Annual Unit Plan Instructions
2014-2015 Academic Year

DUE: October 15, 2013

General Guidelines:

1. **Timeframe of AUP**

   As you are writing your AUP, it is important to keep in mind the timeframe covered in the plan. It may seem counter-intuitive and/or confusing, so here are some reminders:

   Reporting out- On areas of the AUP where you are asked to report out on progress, you are to be reflecting on the previous academic year.

   Planning- On areas of the AUP where you are asked to provide planning information, you are providing planning information on the next academic year.

   This year:

   13-14- Year in which you are completing the AUP
   12-13- Year on which you are reporting out
   14-15- Year for which you are planning

2. The AUP is part of a continuous planning cycle. In developing this AUP, you should be referring to the previous AUPs for the goals you set and plans you made for the 12-13 year. Your AUPs should not be distinct, stand-alone documents from year to year, but reflect an ongoing cycle of planning and reporting.

3. The development of the AUP should be as a result of dialogue and input within your unit or department. It is not meant to be an independent or personal effort, solely. The document should reflect the analysis and discussion within the unit or department and should be broadly shared as the unit will be responsible for the accomplishment of the AUP planning agenda.

Annual Unit Plans are part of the college's integrated planning cycle. These documents are used for planning, but also to provide input on the overall assessment of the effectiveness of the college. As such, some elements of the template are included to gather data associated with the outcome measures for the college strategic plan.

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. **Department Mission/Connection to College Mission**
In this section, provide the mission statement for your unit and describe how your unit or department supports the mission of the college.

Cerro Coso Mission
The mission of Cerro Coso Community College is to provide outstanding educational programs and services tailored to the students in the communities and rural areas we serve. We demonstrate a conscious effort to produce and support student success and achievement through traditional and distance delivery.
To accomplish this mission we will provide:
- transfer and career
- technical education
- remedial instruction
- comprehensive support services
- learning opportunities that develop ethical and effective citizenry
- continuing education that is compatible with the institutions primary mission

Questions:
What is the main purpose of your unit? How does it support the institution? Students? How does it relate to other units or

departments? What unique contribution does your unit make to the college? Does the unit mission clearly align with the college mission?

b. **Partnerships**

Reflect on the connections your unit has to other educational institutions and/or the community and industry. Be sure to make the distinction between those partnerships that are primarily educational in nature and those that are with other types of entities or organizations.

Educational partnerships are those that primarily support student learning and are established with other institutions or organizations whose primary purpose is educational
Examples:
-the English department works with Burroughs high school in aligning curriculum to ensure that a greater number of students come to the college prepared for college level English.
- the ESCC Bishop campus works with the Owens Valley Career Development Center to provide additional tutoring to basic skills students

Community/industry partnerships are not necessarily directly in support of student learning, but contribute meaningful to the department or unit and are established with community or industry partners whose purpose is not primarily educational.
Examples:
-the welding program establishes a connection to a base contractor who makes a donation of excess equipment to the program
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Questions:
What connections does your unit have outside of the college? What is the primary purpose of those connections? What has your unit done to establish meaningful partnerships? How have the partnerships improved the effectiveness of the unit? What new partnerships has the unit established? What partnerships are ongoing?

c. Special Initiatives for Student Engagement

Student engagements is a well-established strategy for improving student achievement. Reflect on what strategies the unit has established to increase student engagement in the classroom, in the program, with the unit. These strategies can be either directed at students already engaged with the unit or designed to outreach to new students.

Questions:
What does the unit do to actively engage students? Does the unit participate in outreach activities? In- reach? How does the unit work to attract students? Retain them? What new strategies has the unit established? What strategies are ongoing?

STEP 2: REVIEW PROGRESS AND PLAN FUTURE STRATEGIES

a. Progress Made on Program Review

Report out on the progress you have made on the strategies identified in the last program review. In this case, the reporting out period is different from the straight annual unit plan cycle, though there will likely be overlap. If you have not yet completed a program review, indicate the year in which your first program review will be completed and indicate improvements/progress made in your unit over the last 3 and 6 years.

Questions:
What has been accomplished since your last program review? Has the unit revised the identified strategies? What has changed the strategies identified in the program review? Have the outcomes been successful? Not? What has the unit learned from progress made on 3 and 6 year strategies?

b. Progress Made on Outcome Assessment

Use the table provided to report out on outcome assessments for your unit.

Examples:

SLO

Semester Assessed	SLO/AUO	Target Missed/Gap Detected	Improvements Designed	When Reassessed

| Spring 2013 | Explain developmental stages of aardvark social development. | 55% of students achieved this outcome -not enough class time spent on the subject. Needs to be made its own stand-alone lecture with a quiz. | Needs to be made its own stand-alone lecture with a quiz. | Spring 2014 |

AUO

Semester Assessed	SLO/AUO	Target Missed/Gap Detected	Improvements Designed	When Reassessed
Spring 2013	Students will report that Admissions and Records services were delivered in a timely way.	The target performance for this measure was 95% of students reporting satisfaction with timeliness of service. Only 85% of students reported satisfaction on this measure. Comments indicated frustration with delays in responding to phone messages and wait time at the counter.	• Implement strategies for reducing the amount of time it takes to return student phone calls and to respond to all messages. • Track services at the counter to develop strategies for peak usage periods.	Spring 2014

Questions:

Are your outcomes core or central to your course, program, unit? How did the assessment results compare to the identified target performance? If target performance was missed, by what percentage? What Are possible explanations for under-performance? What strategies can be implemented/improvements made to reach targets? If targets were met, were they appropriately set? Could the target performance be bumped up a bit? Is the unit happy with the way the target is being met? The way it is assessed? Where are the outcomes in the assessment cycle?

c. **Progress Made on Department/Unit Strategies**

Report out on the progress made by your unit on previous set strategies (referred to as goals in the previous AUP template). Report out on the strategy whether or not it was achieved. If not achieved or if revised, describe what conditions or factors contributed to this. Specifically identify all measures used to assess the effectiveness of the strategy. Describe the impact on your unit of implementing or not implementing this strategy.

Questions:

Were the identified strategies implemented? Were they effective? What specific measures were used to determine whether no the implemented strategy was effective? Were the measures sufficient for assessment? If the strategy was unsuccessful, what might be

done differently? Should the previously identified strategies be revised? Replaced? Were the strategies identified consistent with the mission of the unit? How did the strategies contribute to the continuous quality improvement of the unit?

d. **Department/Unit Strategies for Next Academic Year**
   Identify strategies for meaningful improvements for the following year. Strategies should be developed as a result of reviewing effectiveness measures appropriate to the unit:
   - AUP and program review data
   - Outcome assessment data
   - Usage and satisfaction data
   - Other quantitative and qualitative

Strategies should be developed to address gaps as identified through review and analysis of the data associated with the effectiveness measures for the unit.]

Strategy: The strategy should be stated clearly and in a manner that is measurable.

1. *College Strategic Objective(s) addressed:* Identify which strategic objective that the unit strategy most directly supports or contributes to. If the unit strategy cannot be easily connected to one of the strategic objective, you will need to consider whether or not it is core or central to the achieving the goals of the strategic plan.
2. *Action Plan:* Describe specifically the actions that will need to take place for strategy implementation. Your action plan must include a plan for how you will assess the strategy.
3. *Measure of Success:* Describe specifically how the effectiveness of the strategy will be measured. Measures used should be clearly consistent with the strategy they are to measure.

Questions:
How will your track the outcome measure? Is the outcome measure information that is easily gathered? Is the measure already gathered? Does something need to be developed to allow for gathering the data associated with the measure (survey developed, test question added, assignment developed, tracking process developed)? Is the measure you have indicated something that your department has access to? Will you need to work with another unit or department to gather the information? Is the measure you have identified consistent with the cycle of the strategy to be implemented?

4. *Expected Completion Date:* Identify when the strategy will be implemented.

5. *Who will be Responsible:* Identify the person who is primarily responsible/will be held accountable for the strategy implementation and assessment.

6. *Which of the following Is __primarily__ true of this strategy?:* You are asked to categorize your strategies as those that are either focused on improving operations or on increasing student success.

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   Operational: Key to the ongoing effectiveness of the unit, but without clear or direct impact on student success.
   Student Success: Focused clearly and directly on achievement of student learning, support and success.

7. *If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.*
   This section asks you to identify what aspect of the student experience the strategy most directly relates to. Below are identified what are considered major points or milestones of the student's experience of the college from the point of pre-enrollment through degree completion. You should identify the point on this continuum most directly related to the unit strategy:

   Intake- encompasses all aspects of the student experience prior to the commencement of courses. This would include strategies associated with outreach, recruitment, orientation to the college, courses, programs, educational planning, preparation for college, etc.
   Remediation- refers specifically to strategies to support completion of basic skills courses and the successful transition to college level courses.
   First Year- refers specifically to strategies targeted and supporting students through the transition to the college experience and the demands of college courses. These would be strategies directed at easing this transition, helping new college students to develop successful behaviors, time management, study skills, engagement in and out of the classroom that is directed at first-time students.
   2nd Year/Program Completion- refers to strategies directed at supporting the retention and persistence of continuing or returning students and/or strategies to move students to the completion of a certificate or degree.
   Post-Graduation- encompasses those activities to track and support outcomes for students after graduation. This could include strategies associated with tracking and supporting transfer and employment outcomes, outreaching to students who have completed a certificate for degree completion, continuing to engage graduates as alumni, etc.

All resource requests must be prioritized:

1= high priority: should identify those things that are critical to the functioning of the unit. Some examples of the types of expenditures that could be considered high priority:

- Critical to meeting core student outcomes
- Directly and concretely related to the college strategic objectives
- Required for immediate compliance
- Contribute to significantly to cost effectiveness/revenue generation
- Has high impact on meeting student, institutional or community needs

2= Medium priority: should identify those things that are helpful to the functioning of the unit. Some examples of the types of expenditures that could be considered medium priority:

- Helpful to meeting student outcomes, but not essential
- Substantively related to the college strategic objectives
- Required for compliance, but has a longer timeline for accomplishing
- Contribute to moderately to cost effectiveness/revenue generation
- Has some impact on meeting student, institutional or community needs

3= Low priority: should identify those things that are helpful to the functioning of the unit. Some examples of the types of expenditures that could be considered medium priority:

- An enhancement to meeting student outcomes, supports, but does not directly impact
- Indirectly related to the college strategic objectives
- Required for long term compliance, not an immediate need
- Contribute to modestly to cost effectiveness/revenue generation

- Has relatively low impact on meeting student, institutional or community needs or only impacts a small segment of the student population, institution or community

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STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Department Mission/Connection to College Mission

[Include department/unit mission statement. If not already clear, describe how the department/unit contributes to the college mission]

b. Partnerships

[Describe new and continuing educational and community/industry partnerships your unit or department participates in]

New Educational Partnerships Begun Last Year:

Continuing Educational Partnerships:

New Industry/Community Partnerships Begun Last Year:

Continuing Industry/Community Partnerships:

c. Special Initiatives for Student Engagement

[Describe any new and continuing projects designed specifically to increase student engagement (outreach, recruitment, classroom management, campus beautification, etc.)]

New Last Year:

Continuing:

STEP 2: REVIEW PROGRESS AND PLAN FUTURE STRATEGIES

a. Progress Made on Program Review

[Describe progress made on the most recent 3- and 6-year strategies for each program review your department has primary responsibility for.]

Year of Last Program Review:

Progress in the last year on Three-Year Strategies (if applicable):

Progress in the last year on Six-Year Strategies:

b. Progress Made on Outcome Assessment. *If more lines are needed, place cursor in the bottom right box, press [Tab].*

Semester Assessed	SLO/AUO	Target Missed/Gap Detected	Improvements Designed	When Reassessed

c. Progress Made on Department/Unit Strategies

[Write concluding report on department/unit strategies undertaken in the prior year. Explain to what extent strategies were or were not successful. Reference measures of success.]

d. Department/Unit Strategies for Next Academic Year. *If more strategies needed, copy and paste additional boxes.*

Strategy 1: [State Strategy Here]

1. College Strategic Objective(s) addressed:

2. Action Plan:

3. Measure of Success:

4. Expected Completion Date:

5. Person Responsible:

6. Which of the following Is __primarily__ true of this strategy? Choose one.

☐ *It is designed to improve internal unit operations*
☐ *It is designed to increase student success*

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

☐ *Intake*   ☐ *Remediation*   ☐ *First Year*   ☐ *2nd Year/Program Completion*   ☐ *Post-Graduation*

Strategy 2: [State Strategy Here]

1. College Strategic Objective(s) addressed:

2. Action Plan:

3. Measure of Success:

4. Expected Completion Date:

5. Person Responsible:

6. Which of the following Is __primarily__ true of this strategy? Choose one.

☐ *It is designed to improve internal unit operations*
☐ *It is designed to increase student success*

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

☐ *Intake*   ☐ *Remediation*   ☐ *First Year*   ☐ *2nd Year/Program Completion*   ☐ *Post-Graduation*

Strategy 3: [State Strategy Here]

1. College Strategic Objective(s) addressed:

2. Action Plan:

3. Measure of Success:

4. Expected Completion Date:

5. Person Responsible:

6. Which of the following Is __primarily__ true of this strategy? Choose one.

☐ *It is designed to improve internal unit operations*
☐ *It is designed to increase student success*

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

☐ *Intake*   ☐ *Remediation*   ☐ *First Year*   ☐ *2nd Year/Program Completion*   ☐ *Post-Graduation*

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	
							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, previous year
   c. Number of faculty currently in the department
   d. Number of adjunct faculty
   e. Number of certificates awarded, previous year
   f. Number of degrees awarded, previous year
   g. Core curriculum classes
   h. CTE classes with workforce data (wage/high demand)
   i. Number of students at first day and census, previous year

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	Funding Source (check *one*): G = General Fund, O = Other	
								G	O

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 *one*): G = General Fund, O = Other	
							G	**O**

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 *one*): G = General Fund, O = Other	
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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 one): G = General Fund, O = Other G O

STEP 4: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The Aardvark Studies Department at Cerro Coso College provides a diverse learning environment designed to meet the educational goals of our students. We help our students develop logical reasoning and problem solving skills which form a foundation for their careers and future study. The Aardvark Studies Department at Cerro Coso College offers classes which improve basic skills and support the requirement for the AA and AS degrees, vocational/technical programs, and transfer to the university. We have entered into agreements and developed equivalencies with the California State Universities (CSU) and University of California (UC) systems. When our students transfer to CSU or UC system, credits they earn in aardvark studies are transferable. This is also an indication that these transfer students from Cerro Coso College will be successful in completing higher degrees. The Aardvark Studies Department offers much needed anteater courses at the Indian Well Valley (IWV), Kern River Valley (KRV), Eastern Sierra College Center (ESCC), South Kern (SK), as well as Online. Eight full-time faculty serve the IWV campus. One full-time faculty serves the KRV campus, and fourteen full-time faculty members serve the ESCC campus. Courses offered at SK campus are taught by adjunct faculty. Courses are also taught online and via ITV.

b. Program Applicability

UC Transfer	Industrial Technology
CSU Transfer	Nursing
Trades Practices	Paralegal Studies
Computer Information Systems	Aardvark Studies
Business Administration	Basic Skills
Computer Science	Liberal Arts
Engineering	
Engineering Technology	
General Sciences (all emphases)	

c. Partnerships

A partnership exists between the Cerro Coso Aardvark Studies Department, Antelope Valley College, and the University of California, San Diego.

d. Distance Education

With the exception of AAST C020, Basic Aardvark Skills, the department offers its entire curriculum online. Also, the entire curriculum is also offered on-site, with the exception of Survey of Orycteropus Concepts, Anteater Literature, and Aardvark Business Applications, which are offered solely online. An Associate of Arts Degree in Aardvark Studies as well as an SB1440 Associate of Arts Degree in Aardvark Studies can be earned completely online.

STEP 2: EXPLAIN YOUR PLANNING

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

The Aardvark Studies Department will be
- supporting anteater needs for other disciplines and programs: accomplished
- supporting anteater needs for all the campus sites: accomplished
- seeking opportunities to develop partnerships with agencies and organizations in the service area to create courses that meet the training and development needs of specific populations within our communities: accomplished
- completing Student Learning Outcomes assessments by mid- to late-spring semester 2012. All but two courses have been completed.

b. Review of Overall Department/Unit

Completion of Student Learning Outcomes for two remaining courses. The expected completion date is late fall semester 2012.

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

Goal 1

1. Connection to College Strategic Goals: Response To Community Needs

2. Specific internal* or external** condition(s) the goal is a response to: The need to develop more students capable of succeeding in college-level courses.

3. Action Plan: The Department of Aardvark Studies plans to continue its close alignment with the Honors Committee. The department will review and discuss student success strategies made by the Honors Committee. The department seeks to implement such strategies should they be deemed feasible and appropriate.

4. Measure of Success: Improved student retention and success.

Goal 2

1. Connection to College Strategic Goals: Response To Community Needs
2. Specific internal* or external** condition(s) the goal is a response to: The need to provide appropriately trained aardvark keepers for the San Diego Zoo.
3. Action Plan: Continue to offer on-site and online Aardvark Anatomy and Physiology I, II, III, Anteater Literature, and Aardvark Business Applications.
4. Measure of Success: Increase in cohort size moving through Cerro Coso's Aardvark Studies program and into the University of California, San Diego, Aardvark Studies degree program at its Antelope Valley site.

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 *one*): G = General Fund, O = Other	
							G	O

Revised: 9/10/13

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

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 *one*): G = General Fund, O = Other	
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							G	O

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

STEP 5: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)

Revised: 9/10/13

CERRO COSO
COMMUNITY COLLEGE

Annual Unit Plan Template
2013-2014 Academic Year
Digital Media Arts Department

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The Digital Media Arts Department currently offers a Web Design Associate of Science degree and certificates in both Web Design and Digital Media Skills. At this time, the certificates and degree are being revised to comprise a Web Fundamentals Certificate, a Web Professional Certificate and a Web Professional Associate Degree; these changes are expected to be published in the 2013-2014 catalog. Although the certificates and degree offered are being revised, the mission of the department remains essentially the same: to provide students with the opportunity to develop the foundation skills and master the tools and processes necessary for entry level employment in the field of web design, or for university transfer, while simultaneously nurturing their artistry and creative vision. Students work alongside experienced professionals and undergo industry standard production experiences in the classroom that reflect current industry needs and trends. The certificate and degree programs are structured to provide students with a comprehensive educational approach to the field of web design and development, and will teach students to become flexible professionals who can adapt to a variety of design projects and roles in a constantly changing field. The curriculum is structured so as to afford students a balance between aesthetic and practical design applications.

b. Program Applicability

While Web Design is the primary program supported by Digital Media Arts, DMA courses also complement the current programmatic offerings in the Art, Business Administration, Computer Information Systems, and English discipline areas. Some course offerings from each of those programs are part of the current Digital Media Arts program curricula.

c. Partnerships

The Digital Media Arts Department has 11 articulation agreements that are complete or pending completion with high schools in our service area. These

schools include Burroughs High School, Lone Pine High School, Big Pine High School, Bishop Unified High School, and Mammoth High School.

The department also maintains close ties to organizations and individuals in industry through regular meetings of the Web Design Program Advisory Group.

d. Distance Education

The current Web Design Certificate, AS degree and Digital Media Skills Certificate can be completed entirely online. The revisions now taking place will not alter this aspect of the program: the Web Fundamentals Certificate, Web Professional Certificate and Web Professional Associate Degree can be completed entirely online. See Proposed Program Changes, attached.

The Web Design Program utilizes the online learning environment as its principal mode of instructional delivery for two primary reasons. First, the online environment is central to the pedagogy of the program. Professional working conditions in the field of Web Design demand the ability to effectively function, collaborate and communicate online. Thus, acquiring familiarity and achieving competency in these areas is essential for a student's preparation for work as a web professional. Second, offering the program online provides the opportunity to achieve a degree or certificate to students from across the vast expanse of our service area, which directly supports the mission of our college.

STEP 2: EXPLAIN YOUR PLANNING

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

The goals listed in the 2012-2013 Annual Unit plan included: increasing student retention, success and degree/certificate completion; improving Student Learning Outcomes in the areas of intermediate Photoshop skills, describing core XHTML/CSS concepts and aesthetic design; and redesigning the Digital Media Skills Certificate to meet the educational needs of a larger population of students.

Overall student success is increasing (from 48.4% to 51.3%); retention remains essentially steady (from 74.4% to 74.3%). Degree/certificate completion has been low during the past 2 years; however, this is expected to increase substantially at the end of the 2012-2013 year (5 students are currently able to apply for degree/certificate completion, with an expected 17 by the end of the fall 2012 semester).

Student Learning Outcomes for DMA C102 Digital Imaging with Photoshop were not assessed in the last cycle, though a perusal of the assignments used to assess SLOs indicates an increase in achievement in both intermediate Photoshop skills and web layout. However, student success in the area of web layout remains significantly higher in the slicing and graphics optimization aspects of this assessment than in design, and thus the additional emphasis on helping students strengthen their aesthetic criteria should be maintained.

Notably, DMA C117 Web Design with Dreamweaver has been assessed 3 times to date, focusing on the outcome, "Design and produce visually attractive, usable, accessible, and interactive Web content that takes the intended audience needs and expectations into account." The first time it was assessed in 2009, the result was 40% achievement. Greater instructional emphasis was placed on design principles and more opportunities for design and critique were built into the course content. In 2011, there was 47% achievement. The same strategies were implemented with greater intensity, and the outcome in 2012 was 85%, exceeding the target threshold of achievement. Most other outcomes that were assessed last year were met. Exceptions indicated the need for instructional enhancements.

The Digital Media Skills certificate was not redesigned. In the program revision currently taking place, the Digital Media Skills Certificate will no longer be offered. The Web Fundamentals Certificate, Web Professional Certificate and Web Professional Associate Degree will comprise the entirety of the program offerings.

b. Review of Overall Department/Unit

What is working in Digital Media Arts:

- ✓ Full time faculty in the department respond rapidly and effectively to industry trends, advances in technology and changes in institutional emphases.
- ✓ The Web Design program remains closely aligned with the mission and the Strategic Plan of the college.
- ✓ Curriculum is updated regularly to reflect evolving web design standards and practices.
- ✓ We receive regular input from our Advisory Group, as well as industry conferences and publications, through which we maintain a standard of relevance and timeliness in the field of web design.
- ✓ All faculty teaching in the department regularly use a variety of modes of delivery for instruction, which both meets the varied learning needs of students and establishes at a programmatic level a high degree of technological currency. In addition, all faculty utilize these varied modes of delivery to maintain a high level of communication with students in the online environment.
- ✓ The primarily online delivery of the Web Design program provides access to educational opportunities to students throughout our vast geographical service area, and also serves as a foundation for the development of skills necessary for students to achieve success as a web professional.

What improvements need to be made:

- Student retention and success rates continue to need improvement across the spectrum of DMA course offerings.
- Although degree and certificate completions are expected to increase significantly this year, continued work to maintain a robust complement of graduates is necessary.
- Changes in the field of web design and development, as well as labor market data, indicate the need for a program that is more closely aligned with industry certification, that includes more CIS components, and with less emphasis on general graphic design and multimedia topics.
- As the department adopts the planned program changes, it is apparent that Professor Lisa Darty's skill set in digital art topics would have a greater positive impact within the Visual and Performing Arts department (in which she has split her teaching obligations over the past few years, and in which she has an FSA), while maintaining support of the Web Design program through teaching one of its gateway courses in digital imaging.
- The adjunct pool for DMA will need to be increased to include more instructors with varied web programming skills, in order to increase the department's ability to respond to rapidly changing industry and employment need trends.
- Student learning outcomes continue to need improvement in the areas of aesthetic design and describing core XHTML/CSS concepts.

In addition to the synopsis above, continued review of the Web Design Program reveals the needs and opportunities categorized and listed below.

Curriculum Development

Needs:

- Web design industry trends and labor market data indicate that IT is a major growth sector, with a concomitant decline in traditional graphic design; thus, the Web Design Program needs to be revised to more strongly emphasize web design, programming and development, rather than provide a breadth of traditional graphic design and multimedia topics.
- Input from our Advisory Group identified a need for students to acquire industry certification; thus, our students will require specific instruction that prepares them for such certification.
- Advisory Group members also indicated a need for students to be able to utilize or easily adapt to using multiple software programs, including open source.

Related Opportunities:

- The revisions to the Web Design program will include the addition of CSCI C101 to the required courses for the Web Fundamentals Certificate, the Web Professional Certificate and the Web Professional Associate Degree. All electives will be removed from the line up, resulting in a program designed to address industry trends and employment needs, and structured to maximize efficiency and completion.
- Course outlines will be revised to align more closely with topics identified as requirements for Certified Internet Web Professional (CIW)

certification.
- DMA C102, Digital Imaging with Photoshop, will be revised to include instruction in additional software programs; specifically, Adobe Fireworks (web graphics) and at least one open source image editing program. This class will also be renamed to DMA C102, Digital Imaging (removing the Photoshop label).

Student Performance

Needs:

- Student success has increased slightly over the past year; however, success numbers are still significantly lower than desired, and there remains a clear need for both assessment of computer competency, and training when assessment indicates insufficient skill in this area.
- Student retention rates have remained stable; again, however, retention numbers are lower than desired.
- Student completion rates need to be increased, and then maintained at a higher level.

Related Opportunities:

- We believe the adoption of the SmarterMeasure assessment tool will enable students to more accurately self-assess in terms of computer competency, as well as readiness to learn successfully in the online environment.
- Students could be provided with additional assistance in creating and completing an education plan. This is particularly true in the online environment, in which students do not have as much access to face- to-face counseling services as do on campus students. The implementation of Degree Works could assist students, staff and faculty to negotiate curriculum requirements, resulting in greater numbers of graduates in all college programs.
- The planned revisions to the Web Design program will provide students with more rigidly structured and stronger pathways of required courses. The addition of a third, smaller certificate (Web Fundamentals) will also provide students with a more rapidly achievable milestone of success.

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

Goal 1- Increase student retention, success and degree/certificate completion

1. Connection to College Strategic Goals:

1B - Improve student success rates and productivity numbers in CTE programs and classes
1C - Analyze and improve student success rates for Distance Education
2A - Analyze the needs of under-prepared students in our communities
2A - Create a program which meets those needs
4B - Secure regular and dependable research data

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

Student success rates in Digital Media Arts have increased over the past year, while retention rates remain steady. Although success rates are increasing, many students in DMA classes continue to exhibit a lack of preparedness with respect to computer and self-efficacy skills. While completion rates are expected to increase significantly this year, those rates will need to be maintained next year.

3. Action Plan:

  a. Complete and launch a revision to the Web Design Program, the components of which include:
    a. A Web Fundamentals mini-certificate, a Web Fundamentals Certificate and a Web Professional Associate Degree.
    b. Closer alignment with topics required for industry certification.
    c. More CIS components; specifically, the addition of CSCI C101 to the list of required courses for all certificates and degrees.
    d. The elimination of electives, to promote stronger career pathways.
    e. The addition of DMA C111 Fundamentals of Web Development as a prerequisite for all courses in the program, with the exception of two entry level courses, DMA C102 Digital Imaging and CSCI C101 Introduction to Computer Information Systems.
  b. Utilize the forthcoming SmarterMeasure application to help students assess their preparedness for success in the Web Design program.
  c. Utilize the forthcoming DegreeWorks application to identify students nearing milestones of success, and provide them with assistance in reaching those milestones.

4. Measure of Success:

Increase in the number of students successfully completing Web Design courses and receiving degrees and certificates.

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 *one*): G = General Fund, O = Other	
							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

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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

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].*

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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

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
Lynda.com subscription	All	2	1A, 1C, 6D	Digital Media Arts encompasses multiple topic areas, most of which continuously undergo rapid evolution. These subscriptions assist faculty in maintaining technological and topical currency in the field, as well as providing access to ongoing training in a multitude of instructional delivery techniques.	2100.00	Ongoing, annual		O
Bluehost PHP Server	All	2	1A, 1B, 1C	Some course offerings require students to utilize a web hosting service; this ability is an integral component of preparing students to successfully deliver web content.	191.76	Biennial	G	

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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 one): G = General Fund, O = Other	
							G	O

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

See Digital Media Arts SLO Summary, attached.

STEP 5: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)

See Budget Worksheet, attached.

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

See DMA AUP DETRAD Aug 2012, and DMA crsbk AUP Aug 2012, attached.

Proposed Program Changes

Web Fundamentals Certificate (new)

- CSCI C101 - Introduction to Computer Information Systems   3
- DMA C102 – Digital Imaging   3
- DMA C111 – Fundamentals of Web Development   3
- DMA C113 – Accessibility and Usability   3
- DMA C117 – Web Design with Dreamweaver   3
- DMA C211 – Web Scripting with Javascript   3

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Web Professional Certificate

- CSCI C101 - Introduction to Computer Information Systems   3
- DMA C102 – Digital Imaging   3
- DMA C111 – Fundamentals of Web Development   3
- DMA C113 – Accessibility and Usability   3
- DMA C117 – Web Design with Dreamweaver   3
- DMA C119 – Advanced Web Development   3
- DMA C201 – eCommerce Development   3
- DMA C211 – Web Scripting with Javascript   3
- DMA C213 – Web Development with PHP and MySQL   3
- CSCI C143 – Network+ Fund. of Network Technologies   3
- DMA C280 – Web Production Management   3

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Web Professional Associate Degree

- CSCI C101 - Introduction to Computer Information Systems   3
- DMA C102 – Digital Imaging   3
- DMA C111 – Fundamentals of Web Development   3
- DMA C113 – Accessibility and Usability   3
- DMA C117 – Web Design with Dreamweaver   3
- DMA C119 – Advanced Web Development   3
- DMA C201 – eCommerce Development   3
- DMA C211 – Web Scripting with Javascript   3
- DMA C213 – Web Development with PHP and MySQL   3
- CSCI C143 – Network+ Fund. of Network Technologies   3
- DMA C280 – Web Production Management   3
- ENGL C151 – Technical Communications   3

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