

LMC Comprehensive Program Review

Instructional Units

2017-2018

Program/Discipline: ART and HUMANITIES

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)

We have:

- 1) Updated our A.A. Degree Program requirements by making changes to the required foundation courses (ART 072: Introduction to Digital Photography was shifted to an elective course while ART 047: Color Theory was substituted as a required course.)
- 2) We have added an AAT in Art History to our degrees, as we now have a sufficient number of courses to mirror state requirements in this area of study.
- 3) We have renumbered and reconfigured 3D course in sculpture and ceramics to match District course “families.”
- 4) We have designed, obtained College-level approval for a new Program of studies in Humanities that is now awaiting final COOR approvals in new courses. Once completed, this package will be sent to the State for approval.

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

We plan to:

- 1) Add additional courses in Art History to better reflect the diversity of our student population (Arts of Africa and Oceania) and possible enhances to the AAT in Art history (histories of architecture, photography and graphic design.)
- 2) We plan to develop a certificate/degree in the 3D/sculpture aspect of our Program.
- 3) Depending on our ability to hire a fulltime 2D specialist, we plan to offer additional courses in drawing, painting and printmaking.
- 4) We are currently redesigning our course on Web Design as an online course to boost the enrollment pool.
- 5) We are in the development stage of offering new Graphic Communications-oriented coursework in motion graphics as well as new #3D-oriented coursework in Industrial Design.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

ASSOCIATE in ART (Studio Arts for Transfer: 27 Units)				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	ART 008 ART 010 ART 020 ART 047	ART 009 ART 011 AND/OR ART 047 ART 066	ART 016 AND/OR ART 250 ART 21 OR 030 ART 069	AND/OR ART 021 OR 030 ART 038 ART 040 ART 072

ASSOCIATE in ART (Art History for Transfer: 24 Units)				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	ART 006 ART 020 AND/OR ART 010 ART 011	ART 007 ART 016 AND/OR ART 030 ART 066	ART 008 AND/OR ART 005 ART 017 HUMAN 019 HUMAN 020 HUMAN 021	ART 009 ART 018 AND/OR HUMAN 022 HUMAN 024 HUMAN 030

ASSOCIATE in ART (Fine Arts: 30 Units)				
Semester	Semester 1	Semester 2	Semester 3	Semester 4

List Courses Needed for Degree or Certificate in each semester.	ART 005 ART 006, 007, 008 or 009 ART 010 ART 020	ART 016, 017 or 018 ART 011 ART 047 AND/OR ART 021 ART 030	AND/OR ART 038 ART 040 ART 60 ART 072	AND/OR ART 041 ART 038 ART 074 ART 075
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ASSOCIATE in ART (Graphic Communications: 30 Units)				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	ART 005 ART 006, 007, 008 or 009 ART 010 ART 012	ART 009 ART 011 ART 047 AND/OR ART 015 ART 025 ART 250	AND/OR ART 050 ART 054 ART 057 ART 072	AND/OR ART 075 ART 085 ART 086 ART 072 JOURN 160

CERTIFICATE of Achievement (Graphic Communications: 30 Units)				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	ART 005 ART 006, 007, 008 or 009 ART 010 ART 012	ART 009 ART 011 ART 047 AND/OR ART 015 ART 025 ART 250	AND/OR ART 050 ART 054 ART 057 ART 072 JOURN 110	AND/OR ART 075 ART 085 ART 086 ART 072 JOURN 160

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

N/A

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

N/A

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
ART 003	X	X	X	X
ART 005	X	X	X	X
ART 006		X		X
ART 007	X		X	
ART 008		X		X
ART 009		X		X
ART 010	X		X	
ART 011	X	X	X	X
ART 012	X	X	X	X
ART 015		X		X
ART 016		X		X
ART 017	X		X	
ART 018	X		X	
ART 020	X	X	X	X
ART 021	X	X	X	X
ART 030		X		X
ART 035	X			
ART 038		X		X
ART 040	X	X	X	X
ART 041	X	X	X	X
ART 042	X	X	X	X
ART 047	X		X	
ART 050	X		X	
ART 050	X		X	
ART 054	X	X	X	X
ART 057		X		X
ART 058	X		X	
ART 060		X		X
ART 061		X		X
ART 062	X	X	X	X
ART 063	X	X	X	X
ART 064	X	X	X	X
ART 065	X	X	X	X
ART 072	X	X	X	X
ART 073				

<i>ART 074</i>		X		X
<i>ART 075</i>	X		X	
<i>ART 085</i>	X	X	X	X
<i>ART 086</i>	X	X	X	X
<i>ART 098</i>	X	X	X	X
<i>ART 170</i>	X	X	X	X
<i>ART 180</i>	X	X	X	X
<i>ART 250</i>	X		X	
<i>HUMAN 019</i>				X
<i>HUMAN 020</i>	X			
<i>HUMAN 021</i>		X		
<i>HUMAN 022</i>				X
<i>HUMAN 024</i>	X		X	
<i>HUMAN 030</i>	X		X	
<i>HUMAN 035</i>		X		
<i>HUMAN 098</i>	X	X	X	X
Rationale for any Major Changes				
<p>Art 11 offered every semester starting 2013 due to it being a required foundation class for transfer, fine arts</p>				

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
<i>Art 9</i>	Lucy Snow completed Jan. 2018
<i>Art 12</i>	Ken Alexander
<i>Art 20</i>	Judi Pettite (Ken Alexander)
<i>Art 21</i>	Judi Pettite (Ken Alexander)
<i>Art 40</i>	Judi Pettite (Ken Alexander)
<i>Art 41</i>	Judi Pettite (Ken Alexander)
<i>Art 50</i>	John Schall (Ken Alexander)
<i>Art 72</i>	Curtis Corlew
<i>Art 73</i>	Curtis Corlew
<i>Art 85</i>	Ty Carriere (Curtis Corlew)
<i>Art 86</i>	Ty Carriere (Curtis Corlew)

4.2. Course Offerings/Content

<p>How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?</p>	<p>Structured Studio Practice Intro. To Digital Art Intro. To Watercolor Painting (reactivated) Intro. To Ceramic Sculpture Intermediate Ceramic Sculpture Intro. To Wheel Throwing Intermediate Wheel Throwing American Art History Art of the Ancient Americas Asian Art History Mesoamerican Art Photo Two</p>
<p>How have these changes enhanced your program?</p>	<p>Helping students transfer with more flexibility and greater efficiency in fine arts, art history, graphics communications. In addition, students have more choices in 3D options towards a degree/certificate in Design, more Art History choices to help them complete more units for transfer. This also provides opportunities for students to major in Art History, study curriculum more connected to their backgrounds. Structured Studio Practice is offered as a hands-on art class that is a shorter time commitment in order to be more accessible to more students. Photo Two offered as a stand-alone course in order to provide more depth in curriculum and improve portfolio development.</p>

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

<p>What additional courses will need to be created to support the new degree or certificate?</p>	<p>For planned Design Certificate/Degree:None</p>
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What significant changes to existing course content would need to be made to support the new degree or certificate?	For planned Design Certificate/Degree:None
What additional courses will need to be created to support the new degree or certificate?	A new LMC Degree Program in Humanities has been proposed and approved. It will be sent to the State for approval in the 2018 Spring Semester.
What significant changes to existing course content would need to be made to support the new degree or certificate?	Two new courses are in progress: HUMAN XX: Hip Hop Culture: An American Phenomenon has been written and has been approved. We are currently awaiting IGETC and Transfer approvals from UC and CSU. HUMAN 23: Late Modern Humanities is currently being written for submission to the Curriculum and General Education Committees. All additional required/elective courses are drawn from existing LMC curriculum in multiple academic disciplines.

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

Our last advisory board meeting was attended by Rebecca Talley Los Medanos College / MarkOne Ty Carriere Los Medanos College / ex'pressions College Eric Sanchez Los Medanos College Rosie Grejsen Delta Gallery of the Arts Roger Strauss Brentwood Reprographics David Wahl LMC Workforce Development Tara Dale Sanders LMC Community Partnership Liaison Monica Couture Pittsburg City of Commerce Melinda Harris Los Medanos Healthcare District Bobbi Palmer Los Medanos Healthcare District

Due to the entrepreneurial nature of the current graphics job market it's exceeding difficult to find relevant industry partners. Rather than work for established design and marketing ventures most students work in the as freelancers. This, combined with the reality that the East Contra Costa area is not a communications hub compared to Berkeley, Oakland or San Francisco makes recruiting advisory board members increasingly difficult.

That said, with the increase staff in Workforce Development we will work with them to locate new membership. Rebecca Talley, our adjunct faculty has expressed interest in working to revive our committee. With the procedure changes being considered that would allow funding for adjuncts to contribute in this venue we believe we will be able to make use of her expertise.

Our last meeting was in 2015 where we discussed: Addressing various aspects of the graphics industry such as design, advertising, printing, web, packaging and display. Additional topics may include hiring qualifications, industry practices, software knowledge and student intern / shadowing programs.

Our Advisory Board meetings, while interesting, have contributed minimally to directing the program or course content. In general, the employers we do have at meetings say they are most interested in hiring people who are responsible and know how to solve problems. While certainly important, these comments don't provide much specific direction.

7. Assessment Effectiveness:

7.1.1. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

- a. Delete the course
- b. Market/promote the course to gain enrollments
- c. Other

7.1.2. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1 2 3

The assessment was not
meaningful in collecting data
or information that
supported course
improvement or pedagogical

changes. The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear. Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1 2 3

The data collected did not

inform teaching and learning. The assessment produced some measurable information, but created more questions than answers. Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1 2 3

Assessment was not

manageable. The assessment process was somewhat manageable, but posed challenges to implement across the program. The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

We deem all our courses as have been assessed meaningfully, with measureable results that helped improve the courses, therefore, we rate the efforts as 3, 3 and 3.

7.1.3. What changes in the assessment process itself would result in more meaningful data to improve student learning?

Despite the number of different courses we offer, we make every attempt to integrate both full time and adjunct faculty into the process. However, the sheer number of courses makes this difficult to manage

Managing the reports themselves and getting them uploaded to the proper place continues to be a challenge.

7.1.4. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

Assessing our critiques in studio classes brought insights into our process. Effective techniques were widely disseminated and instituted throughout the department.

Other course assessments resulted in a change in large scale student projects. They are now broken into more, and smaller manageable sections.

Encouraging students to feel more comfortable giving each other meaningful feedback was another theme that emerged in the “what did we learn” part of the CSLO assessment reports. Instructors model critiques that are encouraging but also detail improvements that are needed, but students tend to avoid commentary on each other’s work at first, but then they improve over the course of the semester. We are exploring ways to speed up this process with peer critiques, group work, etc.

7.2 Program Level Assessment

In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

Most of the students are able to complete the learning outcomes if they are consistent about attendance and completion of assignments.

7.2.1 What was the biggest challenge in conducting program level assessment?

Our methods for assessing CSLO 3 vary widely and could benefit from more coordination and discussion of what benefits historical and cultural products research assignments provide—and also then what common areas, assignments, or methods we might be able to look at across sections.

7.2.2 What resource needs, if any, were identified in your program level assessment?

Additional resources could be used to fund acquisition/sharing and more integration of historical reference/cultural products across more of our sections to make the assessment more consistent. As a department we use very diverse examples, a goal is to keep and expand that diversity while integrating techniques of assessment more.

8 Course Success/Retention Analysis

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African-American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

African-American Low Income Students All students in program/discipline

Completion Rate: (program/discipline) 77.1% 83.7% 85%

Success Rate: (program/discipline) 60.2% 72.9% 73.4%

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

The success rate for the following populations are concerning:

Total Average 73.4%

Foster youth = 51.7%

Black or African American = 60.2%

Veterans = 65.2% (which are the next-lowest demographics achieving success along with African-Americans)

Latino = 71.4%

Disabilities = 71.6%

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Within the department faculty and staff can explore or expand on these strategies:

Competency Based Ed – Possible flex workshops or departmental discussions on CSLO mastery and not hours in class or lab as a method of measuring mastery.

Building relationships – incorporate FAM (Faculty Advising and Mentoring program) techniques, allows the personal touch to each students' needs, degree planning and goal setting, seeing the student as a whole person beyond the classroom content and measurements, ability to work with at risk intervention points, physically hand off students to other college departments/resources.

Art tutoring –Bring the students tutors to the Art Appreciation and Art History courses and Studio Practice (Art 3).

Some existing practices and resources on campus:

Counseling – EOPs has offered financial assistance with book and classroom materials/tools that are required to complete the course.

Face to Face Interventions - Many faculty are using face to face interventions as a method to work with any students that are at risk. This varies from one to one meetings, tutoring and connecting students with services on campus.

Art tutoring – Existing collaborations with the Center for Academic Success for Art Appreciation and Art History. (Ken Alexander has initiated a required assignment to use the Center for Academic Support, other instructors for art appreciation/history have assigned extra credit for tutoring.) Within the department, students are able to work with instructors outside of class, with instructional aides, and with staff.

STARFISH student alert system, efforts existing through supplemental programs such as learning communities, the Student Equity Plan and Student Success and Support Program. At the Spring 2018 department meeting, all faculty were encouraged to begin working with Starfish as an early alert tool along with personal communication to the student at risk.

Some outside of LMC resources are:

SparkPoint and Opportunity Junction, Burton Book fund look into resources for the populations in need. (Foster Youth Low Income)

9 Goals

9.2 Review your program’s goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

<p>Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?</p>	<p>LMC Humanities Degree Program has been approved and will be forwarded to the state for further approval in 2018. Ceramic instruction and capacity improved. Conference attendance has been more frequent and consistent. Increased possibilities for transfer in Art History AAT provided by curriculum development and more course offerings.</p>
<p>Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?</p>	<p>The Art/Humanities/Graphics Communications Department has not been supported in our Box2A efforts to obtain a full-time 2D media specialist. Key impediments have been that management has chosen to only replace retiring positions, despite the stated district goal of 75% full time faculty.</p>

9.3 Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<p>1. Increase equitable student engagement, learning, and success.</p> <p>2. Strengthen community engagement and partnerships.</p> <p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p> <p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p>	<p>1. ACCESS: increase access through enrollment of students currently underserved in our community.</p> <p>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</p> <p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
<p>Goal 1: Hire a full-time 2D Media Specialist</p>	<p>1. Increase equitable student engagement, learning, and success.</p> <p>2. Strengthen community engagement and partnerships.</p>	<p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p>

		<p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p>
<p>Goal 2: Improve and sustain quality computer labs for arts and graphics communication students. Software and hardware refresh on a consistent basis.</p>	<p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p> <p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p>	<p>1. ACCESS: increase access through enrollment of students currently underserved in our community.</p> <p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p>
<p>Goal 3: Develop broader range of curriculum in art history (photo, architecture, graphic design, and African/Oceanic).</p>	<p>1. Increase equitable student engagement, learning, and success.</p> <p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p>	<p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>

<p>Goal 4: Develop broader range of curriculum for a 2D media specialist that could be integrated with a new motion graphics course and career pathways.</p>	<p>2. Strengthen community engagement and partnerships.</p> <p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p> <p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p>	<p>1. ACCESS: increase access through enrollment of students currently underserved in our community.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p>
<p>Goal 5:</p>		

OPTIONAL

9.3 Resource needs to meet five-year goals

<u>Faculty/Staff Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Goal #1		#1 and #2	
Department/Unit Name		Position Name/Classification	FTE
Art/Humanities/Graphic Communications		2D Media Specialist	100%
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T	<input type="checkbox"/> On-going/Permanent	<input type="checkbox"/> Operations (Fund 11)	
Justification:			
<p>We would expect a full-time 2D media specialist in our department to work to facilitate the entry into our program of students from local high school art programs. This would particularly apply in the area of general drawing at beginning and advanced levels, since that is most likely to provide a smooth transition for them from a high school to a college environment (see survey results below, figure A/B). Figure drawing is another important pathway class, along with drawing for design, both likely to be assigned to the 2D media specialist position.</p> <p>Another way that this position could contribute to the growth and quality of LMC's art programs is by teaching foundational courses in Brentwood, such as Introduction to Drawing, Two-</p>			

Dimensional Design, and Color Theory. Although we do not expect to have dedicated facilities in Brentwood for more medium-specific classes, we would like to be able to offer these foundational classes at Brentwood Center in the future. We have attended facilities planning meetings for the new Brentwood Center project with that goal in mind, making certain that our courses could be offered without special facilities. We are currently offering a watercolor class in Brentwood as well as sections of art appreciation and art history GE courses. The increased advising and mentoring capabilities that a full-time colleague in 2D media provides will improve our program's efficiency and utility for our students, as they progress to transfer or to obtain AA degrees in fine arts or graphic communications, or a certificate in those areas (or to obtain a Design Certificate, which we are developing now).

The Art department has seen a 65% increase in part time faculty and full-time faculty teaching overload, from 4.481 in 2011-2012 to almost 7 FTEF in 2015-2016. This increase has been necessary due to our strong growth in FTES which rose from 187 in 2011- 2012 to 196 in 2015 - 2016. Our productivity remains high at 16.69% as we work consistently and conscientiously toward recruiting and retaining our students. We have had adjunct instructors teaching overload for multiple semesters in 2D media, which demonstrates that there is more than enough load to justify the decision to allocate funds for a full-time position in 2D media.

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
#2	#1 and #3
Department/Unit Name	Resource Type
Art/Humanities/Graphics Communication	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <p style="text-align: center;">ALL OF THE ABOVE</p>
General Description	Est. Expense
Improve and sustain quality computer labs for arts and graphics communication students. Software and hardware refresh on a consistent basis.	
Justification:	
<p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p> <p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p> <p>It's been 10 years since the lab was new, it's time to refresh.</p>	

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
Art/Humanities/Graphics Communication	<input type="checkbox"/> Conference/Meeting
General Description	
Professional development funding for art staff in pursuit of maker space creation. This may involve currently unidentified technological training and or conferences.	Est. Expense Unknown
Justification:	
<p>The art department has an ongoing goal of creating a “maker space” curriculum and accompanying classroom that would include 3-D printing and CNC routing capabilities. This leading edge technology requires a substantial learning investment by staff. Technology training and conferences will help make that achievable.</p>	