Comprehensive Program Review Report (Narrative)
College of the Sequoias
Program Review - Architecture

**Prepared by:** Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T

**What are the strengths of your area?:** The COS architecture program culminates in an AS Degree in Architecture which allows students to obtain entry level employment and/or transfer to a 4 year university accredited school of architecture. We encourage transfer. As students work towards their degree they also obtain Certificates. Certificates motivate students to continue in the program and their completion aides in obtaining employment should they not complete their degree.

Employment success is good. It is highlighted in our department website. Local employers regularly contact the department with employment opportunities. Employment opportunities are announced and posted in the classroom. As of 2013 we are averaging 4 employment placements per year.

Transfer success is good. It is highlighted in our department website. Students who do well in the architecture program generally transfer to 4 year university accredited schools of architecture as 3rd year students. We currently have two Articulation Agreements in place (NewSchool & Sci-Arc). As of 2013 we are averaging 3 transfers per year.

Certificate completion is good. As of 2013 we are averaging 19 Certificates per year.

Design Competition Success is outstanding. For example we have won the AIASJ competition 9 out of 10 years. As of 2013 we are averaging 4 design awards per year.

Architecture Department website is outstanding. It describes the program thoroughly and contains a Student Gallery highlighting student work in each course. It has been a great recruiting tool. See "Documents".

During Spring 2014 we conducted an Architecture Program Questionnaire that indicated 89.29% of the students Strongly Agreed that the COS Architecture Program as a whole is Excellent. See "Documents".

An Outcomes Assessment 3 Year Cycle has been created. All course and program outcomes are completed.

**What improvements are needed?:** Overall program enrollment needs to be increased to prevent having to rotate some courses every other year. Rotating courses slows degree and certificate completion. These courses include ARCH120, ARCH121, ARCH161, & ARCH163.

First year enrollment needs to be increased to ensure second year course enrollments are sufficient. Canceling second year courses slows degree and certificate completion.

Open Lab is needed for students to obtain additional coursework assistance and time to complete their work. Currently full time faculty supervises Open lab without compensation.

An Architecture Department website is needed to promote and increase enrollment of the program. Currently the Architecture Department website is maintained by full time faculty without compensation.

High school recruiting trips are needed to promote and increase the enrollment of the program. Currently full time faculty conduct high school recruiting without compensation.

High school recruiting brochures need to be created to attract and track potential students.

Degree completion is fair. As of 2013 we are averaging 2 Degrees per year.

Additional architecture courses need to be identified as General Education courses. A recent request to include ARCH030 and ARCH162 has been submitted to the General Education committee.

**Efficiency (WSCH/FTEF) average for the past five (5) years is 310. 2025 Target is 315.**

**Describe any external** The city of Tulare has a smaller population than Visalia. This affects enrollment.

11/04/2014 9:32 AM  Generated by TracDat a product of Nuventive.  Page 1 of 12
opportunities or challenges: The move to Tulare has made it more difficult for Visalia campus students to be aware of the architecture program. This affects enrollment.

The drive from the Visalia campus to Tulare has discouraged some students from entering the architecture program. This affects enrollment.

Computer program software is an integral part of the program. Keeping this software current is a challenge. It is expensive.

Design competitions are an integral part of the program. These competitions require registration fees, building materials, fuel costs, and food. Students cannot afford these costs.

We recently obtained a 3D printer. The resin necessary to use this printer is expensive. Students cannot afford these costs.

Students require time outside of class in the form of an Open Lab to complete their coursework. A paid student lab assistant is needed to assist these students.

Although the Success Rate for the past three (3) years averages 72% the recent Architecture Program Questionnaire indicates 89.29% of the students Strongly Agreed that the COS Architecture Program as a whole is Excellent. State Success Rate is 74%.

The architecture program can be described as a rigorous boutique program. That presents a challenge in identifying and attracting the proper demographic to feed enrollment.

Overall Outcome Achievement: Several program learning outcome assessments were successfully completed:
1. Program quality was assessed based on the success of students using their portfolio to obtain employment. It was a positive outcome.
2. Program quality was assessed based on the success of students using their portfolio to transfer to a university. It was a positive outcome.
3. Program quality was assessed based on the success of students completing their AS Degree (not for transfer) in Architecture. It was NOT a positive outcome.
4. Program quality was assessed based on the success of students completing their Certificates in Architecture. It was a positive outcome.
5. Program quality was assessed based on the success of students competing in architectural design competitions. It was a positive outcome.
6. Program quality was assessed based on the results of a student Architecture Program Questionnaire. It was a positive outcome.

Changes based on outcome achievement: Education courses will assist in this endeavor.

Outcome cycle evaluation: An Outcomes Assessment 3 Year Cycle has been created. All course and program outcomes are completed. Faculty have been assigned specific courses and programs. See "Documents".

Action: High School Recruiting Brochures

Create high school recruiting brochures to attract and track potential students.

Start Date: 12/09/2014
Completion Date: 05/21/2015
Status: New Action

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T

Rationale (With supporting data): In order to ensure continued and sufficient enrollment in the architecture program, high school recruiting brochures to attract and track potential students are necessary.

Scheduling data clearly shows low enrolled architecture courses are cancelled.

Scheduling data clearly shows second year architecture courses are sometimes cancelled.

Priority: High
Safety Issue: No
External Mandate: No
Add Resource Request for Action

<table>
<thead>
<tr>
<th>Resource Description</th>
<th>Why is this resource required for this action?</th>
<th>Notes (optional)</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding to create and purchase recruiting brochures.</td>
<td>There will be costs associated with creating the brochures.</td>
<td>Costs per psprint.com</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Resource Type:** Non-instructional equipment

**Related Documents:** PsPrint Cost Estimate for Brochure.htm

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**Action: High School Recruiting**

Recruit at local high schools.

**Implementation Timeline:** 2014 - 2015

- **Start Date:** 12/09/2014
- **Completion Date:** 05/21/2015
- **Status:** New Action

**Identify related course/program outcomes:**

This action affects ALL course outcomes.

This action is related to the following program outcome:

- At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

**Person(s) Responsible (Name and Position):** Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T

**Rationale (With supporting data):** In order to ensure continued and sufficient enrollment in the architecture program, high school recruiting is necessary.

Scheduling data clearly shows low enrolled architecture courses are cancelled.

Scheduling data clearly shows second year architecture courses are sometimes cancelled.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Mandate Explanation:** None

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<tr>
<td>Funding to compensate full time faculty for recruiting at high schools.</td>
<td>Currently full time faculty compensation for high school recruiting does not exist.</td>
<td>10 high schools x 2 hrs. each = 20 hrs. 20 hrs. x $53.35/hr. (Lab Rate for R. Gonzalez) = $1,067</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Resource Type:** Non-instructional equipment
### Action: Computer Program Software Upgrades

Provide computer program software upgrades to keep pace with industry standards:
- Autodesk AutoCAD (shared with Drafting program) & Autodesk AutoCAD Architecture
- SketchUp

**Implementation Timeline:** 2014 - 2015
- **Start Date:** 08/11/2014
- **Completion Date:** 05/21/2015
- **Status:** New Action

**Identify related course/program outcomes:** This action affects ALL course outcomes.

This action is related to the following program outcome:
- At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

**Person(s) Responsible (Name and Position):** Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T

**Rationale (With supporting data):** Industry demands that students be knowledgeable in the most recent computer program software version.
- **data:** Data: When employers complete the Employment Opportunity Flyer they demand knowledge of the most recent computer program software version. See "Documents".

**Priority:** High
**Safety Issue:** No
**External Mandate:** Yes
**Mandate Explanation:** Industry demands the most recent computer program software knowledge.

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<tbody>
<tr>
<td>Funding for computer program software upgrades: Autodesk AutoCAD (shared with Drafting program) &amp; Autodesk AutoCAD Architecture of the computer program software. SketchUp</td>
<td>Industry demands the most recent versions</td>
<td>Autodesk AutoCAD (shared with Drafting program) &amp; Autodesk AutoCAD Architecture No Cost SketchUp $1,200</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Resource Type:** Technology

**Related Documents:**
- VTEA Planning Document 2014-15
- 2014-15 VTEA POs for ARCH DRFT GD.xls
- AutoCAD & AutoCAD Architecture free cost.msg

### Action: Architectural Design Competitions

Participate in student architectural design competitions:
- AIASJ Sandcastle Competition
- AIASJ Student Design Competition
- Cal Poly Design Village Competition

**Implementation Timeline:** 2014 - 2015
- **Start Date:** 08/11/2014
- **Completion Date:** 05/21/2015
- **Status:** New Action

**Identify related course/program outcomes:** This action affects ALL course outcomes.

This action is related to the following program outcome:
- At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

**Person(s) Responsible (Name):** Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T
Architectural design competitions are an outstanding way to elevate the confidence, skills and knowledge of students. Design competition data clearly shows successful results. The data is highlighted in the Architecture Department website www.cos.edu/architecture. See "Documents".

### Rationale (With supporting data):

Architectural design competitions are an outstanding way to elevate the confidence, skills and knowledge of students. Design competition data clearly shows successful results. The data is highlighted in the Architecture Department website www.cos.edu/architecture. See "Documents".

### Priority:

High

### Safety Issue:

No

### External Mandate:

No

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<tr>
<td>Funding to participate in architectural design competitions.</td>
<td>Without funding students cannot afford to participate in architectural design competitions.</td>
<td>AIASJ Sandcastle Competition $2,000 AIASJ Student Design Competition $0 No Cost Cal Poly Design Village Competition</td>
<td>Yes</td>
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<tr>
<td>Funding to purchase resin.</td>
<td>Students cannot afford to purchase resin.</td>
<td>$150 x 10 liters = $1,500 + shipping = $1,545</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Action: 3D Printer Resin

Provide resin for the 3D printer.

**Implementation Timeline:** 2014 - 2015

**Start Date:** 08/11/2014

**Completion Date:** 05/21/2015

**Status:** New Action

**Identify related course/program outcomes:**

This action affects ALL course outcomes.

**Identify related course/program outcomes:**

At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

**Person(s) Responsible (Name and Position):**

Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T

**Rationale (With supporting data):**

The resin needed for the 3D printer is expensive. Students cannot afford it. Data: One bottle of resin is $150.00 per liter.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

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<td>Students cannot afford to purchase resin.</td>
<td>$150 x 10 liters = $1,500 + shipping = $1,545</td>
<td>Yes</td>
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**Add Resource Request for Action**

- Funding to purchase resin.
- Resource Type: Instructional equipment
- Related Documents:
  - 2014-15 VTEA POs for ARCH DRFT GD.xls
  - VTEA Planning Document 2014-15
Action: Open Lab Assistant

Provide a paid student open lab assistant to assist students during Open Lab. (Shared with Drafting and Graphic Design programs)

**Implementation Timeline:** 2014 - 2015

**Start Date:** 08/11/2014

**Completion Date:** 05/21/2015

**Status:** New Action

**Identify related course/program outcomes:** This action affects ALL course outcomes.

**Rationale (With supporting data):** Students who spend additional time in Open Lab greatly increase their coursework success.

**Person(s) Responsible (Name and Position):** Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T

**Rationale (With supporting data):**

Membership benefits include access to website, registration at annual conference, inclusion of "CCCAP" on your title and website, inclusion in website directory, and inclusion in CCCAP publications.

**Data:** Membership will support community college architecture programs nationwide.

**Priority:** Medium

**Safety Issue:** No

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<tbody>
<tr>
<td>Funding to compensate a student open lab assistant.</td>
<td>Without funding a student lab assistant students.</td>
<td>15 hrs./week x 9.00/hr. = 135/week 135/week x 18 weeks = 2,430/semester 2,430/semester x 2 semesters = $4,860</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Resource Type:** Classified- New/Replacement

**Related Documents:**
- VTEA Planning Document 2014-15
- 2014-15 VTEA POs for ARCH DRFT GD.xls

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Action: CCCAP Membership

Apply for new Coalition of Community College Architectural Programs Inc Membership.

**Implementation Timeline:** 2014 - 2015

**Start Date:** 10/01/2014

**Completion Date:** 10/15/2014

**Status:** New Action

**Identify related course/program outcomes:** This action affects ALL course outcomes.

**Rationale (With supporting data):**

Membership benefits include access to website, registration at annual conference, inclusion of "CCCAP" on your title and website, inclusion in website directory, and inclusion in CCCAP publications.

**Data:** Membership will support community college architecture programs nationwide.

**Priority:** Medium

**Safety Issue:** No
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<tbody>
<tr>
<td>Funding to purchase CCCAP full membership.</td>
<td>Without this funding the CCCAP full membership cannot be purchased.</td>
<td>Application attached. See Documents.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Resource Type:</strong> Non-instructional equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Related Documents:</strong> CCCAP Full Membership Application (completed).pdf</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action: VTEA Funding

Request VTEA funding each year.

**Implementation Timeline:** 2014 - 2015  
**Start Date:** 04/01/2015  
**Completion Date:** 04/15/2015  
**Status:** New Action

**Identify related course/program outcomes:**  
This action affects ALL course outcomes.

**Priority:** High  
**Safety Issue:** No

**Person(s) Responsible (Name and Position):**  
Rolando Gonzalez, M. Arch. Professor of Architecture/Achitect AIA, Chair I&T

**Rationale (With supporting data):**  
VTEA funding is requested and utilized each year to support the program.  
Data: VTEA funding has been used for equipment, software, competitions, and instructional salaries. See "Documents".

**External Mandate:** No

Add Resource Request for Action

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<tbody>
<tr>
<td>Funding for equipment, software, competitions, and instructional salaries. See &quot;Documents&quot;.</td>
<td>Without this funding equipment, software, competitions, and instructional salaries cannot be obtained.</td>
<td>Autodesk is now at No Cost. Therefore amount reduced by $5,000.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Resource Type:</strong> Instructional equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Related Documents:**  
VTEA Planning Document 2014-15  
2014-15 VTEA POs for ARCH DRFT GD.xls  
AutoCAD & AutoCAD Architecture free cost.msg | | | |

### Action: Co-Curricular Funding

Request Co-Curricular funding each year.

**Implementation Timeline:** 2015 - 2016  
**Start Date:** 07/15/2015  
**Completion Date:** 07/15/2015  
**Status:** New Action
Identify related course/program outcomes:

This action affects ALL course outcomes.

This action is related to the following program outcome:
At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

Person(s) Responsible (Name and Position):
Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T

Rationale (With supporting data):
Co-Curricular funding is requested and utilized each year to support the program.
Data: Co-Curricular funds have been used for architectural design competitions. See "Documents"

Priority: High
Safety Issue: No
External Mandate: No

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<tbody>
<tr>
<td>Funding for architectural design competitions.</td>
<td>Without this funding students cannot participate in architectural design competitions.</td>
<td>AIASJ Sandcastle Competition</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Resource Type:
Instructional equipment

Related Documents:
Co-Curricular Funding 2013-14

Action: Above Base Budget Funding 1

Request a new Tablet.

Start Date: 10/01/2014
Completion Date: 10/15/2014
Status: New Action

Identify related course/program outcomes:

This action affects ALL course outcomes.

This action is related to the following program outcome:
At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

Person(s) Responsible (Name and Position):
Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T

Rationale (With supporting data):
The Architecture Department does not have a tablet to accommodate the modern designer. The program would like a tablet to improve the quality of the documents produced. The tablet has illustration, photo editing, and 3D design features.

Data: These tablet skills will increase the quality of the work produced and employment opportunities of the student.

Priority: Medium
Safety Issue: No
External Mandate: No

Add Resource Request for Action

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<tbody>
<tr>
<td>Instructional equipment</td>
<td>Without this funding students cannot participate in architectural design competitions.</td>
<td>AIASJ Sandcastle Competition</td>
<td>Yes</td>
</tr>
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</table>
### Add Resource Request for Action

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<th>Notes (optional)</th>
<th>Active</th>
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</thead>
<tbody>
<tr>
<td>Funding to purchase a VT Realm Pro Tablet.</td>
<td>Without this funding a VT Realm Tablet cannot be purchased.</td>
<td>$200</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Resource Type:** Instructional equipment  
**Related Documents:**  
VT Realm Pro cost estimate.mht

### Action: Above Base Budget Funding 2

Request new Table Runner and Blank Table Throw.

- **Implementation Timeline:** 2014 - 2015
- **Start Date:** 10/01/2014
- **Completion Date:** 10/15/2014
- **Status:** New Action

**Identify related course/program outcomes:**
This action affects ALL course outcomes.

- At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

**Person(s) Responsible (Name and Position):**
Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T

**Rationale (With supporting data):**
The Architecture Department does not have a Table Runner and Blank Table Throw that can be used at events.

- Data: The Table Runner and Blank Table Throw will make it easier to identify the Architecture Department at events. This will draw more students to the table.

**Priority:** Medium  
**Safety Issue:** No  
**External Mandate:** No

### Add Resource Request for Action

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<th>Active</th>
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</thead>
<tbody>
<tr>
<td>Funding to purchase a Table Runner and Blank Table Throw.</td>
<td>Without this funding a Table Runner and Blank Table Throw cannot be purchased.</td>
<td>Cost estimate per trtbanners.com See Documents</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Resource Type:** Non-instructional equipment  
**Related Documents:**  
Table Runner + Blank Table Throw cost.mht  
Table Runner specs.pdf

### Action: Above Base Budget Funding 3

Request new Drafting Lamps for student work stations.

- **Implementation Timeline:** 2014 - 2015
- **Start Date:** 10/01/2014
- **Completion Date:** 10/15/2014
- **Status:** New Action

**Identify related course/program outcomes:**
This action affects ALL course outcomes.

- At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

**Person(s) Responsible (Name and Position):**
Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T
This action is related to the following program outcome:
At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

**Person(s) Responsible (Name and Position):**
Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T

**Rationale (With supporting data):**
The student work stations do not have ample lighting.

Data: Improved lighting will increase the productivity and quality of student work.

**Priority:** Medium
**Safety Issue:** No
**External Mandate:** No

### Add Resource Request for Action

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</thead>
<tbody>
<tr>
<td>Funding to purchase Drafting Lamps for student work stations.</td>
<td>Without this funding Drafting Lamps for student work stations cannot be purchased.</td>
<td>Cost Estimate per Office Depot. See Documents.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Resource Type:** Instructional equipment

**Related Documents:**
Drafting Lamp.mht

**Action: Above Base Budget Funding 4**
Request a new Garbage Disposal for Model Shop.

**Implementation Timeline:** 2014 - 2015
- **Start Date:** 10/01/2014
- **Completion Date:** 10/15/2014
- **Status:** New Action

**Identify related course/program outcomes:**
This action affects ALL course outcomes.

This action is related to the following program outcome:
At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

**Person(s) Responsible (Name and Position):**
Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T

**Rationale (With supporting data):**
The Model Shop sink does not have a Garbage Disposal and students deposit food particles down the sink.

Data: A Garbage Disposal will help insure the sink does not clog.

**Priority:** Medium
**Safety Issue:** No
**External Mandate:** No

### Add Resource Request for Action

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<tbody>
<tr>
<td>Funding to purchase a Garbage Disposal.</td>
<td>Without this funding a Garbage Disposal cannot be purchased.</td>
<td>Cost per Lowes. See Documents.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Resource Type:** Non-instructional equipment

**Related Documents:**
Garbage Disposal.mht
Action: Above Base Budget Funding 5

Request new Table Saw for Model Shop.

Start Date: 10/01/2014
Completion Date: 10/15/2014
Status: New Action

Identify related course/program outcomes:
This action affects ALL course outcomes.

This action is related to the following program outcome:
At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

Person(s) Responsible (Name and Position):
Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T

Rationale (With supporting data):
The architecture students are required to build physical architectural models. The Model Shop does not have a large enough Table Saw to accommodate model construction.

Data: The new Table Saw will allow students to complete their model construction at school without having to seek outside assistance. Some students do not have access to a Table Saw outside of the classroom.

Priority: High
Safety Issue: No
External Mandate: No

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<tr>
<td>Funding to purchase Table Saw</td>
<td>Without funding the Table Saw cannot be purchased.</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Resource Type: Instructional equipment
Related Documents: Table Saw.mht

Action: Above Base Budget Funding 6

Request new Miter Saw for Model Shop.

Start Date: 10/01/2014
Completion Date: 10/15/2014
Status: New Action

Identify related course/program outcomes:
This action affects ALL course outcomes.

This action is related to the following program outcome:
At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

Person(s) Responsible (Name and Position):
Rolando Gonzalez, M. Arch. Professor of Architecture/Architect AIA, Chair I&T

Rationale (With supporting data):
The architecture students are required to build physical architectural models. The Model Shop does not have a Miter Saw to accommodate model construction.

Data: The new Miter Saw will allow students to complete their model construction at school without having to seek outside assistance. Some students do not have access to a Miter Saw outside of the classroom.

Priority: High
Safety Issue: No
<table>
<thead>
<tr>
<th>Resource Description</th>
<th>Why is this resource required for this action?</th>
<th>Notes (optional)</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding to purchase Miter Saw.</td>
<td>Without funding the Miter Saw cannot be purchased.</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Resource Type:**
Instructional equipment

**Related Documents:**
- Miter Saw.mht