Visual and Performing Arts Department
Annual Unit Plan for Academic Year 2016-2017
October 2015

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

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

Obstacles to immediate engagement and subsequent course completion and success

Population:

Socioeconomic Status: Economically Disadvantaged

Analysis and Plan:

The Visual and Performing Arts Department recognizes the increasing financial challenges that face all students, and particularly those in our immediate service area. We believe that one of the clearest obstacles to a student's ability to immediately engage in his or her courses, maintain that engagement, and eventually succeed in college is the prohibitive cost of textbooks. As a means of alleviating those costs, faculty within the department have engaged in strategies designed to alleviate the burdens of purchasing new and expensive textbooks each semester. Some of these strategies have included: selecting lower cost textbooks, allowing the use of older editions of a textbook, providing access to first chapters of a text in the first week of class, providing reference copies of texts at the library, and removing the requirement of a textbook altogether. In addition to these past strategies, full-time faculty within the department would like to attempt a long-term, multi-phase project which could result in providing required texts for many of our classes to each student as part of their provided course materials. We envision the first step of this project as involving a study of its feasibility, the second (dependent on the first) as providing textbooks to a single on campus section of Art C101, with additional phases involving scaling the second phase up to include as many on campus Studio Art and Music classes as possible.

Retention and success in multiple groups of varying ethnicity; broad awareness of multicultural issues

Population:

Ethnicity: African American

Analysis and Plan:

Faculty within the Visual and Performing Arts Department would like to broaden our students' awareness of the contributions of ethnic groups to the arts, specifically within the field of music. To that end, we will be taking an additional music class, History of American Pop Music, through the curriculum process, with the goal of identifying this class as a diversity option.

Although the reporting structure of this AUP requires the identification of a single target population, the VPA believes that identifying the History of American Pop Music as a diversity option could broaden our students' understanding and awareness of issues involving ethnicity across multiple underrepresented groups.

Outcomes Assessment: Overall Report

Outcomes assessment for all courses within the Studio Arts for Transfer Degree was not fully completed in previous years. Within the past year, significant progress has been made on collecting SLO data for these courses. SLO data is being collected in the current semester for Art C151 and Art C240. Next semester, SLO data will be collected for Art C106H and Art C221, which will result in a full round of SLO data for courses within the Studio Arts for Transfer program. All courses within the Music program have been assessed.

Outcomes Assessment: Gaps Identified in Prior Year's Assessments

Art C106, Survey of Western Art: Renaissance to Contemporary

Type:

SLO

Target Missed/Gap Detected:

For Art C106, assessed in Spring 2015, a gap was identified in achieving the objective of "Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance to the contemporary period" in one section of this course. Within that section (offered at our site in Tehachapi), only 60% of students were able to achieve this objective through essay responses in a final exam.

Type of Gap:

Need to alter/refine instructional techniques. Student unpreparedness in reading, writing, or math. Student unpreparedness in soft skills (time mgmt, notetaking, etc.).

Analysis and Plan:

It should be noted that the instructor teaching this section has left our employ; the department chair will discuss with any subsequent instructor the need to address this gap in future sections of Art C106 at that site.

Progress Made on Program Review

Visual and Performing Arts: Studio Arts for Transfer Degree; Music

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.

As evidenced in last year's Annual Unit Plan, progress on several of these strategies is significant, and continues to be this year. This ongoing progress includes sustaining a high level of efficiency in course offerings, stabilizing and refining the core course and elective offerings in the Studio Arts for Transfer degree program, collecting a full set of SLO data, and developing specific online course offerings. The most significant progress made this year relates to SLO data collection and developing specific online courses. SLO data has been collected for several 2014-15 courses, including 3D Design, Painting I, Ceramics I, Survey of Western Art I, Survey of Western Art II, 2D Design, and Drawing I. In addition, our first online studio art class, Drawing I, is currently in progress. The creation and deployment of an additional online studio art class, 2D Design, is planned for the next year. This addition to our online offerings will make the completion of a Studio Arts for Transfer degree a viable option for our online students.

The remaining three strategies, in which less progress has been made, include creating a digital lab for art students, increasing the number of degrees awarded, and orienting new art students. No progress has been made on the digital lab; as discussed in last year's annual unit plan, this is a goal that has little chance of being reached in the foreseeable future. Although few Studio Arts degrees were awarded in the past year, the number of students identified as Studio Arts majors significantly increased, from 1 in Fall 2013 to 19 in Fall 2014. We expect that this will result in greater numbers of students who ultimately are awarded a Studio Arts for Transfer degree in the near future. The development of a formal structure for orienting new art students still remains a goal.

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.

Significant progress has been made on four of these five strategies. The number of dedicated art students has increased; as of this date, there are 41 students who have declared Studio Arts as their major. Atrifold brochure has been developed for the Studio Arts degree and deployed atESCC; this brochure will be slightly revised and deployed atIWV within the next year.VPA faculty continue to encourage students to take additional courses withinVPA, as well as periodically visit courses to introduce themselves and support ongoing enrollment within the department. While formal contact procedures with feeder schools have not been established by our department specifically, faculty within the VPA continue to participate in the college's overall efforts to promote relationships with schools in our area, such as the Annual Career Exploration Day.

Progress Made on Prior Year Initiatives

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

All degree specific courses have been revised and submitted to CIC. As of this date, a single course, Art C106H, has yet to complete the CIC review process. All other courses have either been approved by the state, or are in the approval process.

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

All adjunct and full time faculty have developed top-down SLO assessment instruments for degree specific courses in the Studio Arts for Transfer program. SLO data collection has been completed for several of the courses for which VPA was previously lacking data; this data will be entered into the Curricunet system.

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

Full time faculty working within the Studio Arts for Transfer degree program continue to deploy a first day student questionnaire in

order to gather information about students' individual interests, concerns and issues. In the prior year, faculty attempted to coordinate an effort with the Counseling department to create a mini-workshop within the class environment itself, to promote educational planning toward achieving a Studio Arts for Transfer degree. This effort was not entirely successful, but faculty remain optimistic about the potential of this strategy to support student success efforts.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

SLO data collection, analysis and entry

Action Plan:

The department chair will continue to work with individual faculty to standardize SLO assessment tools and achieve completion of SLO data collection of all classes within the VPA.

Measure of Success:

100% completion of SLO data collection, analysis and entry into Curricunet.

Person Responsible:

Department Chair

It addresses a gap in outcomes assessment

Department specific support of student success in degree completion

Action Plan:

Coordinate with members of the Counseling department to identify students who have declared Studio Arts as their major, schedule time within the class environment to directly assist these students in the development of an education plan that supports degree completion.

Measure of Success:

Increased numbers of students who complete an educational plan with Studio Arts for Transfer as their identified objective.

Person Responsible:

Department Chair, in collaboration with Counseling

It addresses a program review strategy

This initiative addresses item 6 of the program review strategy, to increase the number of degrees awarded.

Evaluate Resource Needs

Facilities

Information Technology

Marketing

Professional Development

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff