



**Annual Unit Plan Template
2013-2014 Academic Year
Visual and Performing Arts Department**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. 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'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 courses offered through the Visual and Performing Arts Department are popular electives for many other degrees, as well as being central to the Studio Arts for Transfer Degree. The Studio Arts for Transfer Degree component of the VPA Department includes a combination of lecture and studio art courses leading students to both a multicultural understanding of the history of cultural expression in art as well as the practical hands-on experience of creating art in a variety of media.

The VPA program ties the classroom to everyday life with art exhibitions around campus and permanent art installations throughout the grounds of the college, as well as music and other performances that include the entire community.

The Music component of the VPA program offers elective courses in both music and the performing arts that serve the development of a traditional liberal arts education.

b. Program Applicability

As part of general education core requirements and as a basic educational resource, Visual and Performing Arts supports all college academic programs.

c. Partnerships



The Visual and Performing Arts Department has no current official partnerships, but the informal development of such with Cal State San Bernardino is in progress.

d. Distance Education

The Music discipline offers extensive online distance education courses. Dr. Foggia does an excellent job in the courses offered and has outstanding retention rates. To date, all music classes meet IGETC transfer requirements or contribute to a degree program.

The Art discipline offers multiple sections of Art C 101 Introduction to Art online every semester. This class is IGETC transferable and is extremely popular, often serving to recruit online students into our on campus classes. This class has become a bulwark of the Visual and Performing Arts Department and generates substantial FTES in proportion to our overall production.

VPA plans to expand our online offerings to include Two Dimensional Design and Art History courses.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

Goal 1. Update Visual and Performing Arts course offerings to more accurately reflect the direction charted by our department and meet the mandates of accreditation and catalog rights.

Happily, this goal has been completely (and measurably) accomplished by the deletion of scores of derelict classes, the elimination of multiple untenable degree programs and the installation of the newly minted Studio Arts for Transfer Degree. These accomplishments are the fruit of untold hours of Faculty effort and the stalwart support of Magi Mauldin, Professor Claudia Sellers and Dr. Corey Marvin.

b. Review of Overall Department/Unit

Our current program review underscores that VPA has a fundamental and complex reliance upon equipment and facilities; in essence, our facilities are our program. We operate nine different lab environments at four different campuses, with separate course needs splintering off from the lab environments. While it may be appealing in the short run for the institution to consider cost savings by cutting supply budget or reallocation of support staff, it will be to the detriment of the department, the students and the college as a whole. This prospect of such budget cuts is especially poignant, given the department's current momentum, potential for growth, and the cogent vision that has been fully articulated.

In terms of staffing and student success, "What is working and what needs improvement" (below) should be read with the understanding that VPA is at a critical crossroads in its redefinition process. A few major, and thoughtfully added, components to our department will compound our ability to fully serve our students.

Working:

- We have enormous growth potential.
- We have exceptional retention and success rates in both online and on ground offerings.
- Our productivity is at an all time high.
- We purvey physical resources and learning opportunities that enrich the student experience at multiple campuses.



- We offer a degree with only two full time faculty members.
- Our enrollments are rebounding after a long term construction period (with constricted course offerings).
- We work with innovation and flexibility in a sustained effort to facilitate administrative goals.
- We offer quantifiably exceptional instruction in all areas.
- All faculty in the department exhibit passion for the arts, respect for our students and our profession.
- We are developing strong communication lines and reciprocity with Administration.

Needs Improvement:

- We are stretched thin in terms of full time, institutionally adept, faculty. We believe that the transfer of assignment of Professor Lisa Darty to VPA would be a major asset to the department.
- The specter of losing the full time assignment of Teaching Assistant Donald Seymour is demoralizing and debilitating.
- The lack of appropriate Art Department technology infrastructure needs to be addressed.
- We have a dearth of Chair-ready Faculty members.

c. Goals for Upcoming Year (next academic year). If more goals needed, copy and paste additional boxes.

Goal 1: Implement and stabilize offerings in the Studio Arts for Transfer degree.

1. Connection to College Strategic Goals:

- 1A - Strengthen instructional programs and services.
- 3A - Increase the efficiency and effectiveness of instructional programs.

2. Specific internal or external condition(s) the goal is a response to:

We have a newly activated AA transfer degree, through which our students are provided a direct pathway to earning an Associate Degree in studio arts and transfer into the Cal State system. This program is compounded in value by giving our students the ability to explore multiple course offerings that are medium-based (ceramics, sculpture, painting, drawing, etc.), skills-based (levels one and two), and technology-based (online, photography, digital art). All of these types of offerings are crucial to our ability to develop and encourage students who can be successful in our program, and beyond. However, our department also needs to offer courses at non-degree bearing sites, serve the needs of general education students, and serve community members who desire to enroll in our courses. All of this needs to be achieved within the context of finite physical



and human resources.

3. Action Plan:

We are starting our degree program with the minimal course offerings possible that will result in a pathway to a degree. This will not produce the optimal educational experience and choices for our students, but, we hope it to be a baseline from which to build. These offerings will be intensely scrutinized, students polled, and success evaluated.

4. Measure of Success:

The development of a comprehensive and evolved long term schedule that encompasses the needs stated above.

Goal 2: 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.

1. Connection to College Strategic Goals:

1A - Strengthen instructional programs and services.

3A - Increase the efficiency and effectiveness of instructional programs.

4B - Develop an information-based decision process with all decisions supported by evidence that is factual, available to all, and consistent.

5A - Maintain communication that is ongoing, timely, accurate, and appropriate between and among service sites.

6E - Develop an ongoing plan to ensure a safe learning and working environment.

2. Specific internal or external condition(s) the goal is a response to:

This is quite simply a sound institutional practice. Also, this endeavor could promote the fine tuning of logistical support of faculty, students, and sites.

3. Action Plan:

Assess and quantify the quality and quantity of supplies and various sundries. Quantify and assess the condition of hand tools, fixtures, and stationary tools. Develop a prioritized list of supply, fixture and equipment needs as well as supporting paraphernalia for current equipment (Dies, accessories, software, and capacity expanding toolage).



4. Measure of Success:

The creation of a comprehensive list of supplies and equipment (and condition reports) related to future course offerings, as well as a prioritized list of future needs.

Goal 3: 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).

1. Connection to College Strategic Goals:

- 1A -Strengthen instructional programs and services.
- 2B - Analyze best practices for serving under-prepared students.
- 3A - Increase the efficiency and effectiveness of instructional programs.

2. Specific internal or external condition(s) the goal is a response to:

Internal conditions: Administration's selection and presentation of Walden University's "Terry O'Banion's Six Principles That Support Student Success" as an appropriate pedagogical template for our college.
External conditions: the need to give concrete and measurable form to legislative definitions of student success.

3. Action Plan:

Make significant connections with students through one-on-one conversations regarding class content, school experience and educational plans or goals. Provide documentation of these connections.

4. Measure of Success:

Faculty will create a list of students with whom they have discussed their educational experiences and goals. Perhaps student email contact information could also be collected, thus providing a database for future departmental communications, and assisting in efforts to engage these end consumers in strategies that promote and support student success.



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Description	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. The rationale should refer to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.	Estimated amount of funding requested (temporary positions only)	Will this be one-time or on- going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other
N/A							G O

Full-Time Faculty Staffing Justification:

1. Are there too few or too many students enrolling for particular classes or majors?
2. Are there too many courses or programs that are under capacity?
3. Are courses "core mission"?
4. Are courses overscheduled?
5. Is there capacity to offer courses or programs at different times and/or locations?
6. Is there a workforce shortage in the service area or region?
7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?
8. In support of your proposal, provide the following data:
 - a. Size of wait lists in the discipline
 - b. Department productivity
 - c. Number of faculty currently in the department
 - d. Number of adjunct faculty
 - e. Number of certificates awarded
 - f. Number of degrees awarded
 - g. Core curriculum classes
 - h. CTE classes with workforce data (wage/high demand)



i. Number of students at first day and census

b. 2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Are alternate funding sources available? G = grant (specify) V = VTEA
N/A								

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.
2. Explain why the work of this position cannot be assigned to current staff.
3. Describe the impact on the college if the position is not filled.

c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Instructional Supplies and Materials	CB	1	1A	Painting, drawing, 2D design classes at Bishop; intrinsically linked to instruction, and thus achieving unit goals	\$1504	On-going	G	
Instructional Supplies and Materials	CI	1	1A	Painting, drawing, 2D design, and on-line classes at IWV; intrinsically linked to instruction, and thus achieving unit goals	\$14,507	On-going	G	
Instructional Supplies and Materials	CI	1	1A	Clay abatement fund; intrinsically linked to instruction, and thus achieving unit goals (Fictitious account)	\$800	On-going	G	
Instructional Supplies and Materials	CK	1	1A	Painting, drawing and 2D design classes at KRV; intrinsically linked to instruction and thus achieving unit goals.	\$800	On-going	G	
Instructional Supplies and Materials	CM	1	1A	Painting, drawing, 2D design classes at Mammoth; intrinsically linked to instruction, and thus achieving unit goals	\$500	On-going	G	
Instructional Supplies and Materials	CM	3	1A	Music scores and materials; intrinsically linked to instruction, and thus achieving unit goals	\$100	On-going	G	
Non-Instructional supplies and equipment	CI	1	1A	This budget item supports the maintenance of multiple labs in the VPA, including sculpture and ceramics, such as blades, motors, switches, bearings, etc.	\$2000	On-going	G	
Maintenance/repair/facility	CI	1	1A	Service costs for lab facilities and equipment. Forge pipe in, electrical.	\$3000	On-going	G	
Employee Travel	CI	1	1A	Evaluations, supplies to sites, inventory at sites	\$600	On-going	G	

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. If more lines are needed, place cursor in the bottom right box and press [Tab].



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Computer Software		2	1A	Software necessary for the digital aspect (CNC tool software) of the Studio Arts for Transfer degree program.	\$2000	One-time	G	

e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. If more lines are needed, place cursor in the bottom right box and press [Tab].

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Computers for Digital Lab	CI	3	1A	Equipment necessary for the digital components of the Studio Arts for Transfer degree program	\$25,000	One-time	G	
Printer for Digital Lab	CI	2	1A	Equipment necessary for the digital components of the Studio Arts for Transfer degree program	\$4800	One-time	G	
Instructor digital work station/Projector	CI	1	1A	Equipment necessary for the digital components of the Studio Arts for Transfer degree program. Enables many classrooms to have "smart" capabilities.	\$5300	One-time	G	
Monitor/Cart/DVD	C1	1	1A	Enables classroom "smart" capabilities in daytime	\$4300	Once	G	



STEP 4: ATTACH NARRATIVE SUMMARY OF PRIOR YEAR'S SLO ASSESSMENTS

Narrative summary attached.

STEP 5: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)

Budget worksheet attached.

STEP 6: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (as provided)

Student Performance data attached.