

# Visual and Performing Arts Department

## Annual Unit Plan for Academic Year 2017-2018

October 2016

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### Describe Department/Unit

#### Mission/Connection to College Mission

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

The department's Studio Arts for Transfer and Art History for Transfer degrees prepare 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, will be able to use a wide range of materials and means of expression to communicate ideas, and will be able to demonstrate knowledge of the arts through relevant terminology, practices and developments. They will also demonstrate proficiency in basic art production techniques. Students who successfully complete the Art History for Transfer program will know how to analyze and interpret the formal, technical, and expressive aspects of a work of art, will be able to discuss works of art across diverse cultures within historical and social contexts, will be able to analyze and interpret works of art using appropriate terminology and methodologies, and will be familiar with a variety of art production processes. These programs are appropriate for students going on to professional art school, as well as those completing their studies in fine arts, design fields (such as graphic and media arts, industrial and product design), art education, or art therapy.

The Music program of the department offers elective courses in music that serve the development of a traditional liberal arts education and contribute to general education and the honors program.

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### Report on Improvements Made and Gaps Identified in the Prior Year

#### Student Equity

##### Successful completion of courses

##### Population:

Socioeconomic Status: Economically Disadvantaged

##### Analysis and Plan:

Success rates in 2015-16 for African American students in the Visual and Performing Arts were reported as 51% for Art and 55% for Music. Although these percentages are significantly higher than the college average, they are lower than those for other ethnicity categories within the Visual and Performing Arts, almost all of which show success rates above 70% (the exception being "Two or More Races" in Art, which reports a success rate of 69%). Faculty in the VPA would welcome and participate in any well designed strategy to help close this success gap, whether that be one specific to our department or in support of a larger institutional strategy; however, we feel that there is insufficient information currently available to us about the individuals within this category - who they are, what barriers to success they are encountering, whether those barriers are specific to individuals or display common themes, whether or not the students are on campus or online, part-time or full-time, their gender, their age, their socioeconomic status, their level of college readiness, their reason for taking VPA courses, etc. In order to design and implement a plan for improvement that could be genuinely effective in increasing success for this category of students, we believe access to much more detailed information is necessary.

## Financial challenges to course completion

### Population:

Socioeconomic Status: Economically Disadvantaged

### Analysis and Plan:

Although we do not have data specific to our department that indicate a gap in terms of retention or success for this category, we are well aware of the rising costs of college attendance. The VPA department has implemented a variety of general strategies to help alleviate the financial burdens placed on all students, such as creating a lending library of textbooks (Drawing I, ESCC), allowing the use of older editions of textbooks (Art C101, all sections; Music, all courses), selecting low-cost textbooks (Drawing I, IWV, KRV, and online), and reducing the amount of required supplies students must purchase (Drawing I, IWV and online). In the previous Annual Unit Plan, we proposed studying the feasibility of providing required texts to the on campus sections of Art C101, with the potential to eventually provide texts to all sections of Art C101. We had hoped that the purchase of textbooks could be made possible through the use of Student Equity funds; however, we discovered that these funds can be used only for students within a particular population, not for entire classes. VPA faculty will continue to implement the general strategies outlined in this section, as well as examine new strategies for reducing the financial burdens placed on students taking our courses.

## Outcomes Assessment: Overall Report

Within the past year, substantial progress has been made on collecting SLO data for VPA courses that have been identified as missing assessment data. SLO data collection has been completed for Art C105, Art C106H, and Art C240. This data still needs to be entered into the SLO Moodle by the department chair. This leaves only Art C221, Drawing II, still in need of SLO assessment.

All courses within the Music program have been assessed, and this data has been entered into Curricunet.

## Outcomes Assessment: Gaps Identified in Prior Year's Assessments

### Progress Made on Program Review

#### Studio Arts for Transfer

##### Year of Last Program Review:

2012

##### Progress in the last year on two-year strategies:

In the last program review, seven short-term strategies were identified: 1) sustain a high level of efficiency in course offerings; 2) stabilize and refine the core course offerings and the elective offerings for the new degree; 3) collect a full round of SLO data, 4) create a digital lab conducive to the output of art products; 5) develop and deploy specific online course offerings; 6) increase the number of degrees awarded; and 7) host informal meet and greet sessions to orient new students to the VPA department.

Significant progress in the past year has been made on three of the above: collecting a full round of SLO data, developing specific online course offerings, and increasing the number of degrees awarded. Currently, we have collected SLO data for all but one of the identified courses necessary to achieve 100% completion of this goal; the online Drawing I course is in its third successful semester; and four students were awarded a Studio Arts for Transfer degree in 2015-16, a significant increase over the previous year.

##### Progress in the last year on five-year strategies:

Five long-term strategies were established in the previous program review: 1) increase student recruitment to yield more dedicated art students, 2) establish contact procedures and relationships with area feeder schools, 3) produce a tri-fold marketing brochure, 4) recycle students from one medium area to another; and 5) encourage cross-medium interaction among faculty and students.

In response to the above, the number of students who have declared Studio Arts as their major increased from 19 in fall of 2014 to 39 in fall of 2015; VPA faculty continue to participate in the college's efforts to promote relationships with schools in our area (such as the Annual Career Exploration Day); and VPA faculty continue to encourage student enrollment in all courses within the department via general announcements and one on one interactions. We had hoped to revise the tri-fold brochure we developed for ESCC and deploy it at IWV, however, this goal was not achieved.

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

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

This initiative has been completed. Four students were awarded a Studio Arts for Transfer degree in 2015-16, a significant increase from the one student awarded this degree in 2014-15.

VPA faculty will continue to deploy first day questionnaires, provide support to Studio Arts majors, and work with counselors to support student matriculation and degree completion, with the goal of continuing to increase Studio Arts for Transfer degree awards.

### **Develop an online Art History for Transfer degree.**

This initiative has been completed. Required courses have been taken through the CIC and state approval processes, and the online Art History for Transfer degree has been approved.

### **Increase percentage of courses with completed and current Student Learning Outcomes assessments.**

SLO data has been collected for all but one of the courses required to achieve 100% data collection completion (Art C221, Drawing II). However, the collected data has not yet been entered into the SLO Moodle. The department chair anticipates completing the necessary data entry during fall 2016 and spring 2017.

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

This initiative has been completed.

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

This initiative has been completed.

Music faculty were extremely active last year, providing performances on-campus and within the community in order to bring greater awareness to the outstanding music faculty and course offerings at Cerro Coso.

In July of 2015 Tom Foggia performed for the Ridgecrest Olde Towne Fair, followed by a joint music faculty recital at the Maturango Museum featuring Tom Foggia on guitar and Debra Veit on flute. In September of 2015, CC Choir director Amber Petersen performed with CLOTA in a presentation of the the musical, Joseph and the Technicolor Dreamcoats. Performing for Career Day has also become an annual event in which music faculty share their talents with and have the opportunity to speak directly to high school students who might be considering enrolling at Cerro Coso after graduation. In November of 2015 both the CCCC Band and Choir offered concerts at the BHS Parker Performing Arts Center, while CCCC music instructor Brian Schuldt provided performances with the Felici Trio at both our ESCC campus and in Ridgecrest. In December, music faculty and students collaborated with the Desert Community Orchestra to present "Christmas in Ridgecrest," which featured Tom Foggia on guitar, Debra Veit on flute, and Simon Austin on trumpet. During Spring 2016, the music department collaborated with the social sciences faculty to bring Of Ebony Embers - Vignettes from The Harlem Renaissance to the IWV campus. In February of 2016, Tom Foggia

and Amber Petersen were invited to serve as judges for the Dr. Peter Pinto Music Scholarship Award, and the DCOA Young Artist's Competition. Both awards were won by one of our very own CCCC students, Sarah McDonald, an extremely talented soprano who graduated from CCCC last year and has since moved on to pursue her Bachelors Degree at the University of Utah. In February, Amber Petersen performed a faculty solo voice recital with accompanist Melanie McDonald at the Maturango Museum in order to help in recruiting students for the choir. In March, Tom Foggia performed for Cerro Coso's first College Night, which gave music faculty a chance to showcase music offerings at the IWV campus. In April, both the CCCC Band and Choir performed at the BHS Parker Performing Arts Center, with the choir collaborating again with the Desert Community Orchestra in a performance of John Ritter's Requiem Mass. This concert also featured the winner of the 2016 Young Artist Competition, CCCC student Sarah McDonald, who performed the famous opera, Die Fledermaus, by Johann Strauss. This concert was also performed for the Ridgecrest Young People's Concert Series which was held in May at Monroe Middle School. These performances have brought both awareness to the outstanding and talented CCCC music faculty as well as to our music course offerings. While enrollment in music courses has remained steady, we have made great strides in increasing enrollment in the CCCC band, while enrollment in the choir has seen both increases and decreases over the past three years. Simultaneously running the "for-credit" band and choir classes with the community ed. classes has been of great help in maintaining enrollment in these classes, with about half our students enrolling through community ed. and the other half through the for-credit class.

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## Plan Initiatives for Next Year

### Initiatives for Next Academic Year

#### Creation of courses for online Art History for Transfer degree

**Action Plan:**

With the recent approval of the online Art History for Transfer degree, there are some courses that need to be built and deployed online - specifically, Art C107 Survey of Asian Art, Art C108 Modern Art, and Art C111 Two Dimensional Design. The creation of these online courses will provide students the ability to complete the degree entirely online.

**Measure of Success:**

Creation and launch of three online classes for the Art History for Transfer degree.

**Person Responsible:**

Department chair and VPA faculty

**Other**

The creation of online versions of these three courses will allow students throughout our service area and beyond to acquire the Art History for Transfer degree entirely online. We anticipate that this will provide current students with a broader array of educational paths, and potentially attract an entirely new population of students.

#### Grow and stabilize VPA adjunct faculty pool

**Action Plan:**

We need to increase the number of adjunct faculty in the VPA department, in order to more easily and consistently staff classes at all the sites. In the recent past, a number of faculty have either moved out of the area or retired, which has left us with reduced staffing capacity. Additionally, the college's overall efforts to increase enrollment, as well as strengthen our presence in various communities, has revealed a need for more VPA course offerings at our sites.

Although we have advertised for adjunct faculty in the previous two years, the number of qualified applicants has been low. We propose that advertisements for adjunct faculty positions in Studio Art and Music be deployed either more widely, or in different areas.

**Measure of Success:**

A larger pool of adjunct faculty members who can be assigned teaching loads at our various sites.

**Person Responsible:**

Department chair

**Other**

A larger pool of adjunct faculty will allow us to offer the widest possible array of courses in Studio Arts, Music and Art History, and to stabilize course offerings in the longer term.

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## Evaluate Resource Needs

### Facilities

There are some facilities needs that the VPA would like to have addressed in the coming year, primarily in regards to maintenance and repair. As these needs are of a wide variety and scope, rather than list them here, we propose that the VPA department chair meet with the Manager of Maintenance and Operations to review the list and schedule appropriate actions to be taken.

### Information Technology

VPA faculty would like to transition from using the wall mounted monitor in the 2D lab to a screen and projector system. While the monitor is useful when viewing text content and for a superficial examination of imagery, it is placed too high and is too distant from student view to be of practical use as a stand in for actual drawing models. In addition, the amount of light coming into the 2D lab (because of the clerestory windows) prevents sufficient contrast while viewing images and video. We have a screen, as well as an older projector. We would like to work with IT on a plan to either adapt what we have to better support instruction, or acquire new equipment.

### Marketing

### Professional Development

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## Staffing Requests

### 1000 Category - Certificated Positions

### 2000 Category - Classified Staff