

# Visual and Performing Arts Department

## Annual Planning for Academic Year 2015-2016

### Planning Year 2014

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## Description Of Department/Unit

### Mission/Connection to College Mission

The mission of the Visual and Performing Arts Department is to provide instruction for the development and nurturing of creative and aesthetic expression necessary for intellectual development through visual and performing arts. This mission dovetails with Cerro Coso Community College's overall mission to create a comprehensive collegiate learning environment, to prepare students for transfer to 4-year institutions, and to serve lifelong learners.

The department's Studio Arts for Transfer degree prepares students for transfer to the California State University system to earn a baccalaureate in Arts, Studio Arts, Fine Arts, Art History, or Art Education. Upon successful completion of the Studio Arts for Transfer program, students will know how to analyze and interpret the formal, technical, and expressive aspects of a work of art, whether as a viewer or creator. They will also demonstrate proficiency in basic art techniques. The program is appropriate for students going on to professional art school, as well as those completing their studies in fine arts, design fields (such as graphic and media arts, industrial and product design), art education, or art therapy. The Music program of the department offers elective courses in music that serve the development of a traditional liberal arts education and contribute to general education and the honors program.

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## Student Equity

### Student Equity

The Trend Data from Institutional Research & Reporting (for the period 2009-10 through 2013-14) indicate that for all subgroups for which disaggregated data was collected, as well as for the overall student population, student success and retention rates in the Visual and Performing Arts department are higher than college-wide levels. Within the department, gaps of greater than 5%, compared to overall department rates, occur in the following groups:

- Retention rates are lower for African American students (75%, compared to the overall rate of 87%).
- Success rates are lower for African American and American Indian students (46% and 68%, respectively, compared to the overall department rate of 74%).

The Visual and Performing Arts department offers courses that specifically address issues of diversity and equity, including Appreciation of Jazz, History of American Popular Music, and Introduction to Art. These courses provide us the opportunity to open new pathways of understanding and encourage underrepresented groups at our campuses, and through distance education.

Nonetheless, although the retention and success rates for students in the Visual and Performing Arts are higher than the college's overall rates, the trend lines for subgroups in the department mirror those of the college as a whole. Interventions designed to increase the rates of retention and success for under-represented groups are currently being discussed by the Student Success and Support Council, and the Visual and Performing Arts Department will support the overall college effort to address these gaps.

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## Review And Planning

### Progress Made on Program Review

#### Visual and Performing Arts

#### Year of Last Program Review:

2012

#### Progress in the last year on Three-Year Strategies:

1. Sustain high level of efficiency in course offerings.

Progress on this strategy is significant and ongoing. With the adoption of the Studio Arts for Transfer degree, the number of courses offered within VPA, particularly electives, has been significantly reduced, with the result that all courses offered support degree completion.

In addition, all course outlines of record for Music were submitted to CIC with appropriate C-ID student learning outcomes and content included. All MUSC CORS have been updated and have completed the CIC process. On-ground music courses are currently being rotated with MUSC C101 and MUSC C101H being offered in the fall semester, and MUSC C118 and MUSC C173 rotated each spring semester, providing more opportunities and a broader curriculum to students. All courses are IGETC courses, and therefore contribute to degree completion and 4-year transfer.

2. Stabilize and refine the core course offerings and the elective offerings for the new degree.

Progress on this strategy is significant and ongoing. The scheduling of both core and elective courses now follows the program pathways established for the Studio Arts for Transfer degree.

3. Collect a full round of SLO data. Fully process and analyze this information.

Completion of this strategy is imminent. During the last cycle of SLO data collection in 2012-13, data was collected, analyzed and recorded in Curriconet for 13 of 21 art classes (61.9% complete), with an additional data file for 1 class completed, but not yet entered into Curriconet, for a total completion percentage of 66.7%. The next cycle of SLO data for the majority of courses offered in the VPA is scheduled for spring of 2015. Both full time and adjunct faculty in the department are working collaboratively to coordinate the collection of SLO data across all sections offered in the spring.

4. Create a digital lab conducive to the output of art products.

Little progress has been made on this strategy. While faculty firmly believe that access to and education in digital topics in the arts is critical to providing our students with the best foundation for future success, the size and scope of this goal will require more extensive and long range planning. As a first step, a request for funds for a photo quality printer that can provide both high quality reference imagery and output portfolio quality art products, as well as a 3D printer, is included in this unit plan.

5. Develop and deploy specific online course offerings.

Progress on this strategy is significant and ongoing. An online Art C121 course is currently being built, and faculty are preparing to begin development of an online offering of Art C111. Completion of course building for online offerings of Art C121 and Art C111 will decrease the number of core courses in the Studio Arts for Transfer degree that must be completed on campus, thus facilitating degree completion for students with limited access to our campuses that provide full studio production facilities.

Several non-studio art courses that can be offered online are currently moving through the curriculum process, to support a proposed Art History for Transfer degree. These include: revisions of Art C105, Art C106, and Art C106H, as well as the development of Art C107, and Art C108. With the addition of the two online studio courses outlined in the previous paragraph, completing the course building for online offerings of these courses will fully support an Art History for Transfer degree that can be completed online by students throughout our service area and beyond.

6. Increase the number of degrees awarded.

Completion of this strategy is imminent. The full transition from the Fine Arts and Art degrees to the new Studio Arts for Transfer degree has encountered some obstacles, most notably the need to take courses through the curriculum process twice in order to meet state approval. The Studio Arts for Transfer degree is now sufficiently well established to support degree completion, and VPA faculty are working with both students and counselors to encourage greater numbers of students to complete the Studio Arts for Transfer degree. VPA faculty have coordinated meetings between self-identified art major students and counselors, in order to assist these students in the degree completion process. From the recent round of such meetings, 5 students have indicated that they expect to graduate with a Studio Arts for Transfer degree in spring of 2015. VPA faculty will continue to arrange and facilitate these meetings, which we feel will have a significant impact on student completion rates.

7. Host informal meet and greet sessions, orienting new art students.

Little progress has been made on the formalization of this strategy. All VPA faculty encourage students to engage in the arts on an individual, class by class level, as well as inform students about the Studio Arts for Transfer degree. However, additional coordination between faculty needs to take place in order to develop a regular schedule of events that orient new art students to the

degree, our facilities, and our faculty.

### **Progress in the last year on Six-Year Strategies:**

#### **1. Increase student recruitment to yield more dedicated art students.**

Little progress has been made on the formalization of this strategy for the Studio Arts for Transfer program specifically, although VPA faculty regularly participate in the college's overall efforts to recruit students.

For Music, there is a continued effort by the music department to recruit new students for performance classes through a combination of speaking with instructors and students at our local K-12 schools, encouraging concurrent enrollment among high school students, promoting our program through public performances on and off campus, advertising both in our local newspapers and on the CC website, participation in campus activities such as Career Day and graduation, and working closely with counselors to inform students of the reinstatement of the music performance classes. Music course offerings have also been expanded within our East Kern service area with a MUSC C101 course now being offered at Tehachapi High School, and a dual enrollment MUSC C101 course being offered at California City High School. Of the five new courses that are currently being offered at THS, MUSC C101 fared relatively well with a final enrollment of 17. We were able to provide our instructor at THS, Heather Kinkennon, with a portable piano keyboard that could be stored in a cabinet on campus. Since this was a last minute addition to the schedule, and therefore was not included in the original music budget, the keyboard was paid for through the generous donations of our concert patrons. We hope to continue being part of this important expansion into East Kern.

MUSC C141 Community Band, and MUSC C151 Choir have been reinstated within the music curriculum, providing more opportunities for students in the VPA area. These courses provide cultural events both on and off campus, with at least one major concert performed on campus each semester. Community performances include such events as the choir's performance at the Town Christmas Tree Lighting Festival, and the Band performing for our school graduation, and with local performing groups such as the Ridgecrest Musical Enrichment Society, which raises money for music programs in our local K-12 schools.

CORs for MUSC C141 Community Band and MUSC C151 Choir were updated with the new designation of "Activity," which allowed us to add repeatability to these courses. While this has helped in maintaining minimum enrollment in these hard-to-fill courses, there is still a large segment of the band and choir that consists of older community members who had previously reached their maximum repeatability, and therefore, could not benefit from the newly added "repeatability." In order to capture these students, community education classes were run simultaneously with the "for-credit" classes, thereby helping to capture these students as part of our total enrollment. We have had great success in enrolling these students through community education classes, with 16 students currently enrolled in community education band, and 9 students enrolled in community education choir. Most of the community education students are older students who have lived in the Ridgecrest area for many years, working and teaching in our community, so their voices and involvement in our college are crucial assets to the music program, and the college as a whole. There is a continued effort by the music department to recruit new students for these types of performance classes through a combination of speaking with instructors and students at our local K-12 schools, encouraging concurrent enrollment among high school students, promoting our program through public performances on and off campus, advertising both in our local newspapers and on the CC website, participation in campus activities such as Career Day and graduation, and working closely with counselors to inform students of the reinstatement of these performance classes.

#### **2. Establish contact procedures and relationships with area feeder schools.**

Some progress has been made on this strategy for the Studio Arts for Transfer degree program, though formalization still needs to be established. Individual VPA faculty have participated in outreach events with area schools, and will continue to do so.

See Item 1, above, for additional details regarding this initiative as it relates to Music.

#### **3. Produce a tri-fold marketing brochure.**

No progress has been made on this strategy.

#### **4. Recycle students from one medium area to another.**

Progress on this strategy is significant and ongoing. Individual VPA faculty promote all classes offered within the department, regardless of medium and instructor. Some faculty have coordinated visits to others classes, where an introduction to different mediums is offered to students.

#### **5. Encourage cross-medium interaction among faculty and students.**

See number 4, above.

## **Progress Made on Outcome Assessment**

### **Evaluate artistic works; MUSC C101.**

**Type:**

SLO

**Semester Assessed:**

Fall and Spring, 2013-14

**Target Missed/Gap Detected:**

In 2012-13, it was noted that although the the target level of 80% achievement of this SLO was met by students, only 70% of students participated in the assessment tool. Thus, the weight for the assignment was increased to 20% in order to encourage greater participation and completion of the assignment. Upon completion of the 2013-2014 academic year, this outcome was reassessed among all MUSC C101 courses that were offered. The increase in weight for this particular writing assignment motivated more students to submit the assignment, as 80% of all MUSC C101 students submitted, and successfully completed this assignment. All MUSC SLOs will be reevaluated in Spring 2015.

**Analysis and Plan:**

N/A

### **Complete SLO data collection and analysis for all VPA courses.**

**Type:**

AUO

**Semester Assessed:**

2013-14

**Target Missed/Gap Detected:**

**Analysis and Plan:**

One of the strategies outlined in the last program review for the VPA was the completion of collection and analysis of a full round of SLO data for all courses offered. As noted in the Progress Made on Program Review section, VPA currently has achieved 66.7% completion of this goal. However, we are continually working toward developing a structure of SLO data collection and analysis that will result in regular SLO data collection for all VPA classes. The next cycle of SLO data collection for the majority of courses offered in the VPA is scheduled for spring of 2015. Both full time and adjunct faculty in the department are working collaboratively to coordinate the collection of SLO data across all sections offered in the spring.

## **Progress Made on Prior Year Initiatives**

### **Implement and stabilize offerings in the Studio Arts for Transfer degree.**

**Progress Made:**

The Studio Arts for Transfer degree is in place, and the scheduling of both core and elective courses now follows the program pathways established for the degree.

**Begin the process of facilitating a student's ability to make a significant connection with another person in the Department as soon as possible (from Terry O'Banion's Six Principles That Support Student Success).**

**Progress Made:**

As noted in the Progress Made on Program Review section, all VPA faculty encourage students to engage in the arts on an individual, class by class level, as well as inform students about the Studio Arts for Transfer degree. In addition, all VPA faculty spend a great deal of time working extensively with individual students in the studio (lab). The result is that art students and instructors develop strong, collaborative working relationships throughout the course of a semester.

However, additional coordination between faculty needs to take place in order to develop a regular schedule of events that specifically target students new to art, so that these working relationships can be initiated as early as possible in the student's college experience.

**Conduct a thorough inventory of supplies and equipment related to future course offerings, and identify future supply and equipment needs for classes, instructors, students and sites.**

**Progress Made:**

Physical inventory of equipment and stationary tools is complete for the IWV campus, as well as the Bishop campus. Kern River Valley does not have large equipment or stationary tools. The inventory of such equipment for the Mammoth campus is not complete.

An inventory document for consumable supplies has been created for each class offered at the IWV campus, and quantities entered. Inventory documents for consumable supplies have been created for the Bishop campus, and quantities entered. It should be noted that the quantities of consumables change on a weekly basis. The VPA Teaching Assistant will continue to create and populate inventory records as time and access permits.

## **Initiatives for Next Academic Year**

**Increase the number of students graduating from Cerro Coso Community College with a Studio Arts for Transfer degree.**

**Strategic Plan Goals Addressed:**

1,2,3,4

**Action Plan:**

Identify Studio Arts majors at the earliest possible time each semester. Department faculty will deploy a first day questionnaire (or other early survey document) that allows students to self-identify as Studio Arts majors; these questionnaires will be used to compile a list of Studio Arts majors department wide. Department faculty will use the list to plan and provide enhanced support to, and "shepherding" of, these students.

Department faculty will work directly with major students and counselors to facilitate student matriculation and degree completion. Counselors have indicated a desire to have information about counseling services integrated into class time in all Cerro Coso classes. Faculty in the VPA plan to not only provide information about the existence of such student support services, but to schedule in-class workshops in which counselors visit studio classes and discuss education plans with individual students. We believe that the studio environment is one in which students feel supported, comfortable and motivated, and thus sponsoring matriculation endeavors within this environment will be an effective means of encouraging degree completion.

**Measure of Success:**

Students will graduate with a Studio Arts for Transfer degree.

**Expected Completion:**

Ongoing, with indications of success in the fall of 2015.

**Person Responsible:**

VPA department chair holds primary responsibility, with the support of all VPA faculty.

**Designed:**

It is designed to increase student success

**Student Experience:**

2nd Year/Program Completion, First Year, Intake

**Develop an online Art History for Transfer degree.****Strategic Plan Goals Addressed:**

1,3,4

**Action Plan:**

Take courses required for an Art History for Transfer degree through the CIC and approval process, then take the degree through the CIC and approval process. Develop the necessary curriculum and build Moodle websites for the new classes required for the degree. The completion of this initiative will provide more opportunities for degree completion for our students at all campuses, but could be especially advantageous for students at ESCC, KRV, Tehachapi and California City/Edwards (as well as students outside of our immediate service area). Additionally, local students can, if they choose, take advantage of the classes within this degree that are offered on campus.

**Measure of Success:**

Completion and launch of an online Art History for Transfer degree.

**Expected Completion:**

Summer 2016

**Person Responsible:**

VPA department chair holds primary responsibility, with the support of all VPA faculty.

**Designed:**

It is designed to increase student success

**Student Experience:**

2nd Year/Program Completion

**Increase percentage of courses with completed and current Student Learning Outcomes assessments.****Strategic Plan Goals Addressed:**

1,4

**Action Plan:**

All VPA faculty, including adjuncts, will work collaboratively to develop a regular schedule of SLO data collection and assessment for both Studio Arts and Music.

**Measure of Success:**

100% of courses offered in the VPA have completed SLO assessments entered into Curricunet.

**Expected Completion:**

Summer 2016

**Person Responsible:**

VPA department chair holds primary responsibility, with the support of all VPA faculty.

**Designed:**

It is designed to increase student success

**Student Experience:**

2nd Year/Program Completion

**Complete the installation of new light fixtures in the Lecture Center.**

**Strategic Plan Goals Addressed:**

2

**Action Plan:**

Install all new light fixtures in the Lecture Center, focus lights, program into Bijou DMX system. Remove old roll-down screen from Lecture Center, and repair stair lighting.

**Measure of Success:**

All new fixtures are correctly installed, focused, and programmed. Screen is removed, and stair lights repaired.

**Expected Completion:**

Spring 2015

**Person Responsible:**

Tom Foggia

**Designed:**

It is designed to improve internal unit operations

**Student Experience:**

**Increase awareness of and participation in course offerings in Music.**

**Strategic Plan Goals Addressed:**

3

**Action Plan:**

Provide more music events both in the community and on campus that bring together CC faculty and the community at large, with the goal of bringing greater awareness to our outstanding music faculty and new course offerings at CCCC.

**Measure of Success:**

Presentation of musical performances at such venues as the Maturango Museum, Parker Center for the Performing Arts, CLOTA, and on campus. Music faculty at Cerro Coso will present a faculty music recital on campus.

**Expected Completion:**

Fall 2015

**Person Responsible:**

Tom Foggia

**Designed:**

It is designed to increase student success

**Student Experience:**

2nd Year/Program Completion, First Year, Intake

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## Resource Needs

### Facilities

Music currently uses MB146 for all of its courses except MUSC C141 – Community Band, which requires the Lecture Center. All music facilities needs are being met, with progress currently being made to upgrade the light system in the Lecture Center, remove the old, unsafe screen, and repair the stair lights. In the 2013-14 AUP, funding of \$5000.00 was requested to upgrade the lighting system in the Lecture Center. Funds were provided for 2014-15, and three bids were submitted, with the winning bid going to PNTA Lighting. This purchase order included 10 ETC Par 4 fixtures, 9 ETC Source Four Jr. Ellipsoidal fixtures, safety cables, mounting clamps, bulbs, and 20 Amp Twist Lock plugs for all 19 fixtures. The light fixtures and all accessories have just arrived, and the music department will install, focus, and program all new fixtures into the Bijou DMX lighting system in the Lecture Center. Studio arts needs the band saw to be wired in; currently, we are not able to use the band saw because it has no power supply. An additional outlet for the table saw is required; currently, we are using a combination of extension cords and alternating the table saw cord with the radial arm saw power cord. An outlet needs to be installed for the TIG welder; there is an electrical box for the welder on the wall, but no power plug. The dust abatement ducting needs to be raised; currently it obstructs paths of movement through the wood shop. The automatic door opening provided for students with disabilities on the west wall needs repair, as it currently does not function. The left side of the automatic door opening on the east wall does not auto-unlock. The gas plumbing for the forge is not connected; currently, the supply line is capped off. One of the clerestory windows in the Ceramics lab is cracked, and should be repaired or replaced.

### Information Technology

VPA faculty require a basic digital graphics editing program to be installed on all instructor's stations, as well as that of the Teaching Assistant. One faculty member has access to Adobe Photoshop on her office computer, however, there are no other computers in VPA with image editing capabilities. A professional quality image editing program such as Adobe Photoshop is not necessary for all VPA computers; what is needed is a basic image editor that can crop, resize, adjust tone and color, sharpen, apply effects filters, create simple graphics and text, as well as read and output to a few standard image formats.

### Marketing

Our current Publicity and Marketing Department has done an excellent job promoting the events presented by the music department, and combined with our connections to local K-12 instructors, all of the music department marketing needs are being met. Music faculty will continue to participate in local music events offered within the community and on the CC campus in a continued effort to draw more students to music course offerings. VPA faculty are working with the Director of Distance Education to develop marketing materials specific to the online classes currently being offered, as well as the proposed Art History for Transfer degree.

### Professional Development

With a new round of SLO assessments looming in 2015, personal development classes on SLO assessment may prove valuable for our adjunct instructors. There is a continued effort among full-time faculty within VPA to educate and assist our adjunct instructors in the collection of, and analysis of SLO assessments.

### Staffing

Staffing is anticipated to remain the same for the next academic year as the current academic year.

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## Resource Requests

### 1000 Category - Certificated Positions

## 2000 Category - Classified Staff

### Indirect Instructional Temp

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

1,2

**Salary Grade:**

Piano Accompanist

**Number of Months:**

3

**Number of Hours per Week:**

1.8 hours per week for 16 weeks. Not to exceed 30 total hours, or \$530.00 per semester.

**Salary Amount:**

\$530.00, Ongoing from General Fund.

**Detailed Rationale:**

This position supports classroom instruction for Choir; a specific skill set is necessary; and Choir class cannot run without a music accompanist.

## 4000 Category - Supplies and Equipment

### Instructional supplies and materials; music classes.

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

1,2

**Estimated Amount of Funding Requested:**

1500.00, Ongoing from General Fund.

**Detailed Rationale:**

Music classes require instruments, music scores and materials. These supplies directly support instruction.

### Instructional supplies and materials; studio art classes.

**Location:**

ESCC Bishop

**Priority:**

High

**Strategic Plan Goals Addressed:**

1,2

**Estimated Amount of Funding Requested:**

1500.00, Ongoing from General Fund.

**Detailed Rationale:**

Studio arts classes require a multitude of materials in order to provide students with hands on experience in art production. At the Bishop campus, these materials include, but are not limited to: clay, glazes, firing supplies, modeling tools, plaster, mold making supplies, wood, metal, hand tools, safety equipment, paints, pencils, and paper.

**Instructional supplies and materials; studio art classes.****Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

1,2

**Estimated Amount of Funding Requested:**

15,000.00, Ongoing from General Fund.

**Detailed Rationale:**

Studio arts classes require a multitude of materials in order to provide students with hands on experience in art production. At the IWV campus, for online classes, as well as supplementation of all other campuses, these materials include, but are not limited to: clay, glazes, firing supplies, modeling tools, plaster, mold making supplies, wood, metal, plastic sheeting, hand tools, safety equipment, inks, paints, pencils, and paper. It should be noted that the Clay Abatement fund request present in previous budgets has been removed from this AUP; we feel that the relatively small number of students whose needs the abatement fund is designed to address can be accommodated through this instructional supplies and materials request.

**Instructional supplies and materials; studio art classes.****Location:**

Kern River Valley

**Priority:**

High

**Strategic Plan Goals Addressed:**

1,2

**Estimated Amount of Funding Requested:**

500.00, Ongoing from General Fund.

**Detailed Rationale:**

Studio arts classes require a multitude of materials in order to provide students with hands on experience in art production. At the KRV campus, these materials include, but are not limited to: paints, pencils, paper, clay, modeling tools, plaster, mold making supplies, wood, metal, hand tools, and safety equipment.

**Instructional supplies and materials; studio art classes.**

**Location:**

ESCC Mammoth Lakes

**Priority:**

High

**Strategic Plan Goals Addressed:**

1,2

**Estimated Amount of Funding Requested:**

1000.00, Ongoing from General Fund.

**Detailed Rationale:**

Studio arts classes require a multitude of materials in order to provide students with hands on experience in art production. At the Mammoth campus, these materials include, but are not limited to: clay, glazes, firing supplies, modeling tools, plaster, mold making supplies, wood, metal, hand tools, safety equipment, paints, pencils, and paper.

With the anticipated completion of the art studio renovation at the Mammoth campus, additional supplies will be necessary to support a base level of materials required for ceramics production; thus this request has been increased over the previous year's budget request.

**Instructional supplies and materials; studio art classes.**

**Location:**

EKC Edwards/Cal City

**Priority:**

Medium

**Strategic Plan Goals Addressed:**

1,2

**Estimated Amount of Funding Requested:**

200.00, Ongoing from General Fund.

**Detailed Rationale:**

Studio arts classes require a multitude of materials in order to provide students with hands on experience in art production. At the California City campus, these materials include, but are not limited to: paints, pencils, paper, foam core, modeling wire, small hand tools, and adhesives.

**Instructional supplies and materials; music classes.**

**Location:**

ESCC Mammoth Lakes

**Priority:**

High

**Strategic Plan Goals Addressed:**

1,2

**Estimated Amount of Funding Requested:**

500.00, Ongoing from General Fund.

**Detailed Rationale:**

Music classes require instruments, music scores and materials. These supplies directly support instruction.

**Non-instructional supplies and materials; studio arts classes.**

**Location:**

ESCC Bishop, ESCC Mammoth Lakes, Kern River Valley, Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

1

**Estimated Amount of Funding Requested:**

1500.00, Ongoing from General Fund.

**Detailed Rationale:**

This budget item supports the maintenance of equipment in multiple labs across campuses. These materials and supplies include, but are not limited to: blades, motors, switches, bearings, and hoses. These materials and supplies are necessary to have on hand in order to maintain and repair the numerous pieces of equipment used by students.

**5000 Category - Service, Utilities, and Operating Expenses**

**Piano Tuning**

**Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

1,2

**Estimated Amount of Funding Requested:**

\$300.00, Ongoing from General Fund.

**Detailed Rationale:**

This resource is necessary for the support of Choir and the music program as a whole.

**6000 Category - Capital Outlay****Photo quality color printer****Location:**

Ridgecrest/IWV

**Priority:**

High

**Strategic Plan Goals Addressed:**

1,2

**Estimated Amount of Funding Requested:**

500.00, One-time from General Fund.

**Detailed Rationale:**

Students in drawing, 2 dimensional design, 3 dimensional design, and painting classes require the ability to print both reference and final output images in both black and white and color, at high quality and in large format. Much of the planning and preparation for art production necessitates the use of reference imagery. For example, drawing students often must use an image as a stand-in for live figures or objects. The quality of the images needs to be quite high, in order to sufficiently replicate the experience of drawing from life. Thus, tonal quality, range of color, clarity and detail in the reference images is of high importance, as is accessibility. These aspects of printing capacity are also necessary for image output, so that students can produce final art products of high quality.

**3D printer****Location:**

Ridgecrest/IWV

**Priority:**

Medium

**Strategic Plan Goals Addressed:**

1,2

**Estimated Amount of Funding Requested:**

3000.00, One-time from General Fund.

**Detailed Rationale:**

3d printing is the process by which a digital file is used to produce a physical object. A 3D printer will both provide instructors with the capacity to produce dimensional visual aids for use during instruction, but more importantly, will allow students to create prototypes, models, and art products utilizing innovative technology. While this technology is still in its early stages, in the next few years 3d printing will likely have a significant impact on numerous aspects of art production, design, engineering, interactive education, small business production, product customization, and manufacturing. This capacity can be deployed across all art

related topics, including sculpture, 3 dimensional design, and drawing, as well as art history. In addition to supporting the immediate production needs of art students, access to and experience in utilizing 3d printing technology will give students a unique and specialized skill set that will serve them in their future art education and art production endeavors.