practices and provide evidence in successfully promoting: effective shared resources use
reduced number of emergency work orders
  timely resolution of infrastructure and equipment related problems
  improved student retention numbers

Extent of Benefit

Students taking and faculty teaching credit (average of 2500 headcount in ‘14 - ‘15), non-credit, and Continuing Education art classes and courses at Fort Mason, Downtown, Mission and Ocean sites.
College staff such as the Buildings and Grounds team is expected to benefit as care for the studio and lecture classrooms will be made more effective through routine communication and collaboration in problem solving

Operational Necessity

Consistent and effective maintenance of tools, equipment and infrastructure is an operational necessity in relation to Health and Safety for students, faculty and staff.

This resource request depends on the following other requests

None selected

Fort Mason Office Staff

Item Description

Full time classified personnel to run the Fort Mason office that is central to the support and growth of Art Department, Health Technology, Older Adults and Continuing Education courses, classes and workshops.

Type of request

Classified staff

Brief Description

With the Spring ’15 and Spring ’16 retirements of the Continuing Education managers who work in the Fort Mason office, there will be no reliable coverage for the students, faculty and staff related to the courses and classes that meet Mondays through Saturdays during the day and evening. This is a necessity in meeting equity and safety requirements for all involved.

Approximate Costs

$70000.00

Type(s) of Funding

• District (U)

This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2015: 2. Develop and implement college plan to provide appropriate student services at centers and program locations.
Secondary Board Priority

Fall 2015: 5. Improve student success, especially in closing the achievement gap.

Primary link to Approved college plan

Educational Master Plan Goal 3: Provide new and expanded opportunities for organizational development and effective innovation.

Secondary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Link to Institutional accreditation requirements

II. A. 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

II. A. 7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II. C. 3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Link to Your Unit Planning Objectives

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF’s nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

Gaining recognition of the need and funding for full time staff person at Fort Mason to begin in June of 2016 given the retirement of Don Suyeyasu and pending Spring ’16 retirement of Kirk Stoller. Consistent staffing is needed to support students and faculty that are on site Mondays through Saturday and from morning to evening. Office staffing is essential to equitable access to college resources, course information, and enrollment growth as well as aiding in the handling of emergency situations.

Coordinate our outreach and recruiting efforts with CCSF’s counseling department and college’s publicity office to area high schools and arts organizations to take full advantage of in-house events as well as off campus exhibitions and events such as ArtSpan and the Bay Area Models’ Guild, Fort Mason Farmer’s Market canvassing and art demonstrations.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Engage in a visual literacy that is based upon the understanding of the elements of design and the general awareness of historical and contemporary artistic cultures and trends.

Critically evaluate artwork by identifying design elements and using discipline specific terminology and skills.

Develop a series of projects that demonstrate critical analysis, creative thinking, technical skill in a variety of media, as well as the exploration of content and personal approach.

Recognize opportunities of problem solving in the processes of creation.

Supplementary links to Outcome Assessments

- ART 132B - Intermediate Figure Drawing Identify and classify major mu...
Assessment Type: CRN-level SLO Assessment  
Submitted: 2015-May-26  
CRN: 35610  
Outcome: Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.  
Request details: Track lighting needs fixing, improving, and renovation. Lighting the figure properly is vital to providing students skill building lessons about value and form-rendering.

- ART 132C - Advanced Figure Drawing Propose and implement a plan for creative growth that integrates personal expressive goals with advanced figure drawing techniques and approaches  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2015-May-26  
CRN: 36191  
Outcome: Propose and implement a plan for creative growth that integrates personal expressive goals with advanced figure drawing techniques and approaches  
Request details: Improved and renovated track lighting in Room 207 at Ft Mason Campus is necessary to light models so that students may study and build skills in drawing figures with clear light and dark values. For Anatomy studies, students need a new full-size quality skeleton.

- ART 140A - Beginning Painting Employ the basic materials, tools, hands-on skills, methods and processes fundamental to the construction of paintings.  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2015-May-26  
CRN: 31214  
Outcome: Employ the basic materials, tools, hands-on skills, methods and processes fundamental to the construction of paintings.  
Request details: studio requires 12 new sturdy chairs

- ART 140C - Advanced Painting Employ a rigorous, self-directed creative process to design and construct paintings of advanced-level technical and conceptual quality.  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2015-May-26  
CRN: 34400  
Outcome: Employ a rigorous, self-directed creative process to design and construct paintings of advanced-level technical and conceptual quality.  
Request details: need 12 new sturdy chairs for painting studio

- ART 140D - Painting Mastery Produce a cohesive and personal body of work from initial ideation and concept through execution and final realization.  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2015-May-26  
CRN: 34937  
Outcome: Produce a cohesive and personal body of work from initial ideation and concept through execution and final realization.  
Request details: need twelve new sturdy chairs in painting studio

- ART109 - History of Contemporary Art Analyze individual works of art by employing the basic methods and techniques of art history, while assessing the formal and thematic characteristics of style and period.  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2015-May-20  
CRN: 31884  
Outcome: Analyze individual works of art by employing the basic methods and techniques of art history, while assessing the formal and thematic characteristics of style and period.  
Request details: My department needs necessary funds to invite guest speakers.

- ART130B - Intermediate Drawing Use of advanced drawing techniques and materials such as gesture, contour, organizational line drawing with charcoal, graphite and ink.  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2015-May-22  
CRN: 31522  
Outcome: Use of advanced drawing techniques and materials such as gesture, contour, organizational line drawing with charcoal, graphite and ink.  
Request details: Better track lighting

- ART132C - Advanced Figure Drawing Evaluate and employ a variety of techniques and approaches to figure drawing  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2015-May-13  
CRN: 36188
Outcome: Evaluate and employ a variety of drawing media, techniques, and approaches to achieve successful and expressive figurative compositions.

Request details: The figure drawing classroom A101, is in great need of a lighting system for the model stand. Currently only one light sometimes works.

- ART140A - Beginning Painting Employ the basic materials, to...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 34396
  Outcome: Employ the basic materials, tools, hands-on skills, methods and processes fundamental to the construction of paintings.
  Request details: need 12 new sturdy chairs in painting studio

- ART140C - Advanced Painting Employ a rigorous, self-direct...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 31387
  Outcome: Employ a rigorous, self-directed creative process to design and construct paintings of advanced-level technical and conceptual quality.
  Request details: need 12 new sturdy chairs in painting studio

- ART150A - Fine Arts Printmaking Distinguish between the variou...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-21
  CRN: 30062
  Outcome: Distinguish between the various types of printmaking in both contemporary and historical contexts.
  Request details: General improvements to Fort Mason printmaking room - sink, acid and cleanup area.

- ART150B - Fine Art Intaglio Printmaking Identify the potential for dev...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-21
  CRN: 30065
  Outcome: Identify the potential for development of imagery in a wide variety of intaglio techniques both contemporary and historical.
  Request details: General improvements to Fort Mason printmaking room - sink, acid and cleanup area.

- ART150C - Fine Art Relief Printmaking Identify the potential for dev...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-21
  CRN: 31834
  Outcome: Identify the potential for development of imagery in a wide variety of relief techniques both contemporary and historical.
  Request details: General improvements to Fort Mason printmaking room - sink, acid and cleanup area.

Review of inter and intra departmental/program communication practices and provide evidence in successfully promoting:
shared resources use
student recruiting efforts
effectively and timely assessment and reporting activities
timely resolution of infrastructure and equipment related problems

Extent of Benefit

Students taking and faculty teaching credit (average of 400 headcount in '14 - '15), non-credit, and Continuing Education art classes and courses at Fort Mason.
College staff such as the Buildings and Grounds team is expected to benefit as care for the studio and lecture classrooms will be made more effective through routine communication and collaboration in problem solving.
Operational Necessity

A point person is necessary in not only promoting routine and clear communication between departments and programs at Fort Mason, but also in providing all students with equitable information about the courses, instructors, and college services and activities as well as providing support in cases of emergency.

This resource request depends on the following other requests

None selected

G-TEC TB-60 purchase and installation

**Item Description**

G-TEC TB-60 natural gas booster

<table>
<thead>
<tr>
<th>Type of request</th>
<th>Equipment</th>
</tr>
</thead>
</table>

**Brief Description**

This model along with the TB-30 natural gas booster (also a resource request) are needed to power the soldering torches and the casting torch. The boosters would immediately and relatively inexpensively make the metal arts studio a much safer learning/work environment as they would eliminate the need for use and storage of acetylene gas (a very volatile gas) in the Creative Arts building.

<table>
<thead>
<tr>
<th>Approximate Costs</th>
<th>$3400.00</th>
</tr>
</thead>
</table>

**Type(s) of Funding**

- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: **Yes**

Subchapter 7. General Industry Safety Orders
Group 10. Gas Systems for Welding and Cutting
Article 86. Manifolding of Cylinders to Headers for Shop Pipe Line Supply Systems and Pressure Reducing Regulators and Hose

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

**Primary Board Priority**

Fall 2015: 1. Develop processes and implement changes to meet accreditation standards for accreditation reaffirmation.

**Secondary Board Priority**

Fall 2015: 5. Improve student success, especially in closing the achievement gap.
Student Equity Plan Goal B: Course Completion

Technology Plan Goal 1: Provide appropriate technology support for learning outcomes and assessment, equity, enrollment, collaboration and instructional delivery.

II. A. 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF's nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

ART 180A. IV. A. Create pieces that demonstrate proficiency in basic jewelry and metals techniques
ART 180A. IV. F. Demonstrate a safe knowledge of the tools and equipment we use, such as the jewelers saw, files and abrasive paper, buffing machine, bench and Beverly shear, and natural gas and compressed air torch
ART 180B. IV. A. Create work that demonstrates proficiency in intermediate jewelry and metals techniques
ART 180B. IV. F. Demonstrate a safe working knowledge of the tools and equipment we use
ART 180C. IV. B. Solve problems and think critically in designing, creating, and discussing objects.
ART 180C. IV. C. Employ refined craftsmanship skills
ART 181A. IV. A. Create pieces that demonstrate proficiency in basic jewelry and metals techniques.
ART 181A. IV. E. Demonstrate a knowledge of the tools and equipment we use, including the oxy/acetylene torch, centrifugal casting machine, electromelt furnace, and vacuum casting machine
ART 181B. IV. A. Create work that demonstrates proficiency in intermediate direct and lost wax casting techniques.
ART 181B. IV. F. Demonstrate a safe working knowledge of the tools and equipment we use including the oxygen/acetylene torch, electromelt furnace, centrifugal casting machine and vacuum casting machine.
ART 181C. IV. A. Employ casting techniques in an independent advanced manner
ART 181C. IV. C. Practice craftsmanship at a highly refined level

Clear Plan for Evaluation after Implementation

Evaluation will involve
(1) monitoring Metal Arts and Casting enrollment and course demand each semester
(2) retention of underrepresented minorities
(3) monitoring of student learning outcomes
(4) monitoring of studio space dynamics and its support of learning and safety
This equipment will be used by students enrolled in ART 180A, B, C and ART 181 A, B, C (approximately 60 students each semester). The safety aspect of purchasing and installing the boosters will benefit the thousands of students that use the Creative Arts building each year.

### Operational Necessity

The reduction of potential explosion and fire makes this request an operational necessity.

### This resource request depends on the following other requests

None selected

#### G-TEC TB-30 purchase and installation

<table>
<thead>
<tr>
<th>Item Description</th>
<th>G-TEC TB-30 natural gas booster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of request</td>
<td>Equipment</td>
</tr>
<tr>
<td>Brief Description</td>
<td></td>
</tr>
</tbody>
</table>

This model along with the TB-30 natural gas booster (also a resource request) are needed to power the soldering torches and the casting torch.

The boosters would immediately and relatively inexpensively make the metal arts studio a much safer learning/work environment as they would eliminate the need for use and storage of acetylene gas (a very volatile gas) in the Creative Arts building.

<table>
<thead>
<tr>
<th>Approximate Costs</th>
<th>$2500.00</th>
</tr>
</thead>
</table>

**Type(s) of Funding**

- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: Yes

Subchapter 7. General Industry Safety Orders
Group 10. Gas Systems for Welding and Cutting
Article 86. Manifolding of Cylinders to Headers for Shop Pipe Line Supply Systems and Pressure Reducing Regulators and Hose

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

**Primary Board Priority**

Fall 2015: 1. Develop processes and implement changes to meet accreditation standards for accreditation reaffirmation.

**Secondary Board Priority**
Fall 2015: 5. Improve student success, especially in closing the achievement gap.

Primary link to Approved college plan

Student Equity Plan Goal B: Course Completion

Secondary link to Approved college plan

Technology Plan Goal 1: Provide appropriate technology support for learning outcomes and assessment, equity, enrollment, collaboration and instructional delivery.

Link to Institutional accreditation requirements

II. A. 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Link to Your Unit Planning Objectives

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF's nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

ART 180A. IV. A. Create pieces that demonstrate proficiency in basic jewelry and metals techniques
ART 180A. IV. F. Demonstrate a safe knowledge of the tools and equipment we use, such as the jewelers saw, files and abrasive paper, buffing machine, bench and Beverly shear, and natural gas and compressed air torch
ART 180B. IV. A. Create work that demonstrates proficiency in intermediate jewelry and metals techniques
ART 180B. IV. F. Demonstrate a safe working knowledge of the tools and equipment we use
ART 180C. IV. B. Solve problems and think critically in designing, creating, and discussing objects.
ART 180C. IV. C. Employ refined craftsmanship skills
ART 181A. IV. A. Create pieces that demonstrate proficiency in basic jewelry and metals techniques.
ART 181A. IV. E. Demonstrate a knowledge of the tools and equipment we use, including the oxy/acetylene torch, centrifugal casting machine, electromelt furnace, and vacuum casting machine
ART 181B. IV. A. Create work that demonstrates proficiency in intermediate direct and lost wax casting techniques.
ART 181B. IV. F. Demonstrate a safe working knowledge of the tools and equipment we use including the oxygen/acetylene torch, electromelt furnace, centrifugal casting machine and vacuum casting machine.
ART 181C. IV. A. Employ casting techniques in an independent advanced manner
ART 181C. IV. C. Practice craftsmanship at a highly refined level

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

Evaluation will involve
(1) monitoring Metal Arts and Casting enrollment and course demand each semester
(2) retention of underrepresented minorities
(3) monitoring of student learning outcomes
(4) monitoring of studio space dynamics and its support of learning and safety

Extent of Benefit
This equipment will be used by students enrolled in ART 180A, B, C and ART 181 A, B, C (approximately 60 students each semester). The safety aspect of purchasing and installing the boosters will benefit the thousands of students that use the Creative Arts building each year.

**Operational Necessity**

The reduction of potential explosion and fire makes this request an operational necessity.

**This resource request depends on the following other requests**

*None selected*

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**80 Gallon Compressor**

**Item Description**

Compressor with capacity to run pneumatic tools used by ART 170A, B, C, D students to complete course assignments.

**Type of request** Equipment

**Brief Description**

Increased compressor capacity of this piece of equipment is essential in increasing student retention and success given that current compressor cannot provide enough power for the pneumatic tools required for reductive working processes such as stone carving and the number of students learning the related techniques.

**Approximate Costs** $2800.00

**Type(s) of Funding**

- District (U)

**This request is a high priority to ensure/meet Health and Safety requirements:** No

**This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation:** No

**Primary Board Priority**

Fall 2015: 5. Improve student success, especially in closing the achievement gap.

**Secondary Board Priority**

Fall 2015: 1. Develop processes and implement changes to meet accreditation standards for accreditation reaffirmation.

**Primary link to Approved college plan**

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.
Student Equity Plan Goal A: Access

II. A. 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF’s nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

ART 170A. IV. C. Be familiar with the basic materials and processes of sculpture. Basic materials include clay, plaster and wood, while basic processes include subtractive, additive, and mold making.
ART 170A. IV. D. Recognize the importance of good craftsmanship.
ART 170A. IV. E. Work with basic tools and equipment used in the creation of sculpture, this includes hand tools, power tools and the effective use of a sketchbook.
ART 170B. IV. A. Practice safe and healthy methods of working in the classroom when using equipment, tools and supplies.
ART 170B. IV. B. Demonstrate knowledge and understanding of advanced materials and processes of sculpture. These may include the subtractive process of stone sculpture or woodcarving, and the additive
ART 170B. IV. D. Produce artwork that demonstrates refined craftsmanship and personal conceptual development.
ART 170C. IV. A. Demonstrate the proper and safe methods of working with building and surface materials, equipment, tools and supplies.
ART 170C. IV. B. Demonstrate appropriate level of fabricating skills using a variety of materials and processes.
ART 170C. IV. C. Employ problem-solving strategies during the creation of a sculpture, idea to physical form.
ART 170C. IV. D. Practice disciplined and independent working habits.
ART 170D. IV. C. Formulate strategies in choosing materials, methods and processes to best express their intended conceptual vision.
ART 170D. IV. F. Identify the essentials required in establishing a studio practice, including issues of equipment/tools, health and safety, goal-setting and time-management.

Evaluation Plan for Evaluation after Implementation

Evaluation will involve:
1. Monitoring Sculpture enrollment and course demand each semester
2. Retention of underrepresented minorities
3. Monitoring of student learning outcomes
4. Monitoring of studio space dynamics and its support of learning and safety

Extent of Benefit

This equipment will be used by students enrolled in ART 170A, B, C, D (approximately 50 students each semester) in order to complete requisite course assignments.
Operational Necessity

Essential in increasing student access to tools in order to not only complete assignments but in realization of idea via well crafted final forms. Such equitable access is key to retention and participation in subsequent course enrollment.

This resource request depends on the following other requests

- **Item/Project Name:** 12 x 36 x 12' lean-to
  **Item Description:** Installation in the sculpture court yard area of Visual Arts 131
  **Resource Type:** Equipment

**Diego Rivera Mural/Docent Coordinator**

**Item Description**

.333 reassign time (non-instructional) of an Art Department faculty member for critical coordination in running the Diego Rivera Mural Docent Program as well as activities required in support of outreach, website maintenance, interdepartmental collaboration and reporting.

**Type of request**

Other

**Brief Description**

.333 reassign time (non-instructional)

**Approximate Costs**

$28000.00

**Type(s) of Funding**

- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

**Primary Board Priority**

Fall 2015: 5. Improve student success, especially in closing the achievement gap.

**Secondary Board Priority**

Fall 2015: 3. Create clear procedures and defined roles and responsibilities for all constituencies within college processes.

**Primary link to Approved college plan**

http://www.curricunet.com/ccsf/reports/review_report.cfm?program_reviews_id=163
Educational Master Plan Goal 3: Provide new and expanded opportunities for organizational development and effective innovation.

Student Equity Plan Goal A: Access

II. A. 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

II. A. 7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II. C. 3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Addressing lower success and retention rates for African American and Latino students in particular in order to strengthen the Art Department’s better than college average of student success, it will develop proposals for equity funding such as student mentoring.

Expand upon routine communication regarding facilities, activities and needs between the Art Department and agencies such as the Fort Mason Center, Fire Marshall, City and County of San Francisco’s PUC, as well as departments/programs such as Health Technology and Continuing Education.

Strengthen collaboration with School of Fine, Applied and Communication Arts departments to promote course completion and promotion.

Coordinate our outreach and recruiting efforts with CCSF’s counseling department and college’s publicity office to area high schools and arts organizations to take full advantage of in-house events as well as off campus exhibitions and events such as ArtSpan and the Bay Area Models’ Guild, Fort Mason Farmer’s Market canvassing and art demonstrations.

Engage in a visual literacy that is based upon the understanding of the elements of design and the general awareness of historical and contemporary artistic cultures and trends. Critically evaluate artwork by identifying design elements and using discipline specific terminology and skills. Develop a series of projects that demonstrate critical analysis, creative thinking, technical skill in a variety of media, as well as the exploration of content and personal approach. Recognize opportunities of problem solving in the processes of creation.

Review of docent program as well as intra departmental/program communication practices to integrate aspects of the mural and related fields into curricular activities and provide evidence in successfully promoting: consistent mural access to students and the public; increased enrollment in departments such as Art, LALS, Engineering.
curricular collaboration and development
coordinated outreach activities

Extent of Benefit

Students taking and faculty teaching credit courses (over 4000 headcount in '14 - '15), such as Art, English LALS, and Music. College staff such as the Buildings and Grounds team is expected to benefit as care for Diego Rivera Theater foyer will be made more effective through routine communication and collaboration in problem solving.

Operational Necessity

The Diego Rivera Mural Coordinator will serve as point person in not only training docents and providing routine and clear communication between involved college and non-college parties, but also in providing college staff, students, and the public with information about the scope of the activities that are underway and in development related to the mural.

This resource request depends on the following other requests

- **Item/Project Name:** Mission Smart Classrooms 106 & 162  
  **Item Description:** Installation of projection and dedicated desktops or laptop computer for Mission Center rooms 106 (studio courses) and 162 (Art History and other department lecture courses).  
  **Resource Type:** Technology

- **Item/Project Name:** Lab Aide Hours  
  **Item Description:** Adequate funding for essential lab maintenance and course assistance for 9 art department areas given 2014 wage increase to $10.74 per hour  
  **Resource Type:** Other

---

**Fort Mason room 207 Track Lighting**

**Item Description**

Install replacement track lighting system in room 207.

**Type of request**  
Facilities

**Brief Description**

The unreliable track light system of room 207 needs to be replaced with 2, 8 - 10' parallel lighting tracks and 8 to 10 track light fixtures.

**Approximate Costs**  
$500.00

**Type(s) of Funding**

- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: **No**
This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

**Primary Board Priority**

**Fall 2015: 5. Improve student success, especially in closing the achievement gap.**

**Secondary Board Priority**

**Fall 2015: 1. Develop processes and implement changes to meet accreditation standards for accreditation reaffirmation.**

**Primary link to Approved college plan**

**Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.**

**Secondary link to Approved college plan**

**Student Equity Plan Goal B: Course Completion**

**Link to Institutional accreditation requirements**

I.B.9. The institution engages in continuous, broad based, systematic evaluation and integrated planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

II. A. 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

II. A. 7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

**Link to Your Unit Planning Objectives**

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF’s nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color. Strengthen collaboration with School of Fine, Applied and Communication Arts departments to promote course completion and promotion, as well as the effective use of shared resources such as creation of an Art Department google calendar that lists activities such as Art 185, Art Career/Transfer Portfolio Preparation’s visiting artist/professional lectures and development of shared maintenance schedule for use by Art and Visual Design Media faculty in caring for Creative Arts Room 103’s furniture and digital equipment and posting of event fliers. Coordinate our outreach and recruiting efforts with CCSF’s counseling department and college’s publicity office to area high schools and arts organizations to take full advantage of in-house events as well as off campus exhibitions and events such as ArtSpan and the Bay Area Models’ Guild, Fort Mason Farmer’s Market canvassing and art demonstrations.

**Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)**
Engage in a visual literacy that is based upon the understanding of the elements of design and the general awareness of historical and contemporary artistic cultures and trends.

Critically evaluate artwork by identifying design elements and using discipline specific terminology and skills.

Develop a series of projects that demonstrate critical analysis, creative thinking, technical skill in a variety of media, as well as the exploration of content and personal approach.

Recognize opportunities of problem solving in the processes of creation.

Supplementary links to Outcome Assessments

- **ART 132B - Intermediate Figure Drawing Identify and classify major mu...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 35610
  Outcome: Identify and classify major muscle groups and bone structures while integrating this knowledge with drawing the figure from life.
  Request details: Track lighting needs fixing, improving, and renovation. Lighting the figure properly is vital to providing students skill building lessons about value and form-rendering.

- **ART 132C - Advanced Figure Drawing Propose and implement a plan f...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-26
  CRN: 36191
  Outcome: Propose and implement a plan for creative growth that integrates personal expressive goals with advanced figure drawing techniques and approaches
  Request details: Improved and renovated track lighting in Room 207 at Ft Mason Campus is necessary to light models so that students may study and build skills in drawing figures with clear light and dark values. For Anatomy studies, students need a new full-size quality skeleton.

- **ART 130B - Intermediate Drawing Use of advanced drawing techni...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-22
  CRN: 31522
  Outcome: Use of advanced drawing techniques and materials such as gesture, contour, organizational line drawing with charcoal, graphite and ink.
  Request details: Better track lighting

Clear Plan for Evaluation after Implementation

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF's nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

Coordinate our outreach and recruiting efforts with CCSF’s counseling department and college’s publicity office to area high schools and arts organizations to take full advantage of in-house events as well as off campus exhibitions and events such as ArtSpan and the Bay Area Models' Guild, Fort Mason Farmer’s Market canvassing and art demonstrations.

Extent of Benefit

The replacement and reliable lighting will improve the learning experience of students enrolled in ART 130ABC and ART 132ABC (approximately 50 - 70 students each semester) as well as Older Adult and Continuing Education students. The improved learning space will contribute to a positive appearance to visitors and participants in our recruiting activities such as the February 2016 Fort Mason open house which is directed at High School seniors and their parents.

Operational Necessity
In order for students to succeed in completing their course work such as drawing and figure drawing in regard to understanding light source and value among other curricular content they must have directed light upon still lives and human figures.

This resource request depends on the following other requests

*None selected*

### 12 x 36 x 12' lean-to

**Item Description**

Installation in the sculpture court yard area of Visual Arts 131

<table>
<thead>
<tr>
<th>Type of request</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description</td>
<td></td>
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</tbody>
</table>

In support of the department’s efforts to retain students enrolled in sculpture – ART 170 A, B, C, D, we request the installation of the lean-to in order to create enough protected area in the court yard to install a larger compressor that could power several pneumatic tools that are used to complete stone carving assignments as well as shield students who need to work out of doors on larger projects. The current compressor does not generate enough force to power more than one pneumatic tool at a time and such limited access negatively affects student success and retention.

<table>
<thead>
<tr>
<th>Approximate Costs</th>
<th>$2600.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type(s) of Funding</td>
<td></td>
</tr>
</tbody>
</table>

- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

**Primary Board Priority**

Fall 2015: 5. Improve student success, especially in closing the achievement gap.

**Secondary Board Priority**

Fall 2015: 4. Address immediate facility needs (especially related to the Civic Center, 33 Gough Street, and the PAEC) and critical deferred maintenance issues, and develop a long-term 5 year sustainable facilities master plan.

**Primary link to Approved college plan**

**Secondary link to Approved college plan**
Educational Master Plan Goal 2: Transform and sustain College infrastructure.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and integrated planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

II. A. 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

II. A. 7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

III. B. 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF’s nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

ART 170A. IV. C. Be familiar with the basic materials and processes of sculpture. Basic materials include clay, plaster and wood, while basic processes include subtractive, additive, and mold making.
ART 170A. IV. D. Recognize the importance of good craftsmanship.
ART 170A. IV. E. Work with basic tools and equipment used in the creation of sculpture, this includes hand tools, power tools and the effective use of a sketchbook.
ART 170B. IV. A. Practice safe and healthy methods of working in the classroom when using equipment, tools and supplies.
ART 170B. IV. B. Demonstrate knowledge and understanding of advanced materials and processes of sculpture. These may include the subtractive process of stone sculpture or wood carving, and the additive
ART 170B. IV. D. Produce artwork that demonstrates refined craftsmanship and personal conceptual development.
ART 170C. IV. A. Demonstrate the proper and safe methods of working with building and surface materials, equipment, tools and supplies.
ART 170C. IV. B. Demonstrate appropriate level of fabricating skills using a variety of materials and processes.
ART 170C. IV. C. Employ problem-solving strategies during the creation of a sculpture, idea to physical form.
ART 170C. IV. D. Practice disciplined and independent working habits.
ART 170D. IV. C. Formulate strategies in choosing materials, methods and processes to best express their intended conceptual vision.
ART 170D. IV. F. Identify the essentials required in establishing a studio practice, including issues of equipment/tools, health and safety, goal-setting and time-management.

None selected
Evaluation will involve
(1) monitoring Sculpture enrollment and course demand each semester
(2) retention of underrepresented minorities
(3) monitoring of student learning outcomes
(4) monitoring of studio space dynamics and its support of learning and safety

**Extent of Benefit**

The lean-to will be used by students enrolled in ART 125B and ART 170 A, B, C, D (approximately 50 - 70 students each semester). The additional space will not only allow for upgrade of compressor needed for several requisite working approaches but additional working space for student which will benefit their project completion during the academic year.

**Operational Necessity**

Covered exterior space will allow enough protected area for the purchase (separate resource request) of the larger compressor needed to run the number of pneumatic tools used by students to complete assignments. Additional space promotes safe tool use, successful assignment completion and student retention.

**Lottery Allocation for 9 Discipline Areas**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Type of request</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>51 constantly consumed items for 9 art department discipline areas.</td>
<td>Supplies - Instructional (lottery)</td>
<td>51 items for 9 areas &quot;that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes.&quot; Such instructional materials that are constantly being consumed and replaced without increasing the value of the physical properties of the district include drawing paper, silica, 3.5&quot; sprue bases, and wood glue.</td>
</tr>
<tr>
<td><strong>Approximate Costs</strong></td>
<td>$6736.59</td>
<td></td>
</tr>
<tr>
<td><strong>Type(s) of Funding</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>This request is a high priority to ensure/meet Health and Safety requirements:</strong></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation:</strong></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>Primary Board Priority</strong></td>
<td>Fall 2015: 5. Improve student success, especially in closing the achievement gap.</td>
<td></td>
</tr>
</tbody>
</table>
Secondary Board Priority

Fall 2015: 1. Develop processes and implement changes to meet accreditation standards for accreditation reaffirmation.

Primary link to Approved college plan

Student Equity Plan Goal B: Course Completion

Secondary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Link to Institutional accreditation requirements

II. A. 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

II. A. 7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Link to Your Unit Planning Objectives

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF’s nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Engage in a visual literacy that is based upon the understanding of the elements of design and the general awareness of historical and contemporary artistic cultures and trends.

Critically evaluate artwork by identifying design elements and using discipline specific terminology and skills.

Develop a series of projects that demonstrate critical analysis, creative thinking, technical skill in a variety of media, as well as the exploration of content and personal approach.

Recognize opportunities of problem solving in the processes of creation.

Supplementary links to Outcome Assessments

- **ART 132A - Beginning Figure Drawing Identify and represent major m...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Jun-04
  CRN: 30029
  Outcome: Identify and represent major muscle groups and bone structures.
  Request details: Classroom A-101 needs repair or replacement of the lighting system that is used for figure drawing as well as other drawing classes. Additional figure anatomy props such as charts, anatomy plasters, and a skeleton are needed.

- **ART109 - History of Contemporary Art Analyze individual works of ar...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-20
  CRN: 31884
  Outcome: Analyze individual works of art by employing the basic methods and techniques of art history, while assessing the formal and thematic characteristics of style and period.
Request details: My department needs necessary funds to invite guest speakers.

- **ART151A - Beginning Monoprinting Utilize the principles and fun...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-22
  CRN: 36197
  Outcome: Utilize the principles and fundamentals of monoprinting including materials, processes, methods, technical skills, aesthetic concepts and terminology.
  Request details: new inking brayers will be necessary. the students were able to use current brayers but half of the current supply are now no longer useable; the life span of the rubber on the brayer is approximately 1.5 to 2 years and must be continually replaced.

- **ART151B - Intermediate Monoprinting Utilize materials, processes, ...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-22
  CRN: 36198
  Outcome: Utilize materials, processes, and methods of beginning monoprinting techniques.
  Request details: as stated in the assessment of art150a, the life span of brayers in a classroom situation is about 1.5 to 2 years. new brayers must be constantly introduced.

- **ART151C - Advanced Monoprinting Apply monoprint techniques tha...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-22
  CRN: 36199
  Outcome: Apply monoprint techniques that integrate materials, processes, and methods of beginning, intermediate, and advanced techniques in a personal and experimental manner.
  Request details: new inking brayers will be necessary. the students were able to use current brayers but half of the current supply are now no longer useable; the life span of the rubber on the brayer is approximately 1.5 to 2 years and must be continually replaced.

Clear Plan for Evaluation after Implementation

Evaluation will involve
(1) monitoring affected courses within the 9 art discipline areas in regard to enrollment and course demand each semester
(2) retention of underrepresented minorities
(3) monitoring of affected course student learning outcomes

Extent of Benefit

100s of students benefit from the items purchased for instructional use in art history lecture and studio art courses.

Operational Necessity

Necessary in offsetting increasing instructional materials cost especially given that unrestricted fund allocations have not increase to offset rising costs of materials, repairs and services as well as ability to fund art related lecturer.

This resource request depends on the following other requests

None selected

Lottery Allocation for City College Art Gallery

Item Description

Purchase of constantly consumed items related to installation and publicity of exhibitions.
**Type of request** | Supplies - Instructional (lottery)
---|---
**Brief Description**
Departmental Funding for the City College Art Gallery for constantly used up supplies such as signage, labels, lights, paint, promotional materials related to curricular relevant exhibitions.
**Approximate Costs** | $1500.00
---|---
**Type(s) of Funding**
None selected
**This request is a high priority to ensure/meet Health and Safety requirements:** No
**This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation:** No

**Primary Board Priority**
Fall 2015: 5. Improve student success, especially in closing the achievement gap.

**Secondary Board Priority**
Fall 2015: 8. Improve communication and transparency at all levels of organization and develop City College’s capacity to communicate externally.

**Primary link to Approved college plan**
Student Equity Plan Goal A: Access

**Secondary link to Approved college plan**
Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

**Link to Institutional accreditation requirements**
II. A. 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

II. A. 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

II. A. 7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

**Link to Your Unit Planning Objectives**

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http://www.curricunet.com/ccsf/reports/review_report.cfm?program_reviews_id=163 6/12/2018
Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF’s nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

Strengthen collaboration with School of Fine, Applied and Communication Arts departments to promote course completion and promotion, as well as the effective use of shared resources such as creation of an Art Department google calendar that lists activities such as Art 185, Art Career/Transfer Portfolio Preparation’s visiting artist/professional lectures and development of shared maintenance schedule for use by Art and Visual Design Media faculty in caring for Creative Arts Room 103’s furniture and digital equipment and posting of event fliers.

Coordinate our outreach and recruiting efforts with CCSF’s counseling department and college’s publicity office to area high schools and arts organizations to take full advantage of in-house events as well as off campus exhibitions and events such as ArtSpan and the Bay Area Models’ Guild, Fort Mason Farmer’s Market canvassing and art demonstrations.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Engage in a visual literacy that is based upon the understanding of the elements of design and the general awareness of historical and contemporary artistic cultures and trends.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

Review of inter and intra departmental/program student activity:
effective shared resource use in terms of access and engagement
increased number of visitors
timely publicity of exhibitions and related activities
improved student retention numbers

Extent of Benefit

Benefits 100s of students who are enrolled in Art courses as well as CCSF students whose GE course work integrates viewing of art into curriculum.

Operational Necessity

The constantly consumed items are required in the installation and publicity of the at least 6 art exhibitions that occur at City Arts Gallery each academic year.

This resource request depends on the following other requests

None selected

Mission Smart Classrooms 106 & 162

Item Description

Installation of projection and dedicated desktops or laptop computer for Mission Center rooms 106 (studio courses) and 162 (Art History and other department lecture courses).

<table>
<thead>
<tr>
<th>Type of request</th>
<th>Technology</th>
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<tbody>
<tr>
<td></td>
<td>Technology</td>
</tr>
</tbody>
</table>

http://www.curricunet.com/ccsf/reports/review_report.cfm?program_reviews_id=163
**Brief Description**

1. 2 digital projectors - one for room 106 and one for 162
2. dedicated desktops or laptops - one for room 106 and one for 162
3. means of securing and protecting computers in order to prevent theft and damage
4. connectivity

<table>
<thead>
<tr>
<th><strong>Approximate Costs</strong></th>
<th>$2000.00</th>
</tr>
</thead>
</table>

**Type(s) of Funding**

- District (U)

**This request is a high priority to ensure/meet Health and Safety requirements:** No

**This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation:** No

**Primary Board Priority**

_Fall 2015: 5. Improve student success, especially in closing the achievement gap._

**Secondary Board Priority**

_Fall 2015: 1. Develop processes and implement changes to meet accreditation standards for accreditation reaffirmation._

**Primary link to Approved college plan**

**Educational Master Plan Goal 1:** Advance student achievement in meeting educational goals.

**Secondary link to Approved college plan**

**Technology Plan Goal 3:** Foster effective and transformative uses of technology.

**Link to Institutional accreditation requirements**

I.B.9. The institution engages in continuous, broad based, systematic evaluation and integrated planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

II. A. 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

II. A. 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

II. A. 7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

III. C. 4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.
Link to Your Unit Planning Objectives

To better serve our students at the Fort Mason, Mission and Ocean sites, the Art Department is seeking college support of the installation of projectors and in some cases desk top computers to best support routine image based lectures and online research in shared classrooms. Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF’s nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Engage in a visual literacy that is based upon the understanding of the elements of design and the general awareness of historical and contemporary artistic cultures and trends. Critically evaluate artwork by identifying design elements and using discipline specific terminology and skills. Develop a series of projects that demonstrate critical analysis, creative thinking, technical skill in a variety of media, as well as the exploration of content and personal approach. Recognize opportunities of problem solving in the processes of creation.

Supplementary links to Outcome Assessments

- ART105 - Ancient Art and Architecture of Latin America Recognize and identify the dif...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-29
  CRN: 36185
  Outcome: Recognize and identify the different art styles of the major cultures of ancient Latin America such as the Olmec, Teotihuacan, Maya, Aztecs, Chavin de Huantar, Moche, Inka and others.
  Request details: A laptop computer

Clear Plan for Evaluation after Implementation

Evaluation will involve
(1) monitoring Art History and studio course enrollment and course demand each semester
(2) retention of underrepresented minorities
(3) monitoring of student learning outcomes

Extent of Benefit

Benefits 100s of students who take courses that are scheduled in Mission rooms 106 and 162 by departments such as Art, Cinema, Music, LALS, Business and Visual Media Design Departments among others.

Operational Necessity

Required in order to present image based lectures to students of such courses at ART 101, ART 102, ART 103, ART 105, ART 125A, ART 130A.

This resource request depends on the following other requests

None selected

Dedicated Classroom Laptops

Item Description
Dedicated laptops for use and storage in V114 and V115.

<table>
<thead>
<tr>
<th>Type of request</th>
<th>Technology</th>
</tr>
</thead>
</table>

Brief Description

Purchase lap tops for image based lecture instruction - V114 and V115; insure connectivity

<table>
<thead>
<tr>
<th>Approximate Costs</th>
<th>$1800.00</th>
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</table>

Type(s) of Funding

- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

Primary Board Priority

Fall 2015: 5. Improve student success, especially in closing the achievement gap.

Secondary Board Priority

Fall 2015: 1. Develop processes and implement changes to meet accreditation standards for accreditation reaffirmation.

Primary link to Approved college plan

Student Equity Plan Goal B: Course Completion

Secondary link to Approved college plan

Technology Plan Goal 3: Foster effective and transformative uses of technology.

Link to Institutional accreditation requirements

I.B.9. The institution engages in continuous, broad based, systematic evaluation and integrated planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

II. A. 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

II. A. 7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including...
facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Link to Your Unit Planning Objectives

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF’s nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

To better serve our students at the Fort Mason, Mission and Ocean sites, the Art Department is seeking college support of the installation of projectors and in some cases desk top computers to best support routine image based lectures and online research in shared classrooms.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Engage in a visual literacy that is based upon the understanding of the elements of design and the general awareness of historical and contemporary artistic cultures and trends.

Critically evaluate artwork by identifying design elements and using discipline specific terminology and skills.

Develop a series of projects that demonstrate critical analysis, creative thinking, technical skill in a variety of media, as well as the exploration of content and personal approach.

Recognize opportunities of problem solving in the processes of creation.

Supplementary links to Outcome Assessments

- ART105 - Ancient Art and Architecture of Latin America Recognize and identify the dif...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-May-29
  CRN: 30011
  Outcome: Recognize and identify the different art styles of the major cultures of ancient Latin America such as the Olmec, Teotihuacan, Maya, Aztecs, Chavin de Huantar, Moche, Inka and others.
  Request details: The last laptop the school provided for my art history courses was in 2004. I have provided my own personal computers over the last 7 years. The one I am currently using is failing and should be replaced.

Clear Plan for Evaluation after Implementation

Evaluation will involve
(1) monitoring Art History course enrollment and course demand each semester
(2) retention of underrepresented minorities
(3) monitoring of student learning outcomes

Extent of Benefit

Benefits 100s of students who take courses that are scheduled offered in V114 and V115 by the Art, Asian American, Astronomy, Cinema, and Business Departments among others.

Operational Necessity

Required in order to present image based lectures to students of such courses at ART 101, ART 102, ART 103, ART 105, and ART 108.

This resource request depends on the following other requests
**Fort Mason Office Carpet**

**Item Description**

Replace 15+ year old carpet in Fort Mason office.

**Type of request**

Facilities

**Brief Description**

Purchase 10.00 per foot, tight loop carpet in dark color in dimension of 13 x 26' to replace current stained, dust and mite ridden carpet.

**Approximate Costs**

$4500.00

**Type(s) of Funding**

- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

**Primary Board Priority**

Fall 2015: 4. Address immediate facility needs (especially related to the Civic Center, 33 Gough Street, and the PAEC) and critical deferred maintenance issues, and develop a long-term 5 year sustainable facilities master plan.

**Secondary Board Priority**

Fall 2015: 1. Develop processes and implement changes to meet accreditation standards for accreditation reaffirmation.

**Primary link to Approved college plan**

Educational Master Plan Goal 2: Transform and sustain College infrastructure.

**Secondary link to Approved college plan**

**Student Equity Plan Goal A: Access**

**Link to Institutional accreditation requirements**

I.B.9. The institution engages in continuous, broad based, systematic evaluation and integrated planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional
planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

III. B. 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

III. B. 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

III. B. 3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Link to Your Unit Planning Objectives

Development of a Fort Mason Building User Group comprised of affected deans, faculty, staff and students in order to facilitate problem solving and resource sharing via monthly meetings and resulting plans of action and follow through with Buildings and Grounds and Facilities and Planning. Coordinate our outreach and recruiting efforts with CCSF’s counseling department and college’s publicity office to area high schools and arts organizations to take full advantage of in-house events as well as off campus exhibitions and events such as ArtSpan and the Bay Area Models’ Guild, Fort Mason Farmer’s Market canvassing and art demonstrations.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Recognize opportunities of problem solving in the processes of creation.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

Evaluation will involve
(1) monitoring affected department/program classes and courses in regard to enrollment and class/course demand each semester
(2) retention of underrepresented minorities
(3) visitor numbers
(4) office staffing satisfaction

Extent of Benefit

The office staff, visitors and 100s of students benefit from the replacement carpet. Strengthening morale is of great benefit to our organization and public.

Operational Necessity

For health and safety reasons, the replacement of the carpet of the 15+ old carpet is necessary.

This resource request depends on the following other requests

None selected

Creative Arts 103 Student Computer Lab Update

Item Description
Purchase and install two computers with internet connection and a printer/scanner.

<table>
<thead>
<tr>
<th>Type of request</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description</td>
<td>To provide in-class computing access to contemporary image software for ART 125A; ART 126; ART 136 A, B, C; and DSGN 101 students.</td>
</tr>
<tr>
<td>Approximate Costs</td>
<td>$3200.00</td>
</tr>
<tr>
<td>Type(s) of Funding</td>
<td>District (U)</td>
</tr>
</tbody>
</table>

This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

Primary Board Priority

Fall 2015: 5. Improve student success, especially in closing the achievement gap.

Secondary Board Priority

Fall 2015: 6. Continue to ensure current and future fiscal stability, including the development of an enrollment plan that addresses shifts in enrollment patterns, and prioritization of efforts to increase enrollment.

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan

Student Equity Plan Goal E: Transfer

Link to Institutional accreditation requirements

I.B.9. The institution engages in continuous, broad based, systematic evaluation and integrated planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

II. A. 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

II. A. 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
II. A. 7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Link to Your Unit Planning Objectives

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF’s nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

To better serve our students at the Fort Mason, Mission and Ocean sites, the Art Department is seeking college support of the installation of projectors and in some cases desk top computers to best support routine image based lectures and online research in shared classrooms.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Engage in a visual literacy that is based upon the understanding of the elements of design and the general awareness of historical and contemporary artistic cultures and trends.

Critically evaluate artwork by identifying design elements and using discipline specific terminology and skills.

Develop a series of projects that demonstrate critical analysis, creative thinking, technical skill in a variety of media, as well as the exploration of content and personal approach.

Recognize opportunities of problem solving in the processes of creation.

Supplementary links to Outcome Assessments

- ART 125A - Basic Design
  Formulate own ideas, in response to assignments given, through research, visual references and rough sketches, to create finished 2D artworks that integrate elements of design with principles of visual organization for effective visual communication.
  
  Request details: I will be requesting a new desktop for my campus office. IT helped make some updates to my used desktop but it is beginning to present problems. There were days I could not print a document from the computer.

- ART125A - Basic Design
  Formulate own ideas, in response to assignments given, through research, visual references and rough sketches, to create finished 2D artworks that integrate elements of design with principles of visual organization for effective visual communication.
  
  Request details: I will be requesting a new desktop for my campus office. IT helped make some updates to my used desktop but it is beginning to present problems. There were days I could not print a document from the computer. I use Insight for teaching and constantly communicate with students online, so a well working computer is a must in the office.

- ART126 - Color
  Operate with an awareness of color usage in art history and in contemporary art and design, in the application of color theory in own work.
Request details: I will be requesting a desktop as the used desktop I have in the office, started failing at times this semester. With help from the IT Dept, we made many updates to it, but because all my courses are either hybrid or tech-enhanced, good computer access is very important to my teaching, so I would like to update it before it becomes totally dysfunctional. In addition, I would like to invest in a Munsell tree and buy more color lamps for use in the classroom.

Clear Plan for Evaluation after Implementation

Evaluation will involve
(1) monitoring ART 125A, ART 126, ART 136ABCD, DSGN 101 course enrollment and course demand each semester
(2) retention of underrepresented minorities
(3) monitoring of student learning outcomes

Extent of Benefit

Over 150 students each semester who are enrolled in Art and Design Collaborative classes.

Operational Necessity

Necessary in providing current and relevant software applications for assignment completion and course success.

This resource request depends on the following other requests

None selected

Remodel of Creative Arts 102

Item Description

Reconfiguration of A102 in order to install dual sinks that will optimize in-class learning time and effectiveness of storage and wall display/projection surfaces.

Type of request

Facilities

Brief Description

The remodeling of Creative Arts room 102 in order to install a dual sink, reconfigured locking cabinets and display wall surfaces will require architectural plans, demolition, sink, sink fixtures, cabinetry, plumbing, and labor.

Approximate Costs

$9000.00

Type(s) of Funding

• District (U)

This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No
Primary Board Priority

Fall 2015: 5. Improve student success, especially in closing the achievement gap.

Secondary Board Priority

Fall 2015: 4. Address immediate facility needs (especially related to the Civic Center, 33 Gough Street, and the PAEC) and critical deferred maintenance issues, and develop a long-term 5 year sustainable facilities master plan.

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan

Student Equity Plan Goal B: Course Completion

Link to Institutional accreditation requirements

I.B.9. The institution engages in continuous, broad based, systematic evaluation and integrated planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

II. A. 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

II. A. 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

II. A. 7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Link to Your Unit Planning Objectives

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF’s nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Engage in a visual literacy that is based upon the understanding of the elements of design and the general awareness of historical and contemporary artistic cultures and trends.

Critically evaluate artwork by identifying design elements and using discipline specific terminology and skills.

Develop a series of projects that demonstrate critical analysis, creative thinking, technical skill in a variety of media, as
well as the exploration of content and personal approach.
Recognize opportunities of problem solving in the processes of creation.

| Supplementary links to Outcome Assessments |
| None selected |

| Clear Plan for Evaluation after Implementation |
| Evaluation will involve |
| (1) monitoring ART 125A - Basic Design enrollment and course demand each semester |
| (2) retention of underrepresented minorities |
| (3) monitoring of student learning outcomes |
| (4) monitoring of studio space dynamics and its support of learning and safety |

| Extent of Benefit |
| Benefits over a hundred students each semester that are enrolled in Art Departments courses and Photography Department courses. |

| Operational Necessity |
| Benefits students with effective use of time in order to access water for materials use as well as to clean materials and working spaces at the end of each class session. |

| This resource request depends on the following other requests |
| None selected |

**Replace Teaching Bungalows**

| Item Description |
| Replace mildew ridden bungalows 205 and 206 as they are beyond their serviceable life. |

| Type of request | Facilities |
| Brief Description |
| Replace antiquated and mildew ridden bungalows 205 and 206 with new structure(s) that meet contemporary health and safety standards. These classrooms are used by ART 146A, B, C, D - Chinese Brush Painting Course Family and ART 156 - Mixed Media on Paper and occasionally due to scheduling dynamics ART 125A- Basic Design, ART 125B - Advanced Design and ART 130A - Basic Drawing. Instruction and assignment completion require the use dry and wet materials of which many stain and are potentially air born and so the classes cannot be easily scheduled in non-Art Department classrooms. Also these subjects require multiple sinks, ample working surfaces, lockable material/supply storage, and flexibility in furniture configuration. |
| Please see DATA TRENDS-OTHER and comments regarding the Performing Arts And Education Center under the subheading of Learning Environments. |

| Approximate Costs | $50000.00 |
| Type(s) of Funding |

http://www.curricunet.com/ccsf/reports/review_report.cfm?program_reviews_id=163 6/12/2018
This request is a high priority to ensure/meet Health and Safety requirements: Yes

Provide safe learning and working environment for students, staff and faculty.

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: Yes

Cal/OSHA - Title 8 regulations
Excerpt: 5155
Subchapter 7. General Industry Safety Orders
Group 16. Control of Hazardous Substances
Article 107. Dusts, Fumes, Mists, Vapors and Gases

Primary Board Priority

Fall 2015: 4. Address immediate facility needs (especially related to the Civic Center, 33 Gough Street, and the PAEC) and critical deferred maintenance issues, and develop a long-term 5 year sustainable facilities master plan.

Secondary Board Priority

Fall 2015: 1. Develop processes and implement changes to meet accreditation standards for accreditation reaffirmation.

Primary link to Approved college plan

Student Equity Plan Goal D: Degree and Certificate Completion

Secondary link to Approved college plan

Technology Plan Goal 1: Provide appropriate technology support for learning outcomes and assessment, equity, enrollment, collaboration and instructional delivery.

Link to Institutional accreditation requirements

I.B.9. The institution engages in continuous, broad based, systematic evaluation and integrated planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Link to Your Unit Planning Objectives
Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF’s nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

**Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)**

Engage in a visual literacy that is based upon the understanding of the elements of design and the general awareness of historical and contemporary artistic cultures and trends.

Critically evaluate artwork by identifying design elements and using discipline specific terminology and skills.

Develop a series of projects that demonstrate critical analysis, creative thinking, technical skill in a variety of media, as well as the exploration of content and personal approach.

Recognize opportunities of problem solving in the processes of creation.

**Supplementary links to Outcome Assessments**

*None selected*

**Clear Plan for Evaluation after Implementation**

Evaluation will involve
1. monitoring ART 146A, B, C, D and ART 156 enrollment and course demand each semester
2. retention of underrepresented minorities
3. monitoring of student learning outcomes
4. monitoring of studio space dynamics and its support of learning and safety

**Extent of Benefit**

The new learning space will be used by students enrolled in ART 125A, 125B, 146A, B, C, D and ART 156 (approximately 70 - 90 students each semester). In providing students a mildew free, working space accessible and well-lit room, student retention and success will not only improve but it will contribute to growing enrollment for not only the courses listed but for student interest in taking other art courses given the positive nature of their learning environment.

**Operational Necessity**

Requisite for student retention and growth as well as meeting modern health and safety standards.

**This resource request depends on the following other requests**

*None selected*

### Lab Aide Hours

**Item Description**

Adequate funding for essential lab maintenance and course assistance for 9 art department areas given 2014 wage increase to $10.74 per hour

**Type of request**

Other

**Brief Description**
Given lack of Art Department technician and reliance on faculty to maintain tools, equipment and run studio facilities as well as increase in lab aide hourly wage, the request is an additional $9994 for 952 additional hours for the '16 - '17 academic year.

Approximate Costs | $27022.00

Type(s) of Funding

- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: Yes

The student lab aide hours affect faculty ability to complete all maintenance, inventorying and purchasing tasks related to studio classes.

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2015: 5. Improve student success, especially in closing the achievement gap.

Secondary Board Priority

Fall 2015: 1. Develop processes and implement changes to meet accreditation standards for accreditation reaffirmation.

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan

Student Equity Plan Goal E: Transfer

Link to Institutional accreditation requirements

II. A. 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

II. A. 7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Link to Your Unit Planning Objectives

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF's nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.

Strengthen collaboration with School of Fine, Applied and Communication Arts departments to promote course
completion and promotion, as well as the effective use of shared resources such as creation of an Art Department google calendar that lists activities such as Art 185, Art Career/Transfer Portfolio Preparation’s visiting artist/professional lectures and development of shared maintenance schedule for use by Art and Visual Design Media faculty in caring for Creative Arts Room 103’s furniture and digital equipment and posting of event fliers.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Engage in a visual literacy that is based upon the understanding of the elements of design and the general awareness of historical and contemporary artistic cultures and trends. Critically evaluate artwork by identifying design elements and using discipline specific terminology and skills. Develop a series of projects that demonstrate critical analysis, creative thinking, technical skill in a variety of media, as well as the exploration of content and personal approach. Recognize opportunities of problem solving in the processes of creation.

Supplementary links to Outcome Assessments

- ART130A - Basic Drawing
  Employ expressive content through various subject sources and manipulation of line, form, value and composition.
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2015-May-29
  **CRN:** 30024
  **Outcome:** Employ expressive content through various subject sources and manipulation of line, form, value and composition.
  **Request details:** better still life props and an instructional-aide.

Clear Plan for Evaluation after Implementation

Evaluation will involve
(1) monitoring of affected art history and studio enrollment and course demand each semester
(2) retention of underrepresented minorities
(3) monitoring of student learning outcomes
(4) monitoring of studio space dynamics and its support of learning and safety

Extent of Benefit

The lab aide allocation increase will positively affect lecture and studio classes at Fort Mason and Ocean sites and so over 500 students per semester.

Operational Necessity

Necessary in meeting the high quality standards of instruction as well as in meeting health and safety studio standards.

This resource request depends on the following other requests

None selected

DuoSeal Vacuum

Item Description

DuoSeal Low RPM Vacuum Pump with 1/3 Horsepower (250 watt) Motor

<table>
<thead>
<tr>
<th>Type of request</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DuoSeal Vacuum</td>
</tr>
</tbody>
</table>
The vacuum pump is used daily by students for preparing casting molds and essential during the vacuum casting process. Vacuum casting allows the student to cast larger pieces than they would be able to create with centrifugal casting and creating forms of varied scale is an important element in their overall casting education. The vacuum pump is also an integral part of vacuum investing, vacuuming the plaster like substance removes air from the mixture, making it stronger, less likely to break and throw molten metal out of the mold. Our current vacuum machines increasing longer amounts of time to generate the correct vacuum pressure needed for both the casting and investing time sensitive processes. The increased time needed for adequate pressure also compounds problems of access to tools and materials needed in completing let alone perfecting a given project.

Approximate Costs

| Approximate Costs | $7200.00 |

Type(s) of Funding

- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2015: 5. Improve student success, especially in closing the achievement gap.

Secondary Board Priority

Fall 2015: 1. Develop processes and implement changes to meet accreditation standards for accreditation reaffirmation.

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan

Student Equity Plan Goal A: Access

Link to Institutional accreditation requirements

II. A. 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Link to Your Unit Planning Objectives

Based in part on SLO assessments and review, the department engages in continuous quality improvement related to curriculum and facilities in order to support CCSF’s nationally recognized and highly respected art program, success of its students, and ongoing efforts to recruit and retain a greater number of students of color.
Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

ART 180C. IV. B. Solve problems and think critically in designing, creating, and discussing objects.
ART 180C. IV. C. Employ refined craftsmanship skills
ART 181A. IV. A. Create pieces that demonstrate proficiency in basic jewelry and metals techniques.
ART 181A. IV. E. Demonstrate a knowledge of the tools and equipment we use, including the oxy/acetylene torch, centrifugal casting machine, electromelt furnace, and vacuum casting machine.
ART 181B. IV. A. Create work that demonstrates proficiency in intermediate direct and lost wax casting techniques.
ART 181B. IV. F. Demonstrate a safe working knowledge of the tools and equipment we use including the oxygen/acetylene torch, electromelt furnace, centrifugal casting machine and vacuum casting machine.
ART 181C. IV. A. Employ casting techniques in an independent advanced manner
ART 181C. IV. C. Practice craftsmanship at a highly refined level

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

Evaluation will involve
(1) monitoring Metal Arts and Casting enrollment and course demand each semester
(2) retention of underrepresented minorities
(3) monitoring of student learning outcomes
(4) monitoring of studio space dynamics and its support of learning and safety

Extent of Benefit

The larger and more powerful vacuum will greatly improve the learning experience and so retention and enrollment growth for ART 181 A, B, C, D students as well as that of advanced Art 180 students.

Operational Necessity

Essential in increasing access to tools by students in order to not only complete assignments but realization of idea via well crafted final forms.

This resource request depends on the following other requests

None selected

Attached Files

- Data Trends-Other-Curriculum 1
- Data Trends-Other_Curriculum 2
- Data Trends-Other_Curriculum 3
- Data Trends-Other_Curriculum 4
- Data Trends-Other_Curriculum 5