CERRO COSO
COMMUNITY COLLEGE

Visual and Performing Arts Department
Annual Unit Plan for Academic Year 2014-15
Planning Year 2013

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Department Mission/Connection to College Mission

The Art Department 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 component of the VPA program offers elective courses in music that serve the development of a traditional liberal arts education and contribute to general education and the honors program.

b. Partnerships

As a means of fulfilling its goals for partnership outlined in the Annual Unit Plans for 2012-13 and 2013-14, the Visual and Performing Art Department solidified its educational partnership with Cal State San Bernardino's art department during the 2013 calendar year. While the VPA has long enjoyed a loose affiliation with this institution through alumni transfers and cross departmental collaboration, this year Professor Brad Spence presented his solo exhibition, titled "Partnership," in the Cerro Coso LRC Art Gallery. Professor Spence conducted a gallery walk-through and discussion of his art, and met with numerous Cerro Coso transfer candidates. Also participating in the event was Ariel Seymour, a Cerro Coso alumnus who is attending CSUB. She discussed her experience as a student at CSUB with Cerro Coso students, as well. Currently the VPA is exploring the possibility of inviting other CSUB faculty members, or graduate students, for a similar event.

Additionally, a defining structural change has occurred within the department with the initiation of the Studio Arts for Transfer Degree program. We expect this to yield stronger articulation with colleges within the CSU system, as well as provide a clearer and more achievable pathway toward completion for our students.

c. Special Initiatives for Student Engagement

Ongoing significant VPA student engagement events include the permanent installation of another section in *The Fence Panel Project*. *The Fence Panel Project* is an ongoing campus beautification project in which students are afforded the opportunity to create public art and display it on campus.

The VPA also is involved in community outreach with both the Maturango Museum "Open Studio" program, as well as numerous musical concerts performed at the same museum. Furthermore, the reinstitution of both Choir and Band classes serve as high-profile, community centered outreach efforts subsidized by the college. Additionally, the VPA routinely participates in annual college recruitment events, such as providing facility tours and presentations during career fairs and "I'm Going to College Day."

A significant student engagement goal was achieved in 2012-13 with the installation of monitors and instructor workstations in two of the classrooms (See VPA Program review 2013, Part V, "Technology Currency"). Achieving this goal resulted in faculty more effectively managing their classrooms and being afforded the capacity to present digital supporting material to their lectures.

STEP 2: REVIEW PROGRESS AND PLAN FUTURE STRATEGIES

a. Progress Made on Program Review

The program review for the Visual and Performing Arts Department was ratified by Academic Senate and approved by the Institutional Effectiveness Committee in the 2013 academic year. As the VPA has only recently set our three and six year goals, a sufficient amount of time has not passed for assessment of our progress. However, we are actively in the process of employing specific tactics in order to accomplish our three year goals. Below is a list of three year goals, paired with descriptions of the efforts we are initiating:

Sustain high level of efficiency in course offerings:

- Adherence to program pathways.
- Thoughtful rotation of courses, with a balance being struck between "popular courses" and degree specific courses.
- Shifting courses or timeslots (i.e. flipping Introduction To Music with Appreciation of Jazz, or rotating Drawing from a Tu/Th to Mon/Wed schedule).
- Improving communication between disciplines in an attempt to promote further enrollment of students into other VPA courses (e.g., Sandvik visited Foggia's class, Foggia pitched the Sculpture 1 class to his music students, Darty visited Sandvik's class and presented an introduction to

Drawing 1).

Stabilize and refine the core course offerings and the elective offerings for the new degree:

- Faculty are being asked to develop classes for integration into the new degree line-up.
- Top down evaluation instruments are being constructed by full-time faculty, and new part-time faculty are being oriented to department policy and practices.
- More communication is being engendered between the faculty at all sites (please see Section C, Progress Made on Department/Unit Strategies, below).

Collect a full round of SLO data; fully process and analyze this information:

- The early adoption of the TMC model resulted in an unfortunate discrepancy between our homespun Student Learning Outcomes and outcomes listed in the C-ID descriptors. The goal of collecting SLO data and performing analysis has thus mushroomed into an urgent need to revise CORs for all of the courses within the degree program. A plan is in place to redress our COR's in order to position ourselves to achieve this goal (please see Section C), and specific faculty have been assigned responsibility in this effort.

Create a digital lab conducive to the output of art products:

- We are continuing to discuss the physical resources necessary to achieve this goal with administration (please see Program Review 2013, Part 5, Future Needs and Plans: "Adding a digital component to the Studio Arts for Transfer Degree").

Develop and deploy specific online course offerings:

We are in the process of recruiting an adjunct instructor who will develop additional online courses, and who can be inculcated into our departmental methodologies. A long term vision for the development of online studio classes is being discussed by faculty and roughly hewn. A conversation about the creation of an online AA in Art History is being held between faculty and administration, the result of which will inform our online course offerings (please see Program Review 2013 Part 5, Future Needs and Plans: "Analysis of Improvements Needed").

Increase the number of degrees awarded:

- Continued offering of courses according to program pathways.
- Increased faculty to student contact.
- 3-Dimensional design, which demarcates the end of a pathway cycle, is scheduled for Fall 2014.

Host informal meet and greet sessions, orienting new art students to the program and faculty:

- Progress toward this goal has not yet been initiated.

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
201270 MUSC 101	Evaluate artistic works	Category target level was met. Students scored above the target level of 80%. However, only 70% submitted this assignment.	The weight for this assignment was increased to 20% in order to increase participation.	**201670**
201270 ART C101	Create individual focused art projects demonstrating awareness of various art media.	65 of 67 students achieved a grade of 80% or higher. Although this exceeds our goal of having 80% of students achieve 80% or higher, significantly fewer students completed this assignment, which was perceived by the students as extremely challenging.	Additional guidance and instruction related to the physical construction of this type of sculpture will be given to students in future sections.	**201630**
201270 ART C111	Identify, define, and apply the concepts and terminology related to the Elements and Principles of Two Dimensional Design Theory and Color Theory.	75% of students achieved this SLO, not quite meeting the expected 80% standard.	The initial plan for improvement has been discontinued due to the recent required revisions to the SLOs (for congruence with the C-ID descriptors). *	**201530**

201270 ART C131	Comprehend and integrate the basic visual elements of line, value, shadow, texture, shape, and form as they interact on the picture plane.	73% of students achieved this SLO, not quite meeting the expected 80% standard.	The initial plan for improvement has been discontinued due to the recent required revisions to the SLOs (for congruence with the C-ID descriptors). *	201530
201270 ART C141	Demonstrate an appropriate skill level while applying the production procedures used in making ceramic objects.	60% of students met the standard; this is well below the target.	The initial plan for improvement has been discontinued due to the recent required revisions to the SLOs (for congruence with the C-ID descriptors). *	201530
201270 ART C141	Organize, influence, and manage the success of personal ceramic projects by knowledgeably guiding the works through the appropriate ceramic processes.	60% of students met the standard; this is well below the target.	The initial plan for improvement has been discontinued due to the recent required revisions to the SLOs (for congruence with the C-ID descriptors). *	201530
201270 ART C141	Identify types of ceramic artworks through a visual identification of characteristics that reveal evidence of the production method, firing temperature, and glazing technique employed.	60% of students met the standard; this is well below the target.	The initial plan for improvement has been discontinued due to the recent required revisions to the SLOs (for congruence with the C-ID descriptors). *	201530

* During the past cycle of SLO assessment, the new Studio Arts for Transfer Degree was being launched, with home-spun SLOs providing the basis for assessment. More recently, we have come to realize that the SLOs for multiple courses need to be extensively revised in order to be congruent with the C-ID descriptors. Thus, in the next cycle of assessment, the SLOs listed above will be obsolete, and new assessment tools will need to be created. Please see Section d., Department Strategies for Next Academic Year.

c. Progress Made on Department/Unit Strategies

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.

This goal was a response to a need to create a comprehensive degree and transfer program in the arts at our college. Significant progress toward completing this goal was achieved through the development of the Studio Arts for Transfer degree. The degree was approved at the state level; however, initiation of the degree into our catalog has been delayed due to the post-approval realization that further congruence between SLOs and outcomes listed in the C-ID descriptors is necessary. We are now focusing our department efforts on a timely revision of all CORs in order to fully incorporate all necessary C-ID SLOs and course content.

Other action items for reaching this goal included extensive course deletions, identification of gaps in instruction revealed through SLO assessment, refinement of SLOs, deactivation of multiple programs, and streamlining multilevel course offerings. The following of these action items have been completed: extensive course deletions; deactivating the theater major, the fine arts major, and the previous AA degrees; and streamlining multilevel course offerings in art and music. Of the remaining action items, significant progress has been made toward identifying gaps in instruction through SLO assessment and refinement of SLOs. The ongoing process of SLO assessment has been hampered somewhat by the extensive changes made to SLOs during the continuing development of the new Studio Arts for Transfer program. We anticipate that with the revisions currently being made to the courses in the degree, VPA will have an established set of consistent SLOs for all courses that can be more meaningfully assessed.

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

Strategy 1: Rework and submit all degree specific courses through the CIC review process in order to achieve congruence with the model curriculum for the Studio Arts for Transfer degree

1. College Strategic Objective(s) addressed: 3.1, 3.2

2. Action Plan: All degree specific course outlines of record will be resubmitted to CIC with appropriate C-ID student learning outcomes and content included.

3. Measure of Success: Completion of CIC revision process for the courses listed below (all degree specific).

4. Expected Completion Date: Spring 2016

5. Person(s) Responsible:

Sandvik:
- Survey of Art History I
- Survey of Art History II
- 3-D Design
- Sculpture I
- Sculpture II (potential)
- Introduction to Art (potential)

Benson:
- Painting I
- Painting II
- Ceramics I
- Ceramics II

Darty:
- Drawing I
- 2-D Design
- Drawing II (potential)
- Computer Art (potential)

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

☐ *It is designed to improve internal unit operations*
 X *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.

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

Strategy 2: Create top down SLO assessment instruments for all degree specific courses in the Studio Arts for Transfer Degree program

1. College Strategic Objective(s) addressed: 3.1, 4.3

2. Action Plan: Construct SLO assessment instruments for each course within the Studio Arts for Transfer Degree. These instruments shall address the new SLO language required for the degree, and will be used department wide for top-down data collection and analysis.

3. Measure of Success: Completion and launch of the new assessment instruments prior to the next planned cycle of data collection.

4. Expected Completion Date: Spring 2015

5. Person(s) Responsible:

Sandvik:
  - Survey of Art History I
  - Survey of Art History II
  - 3-D Design
  - Sculpture I
  - Sculpture II (potential)
  - Introduction to Art

Benson:
  - Painting I
  - Painting II
  - Ceramics I
  - Ceramics II

Darty:
  - Drawing I

- Drawing II (potential)
- 2-D Design
- Computer Art (potential)

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

☐ *It is designed to improve internal unit operations*
 X *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.

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

Strategy 3: Develop, administer and evaluate a student "first-contact" strategy

1. College Strategic Objective(s) addressed: 1.1, 2.1, 2.4

2. Action Plan: The VPA will develop a "first contact" strategy that improves the student experience by helping students negotiate their entry into college. A "First Contact Survey" is being developed, which will be used to initiate a discussion between faculty and students. We will collect student responses to questions designed to assess how effectively we are meeting their expectations, identify needs that are not being addressed, and guide them to necessary resources. This "First Contact Survey" is being developed in consultation with Student Services, and will be deployed in all courses being taught in the VPA. This should provide us with student input data that the department can respond to in an effective manner, thus improving student success rates.

3. Measure of Success: Data is collected and evaluated.

4. Expected Completion Date: Spring 2015

5. Person Responsible: Sandvik

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

☐ *It is designed to improve internal unit operations*

X *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.

X *Intake*　　　☐ *Remediation*　　　**X** *First Year*　　　**X** *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 _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?

   The number of students enrolling in art courses over the past several years has not fluctuated to a significant degree, particularly when

taking into account the extensive concomitant reduction in course offerings. The singular art class offered online, Art C101, however, has consistently had extensive wait lists across multiple sections, which has regularly necessitated the opening of additional sections. Trend data from Institutional Research & Reporting show that the number of students enrolling in Art C101 has more than tripled, from 126 in 2008-09 to 395 in 2012-13.

Current full-time Art faculty consistently work over load - at a rate significantly higher than the college average - to teach the classes offered. It should also be noted that we are currently utilizing a full time faculty member *outside* of the department to fulfill the instructional needs within our department.

2. Are there too many courses or programs that are under capacity?

    The trend data indicate a substantial increase in the number of students per section in face to face art classes, with 2012-13 numbers being almost double those from 2008-09. Face to face courses in studio arts, by necessity, have a capacity strictly limited by the number of existing work stations, the supervision necessary for the hands-on nature of the studio practice, and the space and tool capacity available. While the data show that face to face art classes in 2008-09 were under capacity, the increase noted above also indicates that reaching full capacity in our face to face classes is imminent, and has already been reached for our online course offerings. In 2012-13, numbers of students per section in both face to face and online Art courses were above those for the college as a whole.

3. Are courses "core mission"?

    With the adoption of the Studio Arts for Transfer Degree curriculum, the deactivation of classes not central to the degree, and the delineation of program pathways, all of the art courses now offered contribute to the core mission of degree completion.

4. Are courses overscheduled?

    In previous years, courses in the arts were offered according to an "open access" approach, with a high scheduling frequency of all courses in the department. The adoption of the program pathway for the Studio Arts for Transfer Degree has resulted in a shift to a more direct and structured schedule, and we anticipate that this shift will continue as we focus more intently on student completion.

5. Is there capacity to offer courses or programs at different times and/or locations?

    With only two full time faculty to teach art courses, the capacity to offer these courses at different times and/or locations is limited. Further, the wide variety of discipline areas within the arts calls for the greatest range of expertise across these areas. Our department is currently in need of an additional faculty member who is able to generate curricula that further support the viability of the Studio Arts for Transfer degree model, can increase productivity through successful online instruction, can support degree completion at the

sites through expanded online curricula, and is well versed in the myriad complex tasks involved in achieving greater student success and completion, including meeting standards for reporting and accountability.

6. Is there a workforce shortage in the service area or region?

   N/A; VPA is a non-CTE department.

7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?

   It is clear from enrollment data that we are not sufficiently meeting the need for online courses in the arts. The number of sections of Art C101 offered every semester has varied due to changes in enrollment management approaches; however, no matter the number of initial sections offered, each one fills to capacity in a short period of time. Furthermore, because we do not have sufficient full time faculty, we have not been able to develop a diversity of online offerings, which would enhance the viability of the Studio Arts for Transfer degree, and is a necessary component of the plan to offer an Art History for Transfer Degree online.

8. In support of your proposal, provide the following data:
   a. Size of wait lists in the discipline. Over the course of the previous three years, there have been significant numbers of students - ranging from a low of 24 in summer of 2011 to a high of 102 in fall of 2010 - on the wait list for Art classes, for an average of 67 students on waitlists for any given semester.
   b. Department productivity, previous year. For face to face classes, productivity is 12.3; for online classes, productivity is 18.0.
   c. Number of faculty currently in the department. VPA currently has 2 full time faculty teaching in the visual arts, and one full time faculty member fully supporting instruction in music.
   d. Number of adjunct faculty. VPA currently has 7 adjunct faculty teaching in the visual arts, and 4 adjunct faculty teaching in music.
   e. Number of certificates awarded, previous year. N/A; no certificates are available in the Studio Arts for Transfer program.
   f. Number of degrees awarded, previous year. No degrees were awarded in Art, Theatre Arts or Fine Arts in 2012-13.
   g. Core curriculum classes. There are currently 12 courses in the Studio Arts for Transfer Program list (2 analog photography classes listed are no longer viable, due to changes in artistic practice and loss of facility capacity). 4 of these courses are required core courses in the degree; 2 are from the second tier of courses, and 6 are offered as electives in the program. As noted in the Program Review (Part 1, Section 2), these 12 courses reflect a stripped-down version of the approved classes for the Studio Arts for Transfer model. We are currently not providing optimum diversity in our course offerings; an additional faculty member could address this deficiency.
   h. CTE classes with workforce data (wage/high demand). N/A.
   i. Number of students at first day and census, previous year. The annual sum of students enrolled in art classes on the first day of class for 2012-13 was 1,099; the sum at census was 933. Corollary to that data are the high retention and success rates for the

same period, with retention reaching 90.6% and success reaching 77.9%.

In order to accomplish our stated goals (please see our 2013 Program Review) we need to look outside of our department for faculty labor. Our department has become reliant upon outside full-time faculty for help with the teaching of basic core requirements, administrative duties, and the development of medium-specific courses; we also rely heavily on numerous adjunct faculty to support instruction. In our request for an additional faculty member, we hope to acquire a colleague with a advanced faculty skill-set, including the proven ability to teach core online and on campus classes, the ability to expand the diversity of course offerings both on campus and online (to include contemporary digital art making courses, an area in which we do not currently have faculty expertise), facility with Curricunet and other college recording/reporting software, familiarity with curriculum development and SLO assessment, and the capacity to serve as faculty chair. The addition of a faculty member who meets the above criteria would allow us to better serve our student population, enhance our ability to increase student success and completion, and provide for a more fully rounded experience for the students headed from Cerro Coso to a four-year university program (please also see VPA Program Review 2013, as well as VPA Annual Unit Plans for 2012-13 and 2013-14).

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
Indirect Instructional Temp (accompanist)	CI	1	Instruction		Two Months	3 hours/week for 8 weeks	$30 per hour	X	

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.

Support of classroom instruction for Choir.

2. Explain why the work of this position cannot be assigned to current staff.

Specific skill set is necessary.

3. Describe the impact on the college if the position is not filled.

Choir class cannot run without music accompanist.

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	Instruction	Painting, drawing, 2D design classes at Bishop; intrinsically linked to instruction, and thus achieving unit goals	$1500	On Going	X	
Instructional Supplies and Materials	CI	1	Instruction	Painting, drawing, 2D design, and on-line classes at IWV; intrinsically linked to instruction, and thus achieving unit goals	$15000	On Going	X	
Instructional Supplies and Materials	CK	1	Instruction	Painting, drawing and 2D design classes at KRV; intrinsically linked to instruction and thus achieving unit goals.	$800	On Going	X	
Instructional Supplies and Materials	CM	1	Instruction	Painting, drawing, 2D design classes at Mammoth; intrinsically linked to instruction, and thus achieving unit goals	$500	On Going	X	

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
Instructional Supplies and Materials (clay abatement account)	CI	1	Instruction	Clay abatement fund; intrinsically linked to instruction, and thus achieving unit goals (Fictitious account)	$800	On Going	X	
Instructional Supplies and Materials (Music account)	CI	1	Instruction	Instruments, music scores and materials; intrinsically linked to instruction, and thus achieving unit goals	$1000	On Going	X	
Non-Instructional Supplies and Materials	CI	1	Non-Instructional	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	X	

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	
							G	O
Piano Tuning	CI	1	Instruction	Necessary for the support of Choir.	$500	On Going	X	
Travel	CB	1	Instruction	Evaluations, supplies to sites, inventory at sites	$300	On Going	X	
Travel	CM	1	Instruction	Evaluations, supplies to sites, inventory at sites	$300	On Going	X	

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
Kiln Vent System	CI	1	Instruction	Student success/ Student production of Art work	$700	One Time	X	
Drawing Desks	CI	1	Instruction	To provide each student with a work station	$1200	One Time	X	
Drawing Chairs	CI	1	Instruction	To provide each student with a work station	$5000	One Time	X	
Powered Bead Roller	CI	1	Instruction	Student success/ Student production of Art work	$1500	One Time	X	
Lighting for Lecture Center	CI	1	Instruction	Student success/ Student production of Art work	$5000	One Time	X	

STEP 4: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)

See 410VP1 budget worksheet, attached.