

## **Program Review 3-D Art Classes**

### **List of Current Offerings:**

- 1 section Art 405 Intro. To Sculpture
- 1 section Art 406 Adv. Sculpture
- 1 section Art 665 Adv. Ceramics workshop
- 2 section Art 411 Intro. To Ceramics
- 2 section Art 412 Adv. Ceramics
- 2 section Art 665 Intro. To Ceramics Enrollment Partnership project
- 1 section Art 665 Intro. To Sculpture Enrollment Partnership project

The 3-D arts program supports our college goals by satisfying the General Education Requirement in Arts and Humanities for an A.A. Degree, preparing students for transfer to CSU and the UC Systems, Art Schools and as well as the 3-D requirement for entrance to art therapy programs at most private Universities. In addition, the program accommodates students seeking personal or career enrichment.

### **II Enrollment Data**

The 3-D Classes have always had good enrollment; classes are among the largest studio classes in the Art Department. In the last year I have reduced slightly the number of students I enroll over the maximum limit in order to improve the one-on-one time I can spend with each student. See attachments.

### **III Discussion of Faculty and Staff Concerns**

At the present time, one instructor teaches all the 3-D classes at the CSM campus. These classes are all large studio classes. There are no other full or part-time instructors to help. Sculpture and Ceramics are very labor and time intensive classes. For example, each semester the following responsibilities must be managed in addition to the usual lectures, demonstrations and grading of assignments: prep, buying of supplies, mixing of clay/glazes, maintenance of equipment, loading/unloading/firing kilns, and general cleanup.

The past semester has been fruitful. There has been adequate help from the unpaid assistants. The studio is cleaner and more organized, and a number of worthwhile improvements have been made. A much needed 220 volt outlet was installed in the welding area. The Raku kiln has been moved and rebuilt. A glass fusing area has been provided in the sculpture area and glass fusing is now offered as part of the sculpture program. However, there are concerns concerning the facility. See section IV.

#### **IV Discussion of Facilities and Equipment**

The studios are fairly well equipped -- partially though donations and from equipment purchased through student fundraising efforts. However, when it comes to facilities, there are some concerns as stated below.

##### Facility Safety Concerns:

ISSUE: Ventilation. The dust from the stone carving, fumes from the kilns, and overspray paint, are not properly vented. This is not OSHA compliant.

##### PROPOSED RESOLUTION

- We are installing exhaust vents in the stone carving area.
- Installing and venting a spray booth.  
Installing venting for the electric kilns.

ISSUE: Ageing classroom furniture. The classrooms have not had new chairs or tables since well before I was hired 1990. We have maintained the furniture as best we could and it has lasted for longer than could reasonable be expected. The tables need to be have new sheeting applied which is not too expensive (\$100.). The chairs are worn broken and aged.

##### PROPOSED RESOLUTION

Acquire some chairs from another building being refurbished.  
Resurface tables.

ISSUE: Lighting. There is an outside sink, which has no lighting. Lighting is needed so that evening class students can use the sink.

##### PROPOSED RESOLUTION:

Lights to be installed in yard  
B and G has proposed that they install lights.

#### **V Discussion of Long-term goals:**

- I would like to offer a glass blowing class. This will be funded by a grant, which I have received.

## **VI Discussion of Short Term goals:**

- Complete the glass blowing studio.

## **VII Material fee.**

The cost of the raw materials the students need for the classes has risen considerably over the past 20-plus years. We have economized as prices have risen. However, the cost of clay (the main supply need in ceramics and sometimes in sculpture) has risen dramatically.

## **PROPOSED RESOLUTION**

Material fees raised by \$5 to \$35.

## **VII Discussion of goals met:**

The classrooms are better maintained and the work flows more effectively. The students are producing works of higher quality. Student work has been shown in a number of shows this past year. The following specific goals have been met: A much needed 220 volt outlet was installed in the welding area. The big glass kiln was first major piece of equipment purchased for the 3 D classes in 20 years. The Raku kiln has been moved and rebuilt. A glass fusing area has been provided in the sculpture area and glass fusing is now offered as part of the sculpture program.

CSM Program Review: Spring 2012 Cycle *Core Program and Student Success Indicators*  
**Academic Years 2008/09 to 2010/11** \*Slight discrepancies in the ratio of WSCH/FTEF (LOAD) are due to the rounding of numeric figures.

Division:	2008-09	Academic Year 2009-10	2010-11	2011-12	Projections 2012-13	2013-14
4418 - Creative Arts/Social Science/Art: 3-D Program INDICATOR						
Enrollments/Duplicate Headcount	154	171	172	184	193	202
WSCH	1334.9	1522.5	1066.4	1039.43	905.18	770.93
FTEF	44.5	50.7	35.5	34.6	30.2	25.7
LOAD (WSCH/FTEF)*	654	746	650	680	678	676
Retention %	95%	93%	91%	89%	87%	85%
Success %	86%	82%	79%	75%	72%	68%
<b>Classroom Teaching FTEF</b>						
Full-time FTEF	2.04		2.04	1.64		<b>Projection Methodology</b>
Adjunct FTEF	0		0		0	
Overload FTEF (F-T Faculty)	0		0		0	
Retired FTEF	0		0		0	
Total FTEF	2.04		2.04		1.64	
Percent Full-time	100%		100%		100%	
Reassigned FTEF	0		0		0	
<b>Number of Sections</b>	6		6		6	
% Vocational Education	0%		0%		0%	
% Transferable	100%		100%		100%	
% Degree Applicable	0%		0%		0%	
% Basic Skills	0%		0%		0%	